

Examiners' Report
June 2014

GCE Physical Education 6PE01 01

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Introduction

The paper was of the same format of previous years with 45 marks being available to both parts of the syllabus, namely 1.1 and 1.2.

Learners seemed to appreciate the extra space available in the booklet to answer the questions with fewer learners requesting additional paper.

Question 1 (a)

This question was widely accessed by learners at all levels. The definition required two concepts to be identified, those being "contemporary" and "concern". Consequently answers that contained a similar meaning to "issues relevant to society at a given time" scored the correct mark.

To score the additional marks candidates were required to identify 3 contemporary concerns that are on the syllabus.

Common mistakes were to fail to tackle the "contemporary" element of the term.

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To score the additional marks candidates were required to identify 3 contemporary concerns that are on the syllabus.

Common mistakes were to fail to tackle the "contemporary" element of the term.

Answer ALL questions.

1 (a) Within the context of healthy and active lifestyles define the term **contemporary concern** and identify three such concerns. (4)

Definition

Contemporary concern is ~~the concern of modern~~ the issues relevant to current times.

Concerns

1 Diabetes

2 Coronary Heart Disease

3 Obesity



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Examiner Comments

This answer scored the 4 available marks quite succinctly as all necessary answers were provided



ResultsPlus
Examiner Tip

Candidates need to be reminded that handwriting must be legible - if the examiner cannot read the response, even if it is correct, marks will not be awarded.

Answer ALL questions.

- 1 (a) Within the context of healthy and active lifestyles define the term **contemporary concern** and identify three such concerns.

(4)

Definition

A problem facing society in current times

Concerns

- 1 Sedentary lifestyle
- 2 Stress
- 3 CHD



ResultsPlus
Examiner Comments

Similarly this answer also scored the 4 available marks.

Question 1 (b)

This question asked learners to explain the cause of two identified concerns. The key being the "cause". Learners were not asked to describe the concern.

Most candidates scored two marks for identifying that poor diet and a lack of exercise were significant causes for most concerns.

(b) Explain the causes of **two** contemporary concerns.

(4)

Concern 1 obesity

Cause 1

Lack of physical activity and leading a sedentary life style, therefore fats are not flushed away during exercise

Cause 2

High fat diet, or high LDL diet which lodges in the arteries causing a blockage.

Concern 2 Diabetes

Cause 1

High fat and sugar diet which results in the restriction of certain foods and sugar levels having to be maintained.

Cause 2

A lack of physical exercise, therefore these fats are not being flushed away during exercise, causing a buildup of fatty deposits and plaques in the ~~arteries~~ arteries.



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Examiner Comments

For Obesity the candidate correctly identified that a lack of physical activity (1) and a high fat or high LDL diet (1) are appropriate causes.

For Diabetes the candidate made appropriate reference to high sugar content within the diet (1) and also again a lack of exercise.

Question 1 (c)

This question asks learners to focus on one (a) contemporary concern and then to identify how exercise can help to offset it.

Common mistakes were to fail to identify a concern or to list several.

A detailed and thorough answer.

(c) Explain how regular physical activity could affect a contemporary concern.

(3)

Physical activity could directly decrease obesity, by burning the excess calories taken in, you will stop putting weight on, and start burning fat. This will increase self-efficacy which will motivate the individual to exercise more, as well as change their diet. Also exercise will reduce the risk of illness in obese people, for example obese people build up fatty deposits in their heart, and this may lead to C.H.D, so exercise will help the heart become healthier, decreasing the risk of C.H.D.

(Total for Question 1 = 11 marks)



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Examiner Comments

The learner identified within the first sentence which concern was being referred to, - namely obesity-.

Correct reference was made to the fact that exercise will burn the excess calories taken in (1) which will help to stop putting on weight and burn fat (1). Appropriate reference was made to the fact that obese people are likely to suffer from other illnesses and so exercise will also help to reduce this additional risk (1) Max of 3

Question 2 (a)

Candidates were awarded a max of 1 mark for the definition and a max of two for identifying two of the methods main characteristics.

