

Examiners' Report January 2008

GCE

GCE Physical Education (8536/9536)

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Unit 1: The Social Basis of Sport and Recreation

General Comments

Examiners reported a general improvement in the candidates' responses to this paper. The work done on making the paper more accessible through a more structured approach to the answer templates did appear to have encouraged candidates to give more focused points.

There was a good spread of responses in section A with both questions proving popular. Candidates who chose question 1 scored slightly higher on average than those who chose question 2. Again, the key to success is reading the question carefully and working out the best way/structure of answering the question. It was good to see that most candidates are confident with the ePEN style of papers. It is still, however, very important to stress the importance of clear and legible writing.

Although there was a feeling that the standard of essay is improving, far too many essays 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 actual exam paper.

There was a good spread of answers across all four essay questions and a fairly even spread in candidates choice. Question 5 on Olympic bidding was slightly more popular than the other questions with many candidates giving detailed accounts of the London 2012 bid.

Section A: UK and European Context

Q1 (a)

This was a question that differentiated candidates. Those that read the question carefully produced sound answers relating to the need for codified rules and the setting up of national leagues.

Q1 (b)

A well answered question with many candidates scoring maximum marks.

Q1 (c)

Generally a well answered question, this topic has traditionally been a weak area and it was good to see an improvement in candidates knowledge of the subject. There was some repeating of points in both sections and some weaker candidates could not differentiate between the 'how' and 'why' parts of the answer.

Q1 (c) (i)

Again well answered most candidates recognised the development of technology and easier access to transport as key points in the non participation amongst young people.

Q1 (c) (ii)

This part was poorly answered and it was disappointing to note that many candidates had no knowledge of schemes, strategies or programmes aimed at promoting participation amongst young people - especially as lots of them are probably involved in such programmes themselves. Answers were very general - eg Sport for All - better answers referred to local schemes and were obviously drawing on information researched in their local and national assignment.

Q1 (e)

Most candidates picked up marks but few achieved maximum marks. Majority of the candidates could define target group - though quite a few gave answers that were more business focused. Few candidates went on to talk about low self esteem issues or problems over access.

Q2 (a) (i)

This was another question where candidates scored quite well showing a good understanding of the topic - weaker candidates often just repeated the question in their answer.

Q2 (a) (ii)

This was well answered with many candidates making reference to specific examples. Again, weaker candidates tried to use the points from question (a)(i) in their answer.

Q2 (b)

Well answered, this is an area that has greatly improved over recent series.

Q2 (c)

A well answered question, most candidates identified a range of private sector sources - though many dropped marks for talking about public and voluntary sector funding, especially the lottery and government grants.

Q2 (d)

Poorly answered question with few candidates scoring high marks. Only a small proportion of the candidates could name any national agencies. Instead most talked vaguely about funding and medical assistance without reference to how it was sourced. This suggests an area that centres need to focus on in their preparation of candidates for the examination. Better answers made detailed reference to the role of UK sport and the World class programmes.

Q2 (e)

A well answered question by the candidates, with many giving a detailed description of amateur sport. Again, there were lots of good links to local examples and often candidates made reference to their own experience of sports clubs. There were still though, a number of candidates who seemed to have little understanding about what was meant by the term 'amateur'.

Section B: Issues in Sport: The Olympic Case Study

Q03

Some candidates misinterpreted this question as a question simply relating to the history of sport and failed to mention any links to the Olympics. Better answers gave a good discussion on both the role the popular recreations and festivals played and also gave a detailed account of De Coubertin's mission to re-launch the modern Olympic Games.

Q04

A popular question, but there were too many essays that were simply pre-planned literature of political examples. Better examples discussed and explained why the Olympics are often targeted by both countries and political groups.

Q05

A well answered question. Most candidates showed a firm grasp of the advantages of hosting the Olympic Games. Many of the candidates made detailed references to the London 2012 bid. The best answers also began to discuss some of the disadvantages and developed a counter argument.

Q06

Though not one of the popular questions there were some very good answers to this question with several scoring maximum marks on this section . There were numerous versions of Dame Tammi Grey-Thompson's name but generally candidates made good points about role models - several also brought in the contemporary points about Oscar Pistorious. Weaker candidates were a little too positive in their points suggesting that the minor media coverage the games get compared to the Olympics has a great impact on disabled provision.

