

Examiners' Report January 2007

GCE

GCE Physical Education (8536/9536)

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Contents

Unit 1: The Social Basis of Sport and Recreation	4
Unit 3: Exercise and Training	7
Grade Boundaries	11

Unit 1: The Social Basis of Sport and Recreation

General Comments

Examiners reported a wide range in terms of the quality of responses the papers. It was obvious that many candidates were re-sitting this unit - though it is still disappointing that many seem to have made little progress since the summer. There are still important areas of the specification that candidates have little or no knowledge of - in this exam these included the current programmes and initiatives linked to PE and school sport in UK schools and the organisation of sport at the local level.

There was a good spread of responses in Section A. Candidates choosing Q1 scored slightly higher on average than those choosing Q2. The key to success is reading the questions carefully and planning a structured response. There is still a need to stress the importance of clear and legible writing.

Although there was a feeling that the standards of essay writing is improving, far too many essay read by examiners appeared to have little link to the questions set in the exam paper. Too many candidates are writing an essay to answer a question they would like to have read rather than the one on the exam paper.

The most popular questions in Section B was Q6, though examiners reported that the best written answers were on Q3.

Section A - UK and the European Context

Q01(a)(i)

A well answered question. Majority of the candidates made the link between the church and its role in both providing time and facilities for popular recreations. The best answers often referred to specific local examples.

Q01(a)(ii)

This was a well answered question with a considerable number of candidates scoring maximum marks. The most popular points referred to the fact that there were limited rules with large numbers. Too many candidates expected to gain a mark for repeating the statements made in the stem to Q01(a)

Q01(b)

Most candidates picked up at least one mark for melting pot of rules and many also picked up an additional mark for spread of rules/governing bodies on point 4 but few went on to achieve maximum marks.

Q01(c)

This question was either answered very well or very poorly. Candidates either were well versed in this part of the syllabus or scratched around for marks with vague comments. Some misinterpreted and related their answer to peasants in pre-industrial Britain. In addition, many candidates lost marks by confusing provision with opportunity. Most candidates related provision with facilities to access at least 1 mark. Examples of each term were poorly presented by and large.

Q01(d)

This question was another question where candidates either scored well or gained a solitary mark - usually for some comment about funding. A number of candidates misinterpreted the question and commented on the way sports agents support performers and not national sports agencies. Better answers gave a detailed description of both the World Class performance programme and the role of the UKSI's.

Q01(e)

This was generally a well answered question with many candidates able to recognise elements of American sports increasingly prevalent in the UK. Better answers referred to specific examples such as the English Football Premiership and Rugby League's Super League.

Q02(a)

A well answered question, most candidates identified the need for expensive facilities and equipment.

Q02(b)

This question confused some candidates. Candidates picked up one or two marks for getting rid of aggression or keeping boys out of trouble, but few managed to fully develop their answers.

Q02(c)

Many candidates made points which were vague and lacked enough detail to match points on the mark scheme. A lot of candidates simply described the current National Curriculum provision for PE without offering any suggestions about how this may aid the development of excellence. Again, better examples often referred to personal experience and/or specific examples in named schools. Few mentioned the schools sports partnership programme, which again, may upset the SSCO's in candidates schools!

Q02(d)(i) and (ii)

Most candidates were able to identify target group and managed to give detailed description about access issues, but it was disappointing that only a few candidates could follow this up with some reformative policies. Far too many simply referred vaguely to sport for All.

Q02(e)

This question was answered pretty well if they recognised that the sports club was how sport was organised at a local level, but some misinterpreted the question and talked about schools or Governing Bodies.

Section B - The Olympic Case Study

Q03

Some candidates misinterpreted the question as a politics question and scored poorly as a result. Other weak answers again focused purely on deviance. The better answers talked through the impact of such a large audience many splitting their answer into the positive impact argued against the negative impacts.

Q04

Another popular question but there were too many essays that were simply pre-planned on the history of women's involvement in the Olympic Games and failed to address the real crux of the question. The better answers focused on the role of the Olympic Games pointing out the success of role models such as Kelly Holmes .

Weaker answers simply described Women's participation in the Olympics over the last century; popular examples included Alice Milliat and Fanny Blankers Koen - though far too many candidates are still talking vaguely about some one called Fanny Blanket!

Q05

A well answered question, again the key appears to have been reading the question carefully and responding to the question on the paper. Weaker candidates were obviously responding to the question they thought they would be asked and very often the points they made, though relevant to the general topic, were not specifically linked or relevant. Too many candidates focused too much on deviance and wrote an essay on drugs.

Q06

This was the most popular question answered. Candidates who mentioned some of the high profile issues featured in the news, scored well. Some candidates churned out a pre-determined essay on the whole bidding process and only got to the more pertinent points either very late on or not at all. However, most candidates scored reasonably well. Good to see many references to the London 2012 bid.