Most candidates scored two marks for the question with an even split gaining a definition and a characteristic versus those who identified two characteristics.

The key for the definition was to identify that it is training that involves a long duration with or at a constant or set intensity. This latter point was often missed by learners who referred to a lack of breaks.

2 (a) Define **continuous training** and list the main characteristics.

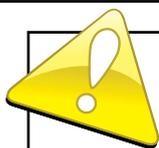
(3)

Continuous training is a form of physical activity that uses the aerobic energy pathway and is associated with long distances. It has a duration ranging from (30 minutes to 2 hours) and has a constant low-medium intensity. (i.e. jogging)



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Examiner Comments

The answer contained all of the pertinent points in order to get the 3 marks. Reference is made to the aerobic energy pathway (1) the appropriate duration (minimum of 30 minutes) with a low intensity (1) scored the second mark for characteristics. But the answer also made reference to "a constant low intensity" which enabled the definition mark to be awarded.



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Examiner Tip

Although the answer contained all that was required to score the 3 marks, the definition mark was only just awarded at the end. A more logical way to answer this and other similar questions would be to define first and then list.

2 (a) Define **continuous training** and list the main characteristics.

(3)

Continuous training is ^{low-intensity} ~~characterist~~ constant, steady pace training with no intervals at an intensity of ~~60-75%~~ 60-75% MHR. It lasts for a duration between 30 minutes and 2 hours. It is good for covering long distances and would be suited to improve cardiovascular endurance.



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Examiner Comments

Although scoring the same as the first example, the chronology and structure of this answer is more obvious. This makes it easier for both the learner to ensure that they have done all that is asked of them and also for the examiner to mark.

Question 2 (b)

A straight forward answer that enabled candidates at all levels to contribute.

(b) Explain why continuous training is such a popular method of training and exercise.

(3)

It will work the aerobic system. Acts as a type of recovery training session. It can cater for large groups of people. Easily carried out.



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Examiner Comments

A very succinct answer but one that demonstrates how by structuring answers efficiently, marks can be accessed without unnecessary wasting of time.

working the aerobic system (1) being a type of recovery (1) and being easy to carry out (1) scored the maximum marks available.

Question 2 (c)

This proved to be a challenging question to some candidates. Sports specificity refers to how well the method of training will reflect the sport for which it is being used. Many candidates were able to identify that very few sports, if any, are of a long duration at a constant steady, but medium to low intensity.

Many candidates stated that it lacked any skill development. However this would apply equally to any physiological training and so was not a valid contribution.

This answer identifies that in many sports there are stop starts and also accelerations (1). The answer also states that the method is not adaptable to other fitness components (1)

(c) Describe how continuous training might lack true sports specificity.

(2)

Not specific for a certain sport only continuous track events. In ^{all} most of the team events / game there are stop and accelerating moments and continuous training doesn't help them develop - not specific, doesn't develop power, reaction time, flexibility, balance.



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Examiner Comments

This answer scores for identifying that most activities have different intensities such as stopping and accelerations.

It also scores a mark for identifying that continuous training can not be adapted for power athletes or indeed any other components of fitness

Question 3 (a)

At GCE level questions that require definitions for concepts should be straightforward and provide relatively easy marks. Learners who knew the information were able to score marks with succinct answers. However many candidates offered wordy descriptions that were often too vague to score the marks available.

Answers for speed were generally quite good with time taken to cover a distance or similar being offered.

Maximal strength was also well answered, however the answer required the "greatest force" rather than "how much force...." as well as reference to the fact that it would be exerted once.

Aerobic endurance was the worst answered. Many candidates simply defined Cardiovascular Endurance. Aerobic endurance refers to the need to for the body to sustain aerobic activity for a long time (endurance) Taking in and or delivering oxygen was not enough, reference to using the oxygen was required.

Muscular endurance was answered well, with reference to muscles performing repeated muscular activity for a long time period.

Vague answers that used terms such as "how long you can sustain, how much force you can failed to score marks.