Unit 3: Exercise and Training

General Comments

It seems to be relatively easy to split the cohort attempting this paper into two distinct groups - those that were able to use accurate and appropriate terminology and were able to refer accurately to appropriate concepts. These students frequently selected the correct questions for them, rarely misunderstood questions and scored marks that were available. The second group tended to avoid the use of terminology, were frequently vague in their answers and often misunderstood what the question was asking.

Q1 (a) (i)

Definitions were often on the right lines but were frequently too vague to score the available marks. Most candidates scored a mark for stating that men have larger hearts / lung capacities.

Q1 (a) (ii)

Mixed scores here, candidates who were prepared often scored max marks. Common mistakes were naming the NCF Multistage fitness test as the Beep test and getting the protocol wrong.

Q1 (a) (iii)

This should have been a straight forward 3 marks. Many candidates identified that continuous/fartlek were perhaps the most appropriate modes of training but few identified correctly the main characteristics of the training.

Q1 (b) (i)

A well answered question with many scoring the available 6 marks. It was surprising that some candidates attempted this question without knowing the correct fibre types.

Q1 (b) (ii)

This was by contrast not a particularly well answered question. Most candidates scored 3 marks for identifying 3 appropriate methods of training. However, only better candidates (C grade) were able to identify appropriate adaptations while few candidates (A grade) related the mode of training accurately to the fibre type.

Q2 (a)

Better candidates answered this question well, often scoring at least 4 of the available 6 marks having realised that the question asked *how warming up might improve performance*. Candidates that simply listed responses of a warm up failed to score any marks.

Q2 (b)

Generally a well answered question. Vague answers for the cartilage location frequently prevented the full 4 marks from being scored.

Q2 (c) (i)

Vague definitions, not stating 'below 60 bpm' was often the cause for candidates dropping any marks with this question.

Q2 (c) (ii)

More able candidates (C grade or better) scored the full 4 marks here. Weaker candidates confused structural and functional characteristics and so dropped marks.

Q2 (d)

On the whole, a very well answered question. Many candidates scored 4 marks for identifying the 4 volumes although definitions were often a little vague or confused.

Q3 (a) (i)

A very poorly answered question with 0 being a common score. Where candidates knew what the conduction system was they were able to score the marks very comfortably, often writing far too much however.

Q3 (a) (ii)

This was an equally poorly answered question. Candidates who did score marks frequently did so as a result of referring to adrenalin and its affects.

Q3 (b) (i)

A straightforward question answered well by almost all candidates.

Q3 (b) (ii)

C grade and below candidates identified the characteristics of veins and arteries. Better candidates related the characteristics to their specific roles.

Q3 (c) (i)

A straightforward question answered well by almost all candidates.

Q3 (c) (ii)

A straightforward question answered well by almost all candidates with the cooper test being the most common answer.

Q3 (c) (iii)

A straightforward question answered well by almost all candidates.

Q3 (d)

Generally a very well answered question with a high proportion of candidates scoring at least 4 of the available marks. Candidates that dropped marks often did so as a result of vague definitions.

Q4 (a)

Generally a well answered question. Blood doping was the most common answer with candidates accurately describing the process and the dangers. Candidates that referred to two methods frequently scored the max marks.

Q4 (b) (i)

Candidates answered this question better than in previous series. Most candidates were able to score the marks for identifying the correct types of contractions although definitions were on occasions too vague to score the full allocation.

Q4 (b) (i)

Vague answers here such as football, a rugby scrum etc were often used as applied examples for the contractions which prevented candidates from scoring the marks available.

Q4 (c)

Generally a very well answered question with candidates frequently identifying appropriate principles of training although, they were not always accompanied with explanations as to how they would be applied.

Q4 (d)

This was a very well answered question with suitable exercises being identified and described by the majority of candidates.

Grade Boundaries - January 2008

Unit 1: The Social Basis of Sport and Recreation (6721)

Grade	A	B	C	D	E	N
Raw mark	34	31	28	25	22	19
UMS	72	63	54	45	36	27
Cum %	9.8	22.8	41.9	66.7	84.7	94.1

Unit 3: Exercise and Training (6723)

Grade	A	B	C	D	E	N
Raw mark	36	32	28	24	21	18
UMS	72	63	54	45	36	27
Cum %	11.2	24.4	41.4	59.6	71.6	82.0

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