Unit 3: Excercise and Training

General Comments

This was a seemingly accessible paper for candidates. All four questions were selected in quite significant numbers. Early indication is that question two was slightly the most popular choice. Candidates scored well when they read and fully understood the question, providing answers for the appropriate and required parts. Many candidates are still confused and unable to accurately describe or differentiate between the different methods of training available to athletes. There is also a significant confusion between structural or physiological adaptations/responses.

Q01(a)

Candidates generally scored 4 or better on this question. Better answers clearly and succinctly linked the physiological responses to the benefits gained for the athlete. Far too many candidates wasted time by explaining how to carry out a warm up.

Q01(b)

4 marks (out of possible 6) was the most common score for this question. A grade answers identified two types of fibre arrangement and provided two characteristics for each. C grade answers referred to one characteristic for each while weaker answers simply listed the name of arrangement. Far too many candidates referred to muscle fibre types.

Q01(c)(i)

Often candidates scored the full allocation of marks. Weaker candidates were often unsure of Isokinetic contractions or confused Isotonic with Isometric. The key was change of length or movement while contracting for these latter two contraction types.

Q01(ii)

A well answered question, weaker candidates often failed to identify that the length changed while active or contracting.

Q01(d)

A very disappointingly answered question. Few candidates scored the full marks. Many candidates identified that it was aerobic training and of a low/medium duration without rest periods. However a great many answers referred to other types of training such as circuits and interval.

Q02(a)(i)

4 marks (out of possible 6) was a common score for this question. The majority of candidates correctly identified that the cool down was performed post activity and that medium intensity gross, motor activity and stretching were the main activities of the cool down. Few identified that this was to maintain an initially elevated heart rate in order to quickly remove lactic acid and CO₂. Many candidates identified that a cool down will help reduce the effects of blood pooling and that it would slowly enable the cardiac and ventillatory rates return to a pre exercise state.

Q2(a)(ii)

Many candidates repeated their previous answer here. Better candidates referred to speeding up recovery and therefore being able to train more frequently.

Q2(b)

This question had some good answers. Majority of candidates scored 3 marks for correctly identifying the three fibre types. Most candidates also scored 3 marks for three appropriate modes of training. However, few scored the 3 marks for structural adaptations with most either missing it out or being confused with functional adaptations. The majority of candidates wrote too much and described the characteristics of the three fibre types which was not asked for.

Q2(c)

Generally a well answered question. Most candidates scored 4 marks for the 4 types of movement. Some candidates were too vague with their descriptions of abduction and adduction and many used rotation to describe rotation. Better candidates named and succinctly described the four types of movement.

Q3(a)(i)

The majority of candidates stated that Fartlek involved a changing intensity as did games play, while better candidates only linked this to specificity.

Q3(a)(ii)

A well answered question with most candidates scoring at least 2 of the available 3 marks.

Q3(b)(i)

A large number of candidates identified what Bradycardia is, but few were able to identify how it benefited an athlete.

Q3(b)(ii)

Most candidates correctly stated that aerobic or continuous training was the most likely to lead to Bradycardia. Many stated that the length of work would lead to cardiac hypertrophy.

Q3(b)(iii)

The majority of candidates identified that anaerobic training was often of too short a duration to produce the necessary cardio vascular adaptations.

Q3(c)(i)

A well answered question with candidates generally identifying the two movements and usually identifying at least one prime mover.

Q3(b)(i)

Again, a well answered question. The majority of candidates identified the type of joint and also at least two structural characteristics. Only better candidates actually identified the role of each identified structure.

Q3(d)(i)

Most candidates scored the 2 marks. Candidates who did not had provided vague or factually inaccurate answers.

Q3(d)(ii)

Generally a poorly answered question with many candidates repeating their previous answer.

Q4(a)(i)

Better candidates clearly described circuit training and identified the benefits and reasons why it is so popular. Weaker answers often failed to correctly describe the mode of training providing very confusing descriptions which were often more related to continuous training.

Q4(b)(i)

In contrast to Q4 (a)(i) this was a well answered question. The majority of candidates identified that both were ways of increasing RBC levels. Many correctly scored full marks for describing blood doping but surprisingly a large number stated that EPO was a steroid.

Q4(b)(ii)

A well answered question by most students.

Q4(c)(i)

A well answered question by most students, weaker candidates used validity and reliability to describe the same terms!

Q4(c)(ii)

Despite being led into it by the previous question, few candidates identified that the 100m was not valid or reliable although many did state reasons that were validity based.

Q4(c)(iii)

An alarming number of candidates identified invalid fitness tests such the Illinois agility test.

Grade Boundaries - January 2007

Unit 1 (6721) - The Social Basis of Sport and Recreation							
Max Mark	Mean	SD	A	B	C	D	E
50	27.0	6.0	35	31	28	25	22
Candidates	Max UMS = 90		72	63	54	45	36
2362	Cumulative %		11.1	28.3	47.3	66.3	82.2

Unit 3 (6723) - Exercise and Training							
Max Mark	Mean	SD	A	B	C	D	E
50	23.8	7.9	35	31	27	23	19
Candidates	Max UMS = 90		72	63	54	45	36
2269	Cumulative %		9.2	21.7	37.2	56.0	73.2

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