3 Speed, strength (maximal), aerobic endurance and muscular endurance are all components of physical fitness.

(a) Give a definition of each component.

(i) Speed

(1)

The time it takes to go from one place to another, time it takes to cover a distance.

(ii) Strength (maximal)

(1)

The maximum amount of force that can be applied at one once

(iii) Aerobic endurance

(1)

Having enough oxygen supply over a long period of time.

(iv) Muscular endurance

(1)

Being able to apply a force repeatedly over a long period of time.



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Examiner Comments

This learner scored for all but 3aiii as this answer was too vague and could have been referring to other respiratory levels or even the environment.



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Examiner Tip

For definitions, be specific, do not waffle and ensure that your statement could not be used to describe something else.

Question 3 (b)

To score marks for this question, candidates had to apply their previous definitions.

For speed the answer needed to make reference to being able to win the race, get to the ball first etc.

For strength the answer needed to refer to being able to beat your opponent in whatever the activity was,

For aerobic endurance the answer needed to refer to having the ability to sustain submaximal activity in order to last the duration of a long duration activity, e.g. perform well at the end of a match, marathon etc.

For muscular endurance there again needed to be reference to the muscles being able to perform effectively to the end of the activity.

Answers that failed to score marks were again too vague and or lacked specific reference as described above.

(b) Using a sporting example for each component, explain why it is an important fitness consideration for that activity.

(i) Speed

(1)

A sprinter if they lacked in speed they would not successfully be able to keep up with their opponents and win.

(ii) Strength (maximal)

(1)

A weight lifter, if they were weak they wouldn't be able to lift a heavier weight in a competition therefore, they would not be able to progress further.

(iii) Aerobic endurance

(1)

A marathon runner so they can run for a long period of time without getting undue fatigued and the body can break down the lactic acid more efficiently.

(iv) Muscular endurance

(1)

A tennis player because they have to hit with the same arm repeatedly and if those muscles get tired early on in their match, their accuracy will weaken and they would lose points.



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Examiner Comments

The first three applied examples contained sufficient to score marks.
The final answer, for muscular endurance, needed reference to "throughout the whole match" in order to score the mark.



ResultsPlus

Examiner Tip

When applying definitions to sporting examples ensure that your examples contains the appropriate application of the information contained within the definition.

Question 4

This question was answered well. Candidates were generally able to offer a number of cardiovascular adaptations and as a result frequently scored 4 or more of the available 6 marks.

Common mistakes were; identifying non cardiovascular adaptations, - respiratory or muscular- or failing to specify what happened to the adaptation. E.g. stating cardiac output or venous return, without stating what would need to happen to cardiac output etc.

A small number of learners identified the fitness benefits rather than the adaptations needed for those benefits to take place.

4 Identify **six** cardiovascular adaptations that would be required to improve aerobic fitness.

1 Increase in red blood cells, alveolar coverage, haemoglobin levels.

2 ~~was~~ increased vascularisation

3 Cardiac hypertrophy

4 Increased stroke volume

5 Bradycardia

6 Increase in end diastolic volume



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Examiner Comments

6 marks scored for identifying 6 appropriate cardiovascular adaptations.



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Examiner Tip

Setting out an answer clearly as this learner has done saves time and also enables the learner to identify quickly if they have provided sufficient answers in order to access the marks available.

Question 5

At the lower end learners were able to explain what energy balance and metabolic rate is albeit with some generalisations and some small inaccuracies. Often they referred to exercise and healthy diets but failed to link these strongly to energy balance and metabolic rates, almost seeing them as separate concepts.

A step up from this was where candidates began to identify the factors that would increase metabolic rate.

Learners who scored within the top band were able to identify the need to create an energy in-balance by increasing metabolic rate. Strategies that would increase MR were identified and these were linked to fat loss. In addition, factors that would lower metabolic rate were also identified and explanations offered.

*5 With specific reference to energy balance and metabolic rate, discuss what advice should be given to someone who wants to reduce their body fat.

Despite what many people may think, weight loss is very different to fat loss. In terms of weight loss, factors such as muscle, fat, and water levels are taken into account; whereas fat loss is just fat. Those with high levels of fat tend to live sedentary lifestyles, with ~~high~~ ~~level~~ lacking in physical activity, with high levels of saturated fats within their diet.

When wanting to reduce body fat, energy intake and expenditure must be considered. Our energy intake is essential for enabling us to ~~live~~ live, move around and grow. It comes mainly from the fat, carbohydrates and protein in our diet. In contrast, energy expenditure is the energy we use up in our lives, for example when carrying out physical activity. If energy expenditure exceeds energy intake the fat is likely to be lost, this is why it is important to do lots of exercise.

BMR (Basal Metabolic Rate) is the amount of energy expended whilst at rest. It is important to maintain or increase BMR because if our BMR is low, calories that ~~we~~ we take in will be

deposited as fat in our body, rather than being used as energy.

Factors that will raise BMR include:

- Eating frequent meals - The act of digestion requires energy
- Environment - extremes of hot and cold temperatures means the body must use energy to ^{regulate} ~~maintain~~ its temperature
- Exercise

However, factors that lower BMR include sleep (body is least active), fasting/starvation and age (loss of muscle mass).

Contrary to popular belief, restricting the amount of calories in the diet will not cause fat loss.

Instead, caloric restriction is bad for you.

The body loses essential fluids, resulting in lethargy and the body assumes it is enduring a famine. ~~and~~ It will hold on to what it considers essential (fat) and lose essential elements (muscle).

As a result, BMR will decrease.



ResultsPlus Examiner Comments

This is a very good essay and rightly scores in the top band. The answer identifies that there is a difference between weight and fat loss and correctly addresses the issue of needing to increase energy expenditure and by raising metabolic rate rather than caloric restriction alone.

The answer scored at the lower end of the top band due to the relatively poor structure on the second page. This led to a lack of developed points and no conclusion.



ResultsPlus Examiner Tip

Candidate should check the requirement of the essays first, and if possible answer these first in order to ensure that responses they want to give are not compromised by lack of time.

Question 6 (a)

Questions 6a and 6b were very similar questions. They are asking learners to demonstrate how recreational activities were a reflection of pre (Popular Recreations) and post (Rational Sports) Industrial British society.

The key in the question was for learners to show how the characteristics of the recreations reflected that particular society.

Where learners identified this they invariably scored very well. However if candidates simply listed, even in detail, the characteristics of recreations in the two periods, then they were not answering the question and so failed to score marks.

A very small number of students were confused about and the two periods and so described activities in the wrong question section.

All descriptions offered for the recreational activities of the period were given along with a similar, accompanying description of society. This candidate scored the 3 available marks.

6 (a) Explain how **Popular Recreations** were a reflection of their social setting. (3)

- It was male dominated, in both, where male took control in society and took part in sport
- Localised, there was ~~many~~ sporting events, but all took part in one area, same with society - no transport
- No rules - in society no-one enforcing rules, same in sport.
- Brutal and violent as people didn't value life as much.



ResultsPlus
Examiner Comments

3 clear descriptions of the activities and also of how these mirrored society.

6 (a) Explain how **Popular Recreations** were a reflection of their social setting. (3)

- It was done locally as it reflected the lack of transportation and a rural setting. Also the divide between gentry and peasant activities reflected the feudal system. Furthermore the uncivilised and brutal nature represented lack of education and the use of combat sport. It was also mainly men, which represented the social divide between men and women.



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Examiner Comments

Once again, this learner has linked the characteristics of the recreations to the society at the time.

Question 6 (b)

Questions 6a and 6b were very similar questions. They are asking learners to demonstrate how recreational activities were a reflection of pre (Popular Recreations) and post (Rational Sports) Industrial British society.

The key in the question was for learners to show how the characteristics of the recreations reflected that particular society.

Where learners identified this they invariably scored very well. However if candidates simply listed, even in detail, the characteristics of recreations in the two periods, then they were not answering the question and so failed to score marks.

A very small number of students were confused about and the two periods and so described activities in the wrong question section.

(b) Explain how **Rational Sport** was a reflection of society post the Industrial Revolution.

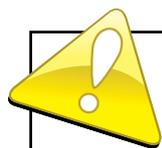
(5)

Due to the industrial revolution urbanisation took place meaning less space for games therefore boundaries had to be created in the forms of pitches. This also meant that team numbers had to be limited therefore increase spectators numbers. The transport revolution also came along meaning teams could now travel which led to the development of regular leagues and fixtures. Due to this there had to be rules put in place. As education had developed ^{ed} this was possible as people would be able to read and understand the rules. Sport became a more popular thing with the introduction of a half day saturday off to give people the time to play or watch games. Games became less violent as there was now a need for a fit workforce. Also broken time payments were introduced in order to compensate players for missing ~~work~~ ^{worktime}.



ResultsPlus Examiner Comments

As with answers to question 6a, this candidate has provided descriptions or characteristics of post IR recreational activities and then shown how these reflected the new society. As such the candidate scored well.



ResultsPlus Examiner Tip

Although a clear and easy answer to mark it might have been easier for the learner to see if they had provided a sufficient number of answers to access all of the marks if they had structured it slightly differently. i.e. first sporting and societal characteristic. Full stop and then the second one underneath and so on.

Question 6 (c)

This was a very well answered question with the majority of candidates providing answers that could have scored more had there been more than 4 available.

Although most candidates referred to a "melting pot" many were confused as to exactly what it is and thought that it was a physical thing rather than a description of the process of rationalisation. Although many students scored well on this question, A grade answers were more detailed and logically presented. They identified that Oxbridge took students from all over the country and thus arrived with different games. They identified the need for discussion and rationalisation, referring to the melting pot which led to codification and established rules.

(c) Describe the role that the Oxbridge Universities played in the development of sport.

(4)

Oxbridge Universities had a vital paper on the development of sport as they were the melting pot of national sport. Oxford and Cambridge Universities also known as Oxbridge Universities where the place in which the first set of rules was created and later on with maintained with the creation of national governing bodies by them. As people from all the country went to both universities and each one had different rules for the same sport codification was essential. They also helped sport to spread across the globe through the students when they finished and promoted sport as something positive for students.

(Total for Question 6 = 12 marks)



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Examiner Comments

You can see that this candidate has written a lot, however there is a lot of repetition within the answer. In the end 4 marks were awarded.



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Examiner Tip

Students should structure their responses to avoid repetition, and also to ensure they answer the question as set. More time can then be given to other questions within the paper.

Question 7 (a)

Candidates who identified that in order to answer the question they needed to refer to the management of the participation pyramid invariably scored very well, picking up 3 marks quite easily and very quickly.

7 (a) With reference to the management of the sporting pyramid, describe the specific role of the agencies below.

(i) UK Sport

(1)

In association to the sporting pyramid the UK Sport ^{organization} would cover Elite level participation.

(ii) Home Sports Council

(1)

In association to the sporting pyramid Home Sport Council would cover Competition level of participation.

(iii) Youth Sports Trust

(1)

In association to the sporting pyramid the Youth Sports Trust would cover foundation level a.k.a grass roots level.



ResultsPlus
Examiner Comments

This learner clearly understood the question and what was required. Each agency is identified along with the section of the pyramid for whom they are primarily responsible.

Question 7 (b)

Answers to this question were quite mixed. Where learners were confident with the subject content they scored well. However many were unable to identify specific strategies for some or all of the identified agencies, despite having covered this area for their local and or national studies.

Many learners spoke very generically, providing vague answers.

The most common answers were the World Class Programme for the UKSI and TOP's and PESSCL for the Youth Sports Trust.

(b) Name a strategy associated with each agency and describe its intended impact.

(i) UK Sport

(2)

Strategy

world class programme

Impact

provide coaching and equipment for potential world beaters. Increase success for olympics and paralympics.

(ii) Home Sports Council

(2)

Strategy

multi sports hubs.

Impact

Everyone has access to facilities within an hour and a half.

(iii) Youth Sports Trust

(2)

Strategy

peesscl

Impact

Get as many people involved at foundation level through showing them pathway in school and community.

(Total for Question 7 = 9 marks)



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Examiner Comments

This candidate has identified 3 appropriate strategies with equally explained impacts for each and so scores the 6 marks available.

Question 8 (a)

Learners who explained the two concepts, - Commercialisation and Americanisation-, scored both available marks.

Where learners failed to pick up marks was when they offered examples of them rather than explanations of what the terms mean.

The important points for learners was to identify that for commercialisation it is the use of sport to generate income for other businesses or becoming more of a business. Simply stating that it is the growing money in sport or the increased media coverage was insufficient.

For Americanisation it is the copying of American culture that was the key to scoring the mark.

8 (a) Define the terms:

(i) The commercialisation of sport

(1)

Commercialisation is the formation of a business of sport becoming a business, people earning money due to sport.

(ii) The Americanisation of sport

(1)

Americanisation is the spread out through the Atlantic; of sport becoming a business production of money due to sponsors, media, brands.



ResultsPlus
Examiner Comments

The mark for commercialisation is clearly scored. The candidate was given the benefit for the mark on Americanisation for including "the spread from and across the Atlantic...."



ResultsPlus
Examiner Tip

Be careful when answering questions, that your explanation is detailed and thorough. The candidate was perhaps a little fortuitous to score the second mark on this occasion, be careful to ensure that points are made clearly with no opportunity for ambiguity.

Question 8 (b)

Candidates did well in this question, even at grade E level they were able to identify that Montreal went bankrupt and that LA made a profit because Uberof sold the TV rights and the Festoon.

Better answers were structured with an appropriate chronology, going through from Montreal to LA up to the model being copied and used as a blue print.

(b) Describe how the events of the Olympic games of 1976 and 1984 contributed to the commercialisation of sport.

(6)

The Olympic games of 1976 was hosted in Montreal, as a result of the Olympic games the city went bankrupt.

The Olympic games of 1984 was hosted in Los Angeles (America), due to the recent games making the host city bankrupt ~~for~~ the city required to fund the games.

This is where commercialisation signs were first shown, as a result of this the person in charge decided to ~~to raise revenue~~ create funding by selling T.V rights, selling the ~~use of~~ ^{the} ~~use of~~ ~~festoon~~, and many other methods such as sponsorship.

As a result of this the games took place and was successful and was the first ever games to make a profit.

After this many sporting events have used this model that the 1984 games created in order to make profit.

Now the most important part of sporting events it to result in maximal profit.



ResultsPlus Examiner Comments

This is a very good answer. Not only does it score the full 6 marks that were available and contained sufficient accurate information to have scored more marks had they been available. It is also structured very well.

Points are made and made clearly. Each sentence contains a point and as such is valid and contributes to the answer. There is no waffle and no repetition.

This all combines to make it easier for both the learner and the examiner.

Question 8 (c)

Answers to this question were rather mixed.

The question clearly asks for examples to support the view that Americanisation has taken place. Learners who referred to Razamataz, half time entertainment, club names and franchises scored well. In contrast, some learners referred to American sports and described their particular characteristics. Consequently they were not answering the question and so failed to score.

(c) Use examples to support the view that Americanisation of sport has taken place.

(4)

Sport is now more spectator based

Most teams/events rely heavily on private sector funding eg AIG sponsoring Man Utd.

Media has control over game start times.

Breaks for advertisement

More fast paced + exciting for spectators eg the Golden Goal in the World Cup.

Sports like rugby, soccer have become professional with players making huge salaries.



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Examiner Comments

This answer has scored well as there are lots of examples of Americanisation. It would be better and more advisable if each point contained a specific example that was directly related to Americanisation; e.g. "As is the case in America sport has become more of a spectator and entertainment based activity with teams like Crystal Palace using Cheerleaders to entertain....."

Answers in this style do not run the risk of missing marks for being too vague.

Question 9

This essay was clearly accessible to all levels of learner.

Learners scoring in the lower band were largely agreeing with the statement that the use of PED's is increasing and then identified reasons why, i.e. growing commercial demands. There was no or very little discussion present. There was no discussion offered.

As the discussion developed learners were better able to access the higher mark bands. Reasons that would support the statement were identified and supported with examples. Equally a challenging view was offered that suggested that drugs have been around for a significant time but that the modes of detection and efforts to detect drug use may have substantially increased in some areas, but perhaps not in all, i.e. NGB's. Very top band answers contained a clear debate with examples that offered a supported and substantiated opinion or argument.

*9 Discuss the view that the use of performance-enhancing drugs in sport is increasing.

A performance enhancing drug is a chemical which is taken to enhance performance or enhance what the body already has. It can be argued that the use of performance enhancing drugs is increasing, but also that the use has always been this prominent and that only testing and awareness has increased. Firstly, more ~~athletes~~ athletes are being caught taking drugs, such as in 2008 Tyson Gay and Asafa Powell, Olympic sprinters. Both failed drug tests after coming 1st and 2nd in the 2008 100metre sprint. Also Allison Powell, Jamaican discus thrower had been found to have failed drug tests, too in 2008. The speculation of this increasing number of professional athletes found to have taken performance enhancing drugs shows a massive increase.

Another factor which can support the view that the use of performance enhancing drugs is increasing is that WADA and governing bodies are now putting more money than ever before into testing. This suggests that there is more need for drug testing amongst athletes. WADA (World anti-doping agency) now carry out biological passports, which is an electronic diary of athletes biological inputs. This is used to detect the effects of doping rather than doping itself. Also used is in and out of competition testing. Out of competition means athletes must inform WADA where and when they will be to avoid missing tests.

On the other hand it could be argued that drugs have always been used in sport. Dating back to Ancient Greek games, athletes would use 'tonics' to enhance performance. Even during World War 2's tour de France, cyclists used drunk wine as a narcotic to numb the pain giving them an edge over opponents. This argues that they have always been used and that awareness has just increased.

Also a reason it is only recently that the use of performance enhancing drugs has become obvious is due to governing bodies hiding or covering up seams. This would be to prevent bad reputation of their sport. For example the IAAF covering up Wen Reneskiy's drug use, when he claimed he had only found them.

Also due to WADA being established in 1999, after the
festina affair, ¹⁹⁹⁶ it can be seen that we know more about
drugs and therefore can detect them more. for example tests
for EPO, only seen in Haematocrit levels are above 50%.

I believe it is justified to say that the use of
performance enhancing drugs is not increasing, but the
world is more aware of drugs and can now detect
more accurately. Also drugs have been used for centuries
as previously mentioned.



ResultsPlus

Examiner Comments

This is a very good essay that is almost equally divided in terms of content between the two views. There is a clear discussion which is presented as an equal debate and is identified as early as the introduction.

Both sides of the argument are supported with clear, relevant and contemporary examples. Appropriate concepts are explained and it is clear that the learner has a good understanding and also an opinion on the topic. The answer even goes on to touch on the view that some NGB's might be in a compromising position and that there may not be consistency across different sports.

To score higher the answer would have needed to offer perhaps an additional supporting argument for both sides, but nevertheless, a very good essay.

Paper Summary

The paper has been accessed by candidates at all levels with very few candidates failing to offer any contribution to particular questions. Where candidates scored well they were able to identify what the question was asking and how many tasks they had to complete in order to access the marks available. They then provided clear answers that were often succinct and lacked unnecessary waffle.

Both essays were well answered on the whole with many learners accessing the top two bands.

There are still some centres however who are not preparing candidates appropriately for the examinations. Many candidates were not able to identify what a question was asking and wrote about the topic of the question, rather than doing specifically what the question asked. Consequently they provided answers that were vague or inaccurate.

Poor answers were on the whole too vague to be credited with marks.

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>

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