

L2 Lead Examiner Report 2002

February 2020

**L2 Tech Award in Sport, Activity and
Fitness**

**Component 2: The principles of
training, nutrition and psychology
for sport and activity**

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A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

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Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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Component 2: The principles of training, nutrition and psychology for sport and activity.

Grade	Unclassified	Level 1			Level 2		
		L1P	L1M	L1D	L2P	L2M	L2D
Boundary Mark	0	16	22	28	35	47	60

Introduction

This is the second series of external examinations with regards to this new specification. Centres and learners should be acknowledged for their preparation. Overall, most learners were prepared and knowledgeable on various content from the specification for this assessment.

The paper was produced in line with the format of the Sample Assessment Materials and the assessment for the 1906 series, both of which are available on the Pearson website. The assessment has nine questions, covering the breadth and depth of the specification for Component 2.

Questions 1 to 6, and question 8, are all broken down into a series of sub-questions generally linked to a very simple scenario, theme or activity. These sub-questions are mostly 1 and 2 mark responses, testing knowledge and understanding of the specification content. They also include more challenging questions that require learners to apply their knowledge to given aspects of the question. These questions on the paper were assessed using a traditional points-based approach, where a mark was given for each appropriate point.

Questions 7 and 9 require learners to produce an extended response. Learners are usually given a more detailed setting or scenario for these questions. Learners are expected to interpret this information and use it to demonstrate some relevant knowledge and understanding of the given area of the specification. At the higher level, learners will analyse or evaluate this information and be able to apply their detailed knowledge to the given scenario or situation. These responses are marked using a 'levels based' approach to assessment where the overall quality of the response was considered rather than number of facts stated alone.

Individual Questions

The following section considers each question on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Q1(a) and 1(b)

1a: This was an accessible question, put at the start of the paper with the aim of building learner confidence. The question requires the learner to take a performer's fitness test result from the question, and compare it to the provided table of data in order to interpret the performer's result. The overwhelming majority of learners achieved 1 mark on this question.

1b: This was intended to be a slightly more challenging question, testing learners' knowledge of the components of fitness and their associated tests. A majority of learners achieved 1 mark, though this was a much smaller number than those achieving 1 mark for Q1a. It is important that all learners are aware of which fitness tests and methods of training are associated with which components of fitness.

Table 1

(a) Identify, using **Table 1**, the category that Abigail is in for the Sargent jump test.

(1)

Average.

(b) State the component of fitness tested by the Sargent jump test.

(1)

Power.

This response gained 2 marks.

Q2(a) and 2(b)

This was effectively a 4 mark question. There were 2 marks available for naming two appropriate methods of training for aerobic endurance. A further two marks were available for correctly describing each of the methods of training that had been named. The vast majority of learners were able to name at least one method of training for aerobic endurance. Learners who correctly named relevant training methods were quite successful in expanding upon these to gain the second mark as well.

However, a significant number of learners were unable to name a correct method of training for aerobic endurance. Common errors were to name methods of training for other components of fitness or to name fitness tests, including the Cooper 12-minute run.

This further underlines the importance of learners knowing which components of fitness are associated with which fitness tests and methods of training. It is also key that learners understand the difference between a fitness test and a method of training.

(a) Method of training	(b) Description of method of training
Continuous	You do an anaerobic activity such as running with no breaks and must last for at least 30 minutes.
Fartlek	This is where you are running over different terrains leading to running at different intensities.

This response gained 4 marks.

This learner has correctly identified continuous and fartlek as to methods of training for aerobic endurance for 2 marks. The learner has also accurately described the methods of training in sufficient detail to be awarded a further 2 marks.

Q2(c)

This was the first question on the paper to relate to the psychological aspects of the specification. This question was essentially asking learners to demonstrate some understanding of the definition of self-confidence. A short scenario was used to try to make this more accessible to learners and this was effective with the majority gaining 1 mark for this question.

One common error, was to describe motivation, rather than confidence, with learners referring to Harry not wanting to do it or not being determined enough to do it.

(c) Explain why this statement shows that Harry lacks self-confidence.

(1) 1 Q02c

Harry is doubting himself, so he doesn't have the belief in himself that he can do it, showing he lacks self confidence.

This response gained 1 mark

The learner has referred to Harry lacking belief and doubting himself, for 1 mark.

Q2(d).

This was designed to be a challenging question that would differentiate between higher and lower level learners. The question awards 1 mark for identification of a type of extrinsic motivation, and a further 1 mark if the learner can expand upon this to explain why it will lead to an increase in self-confidence. The question performed as expected with a majority of the learners scoring 1 mark but a considerably smaller percentage going on to achieve the second mark.

A common error was for the learner to focus their response entirely on motivation and not apply this to self-confidence. It is important that learners read the questions carefully and look to address them in full.

(d) Explain why extrinsic motivation will lead to an increase in Harry's self-confidence.

(2) 2 Q02c

because external factors such as praise will make Harry think that he's doing good so he will feel better about himself and believe in his ability. The motivation will boost his self confidence as he'll think he's better.

This response gained 2 marks

The learner has identified praise as a source of extrinsic motivation for 1 mark. The learner has expanded their response to explain that praise will allow Harry to believe he is improving / being successful, which will in turn improve his self-confidence.

Q2(e)

This question was also intended to be more challenging for the learners. Less than half of the learners achieved 1 mark here, and considerably less managed to achieve 2 marks. Although the command verb used is give, the challenge here is for learners to use detailed knowledge to accurately demonstrate understanding of the effects of these two benefits of improved self-confidence.

Understandably, a number of learners found this to be difficult and consequently produced vague, long winded and ambiguous responses which were not able to be credited.

(e) Give **one** reason why **each** of these benefits will have a positive effect on Harry's training.

(2) 2

Positive attitude

He will attend training more often with a desire to improve which will lead to increased fitness levels and enjoyment of training.

Improved effort

He will have a higher intensity level leading to him achieving smart goals.

This

response gained 2 marks

The learner has given concise, specific and accurate reasons why each of these benefits will have a positive effect on training. The learners stated that a positive attitude will lead to increased attendance at training sessions, and improved effort will lead to training at a higher intensity level.

Q3a

This question requires learners to interpret some of the information in the question stem and correctly calculate the required heart rate for a given individual during the warm up. The vast majority of learners were able to do this successfully.

Common errors here were for learners to overcomplicate the question and make the calculation more difficult than it actually needed to be. Other learners misunderstood the question and instead calculated the individuals maximum heart rate.

(a) Calculate Mikey's required heart rate for the **warm up**.

(2)

Calculation

$$220 - 20 = 200 \div 2$$

100.
Answer ~~200~~ bpm

This response gained 2 marks

This learner has initially made the mistake of calculating maximum heart rate for the individual in the question, however this has already been given to learners in the question stem. This learner has gone on to accurately calculate heart rate for the warm up, thereby gaining 2 marks.

Q3(b)

This is another recall question. The command verb used is state and learners are required to recall two ways of measuring heart rate. Learners were permitted to state different pulses in the body or different methods of technology that could be used. A high percentage of learners achieved 1 mark on this question, but only about half of those achieved 2 marks.

A common error from a number of learners was to simply refer to the neck pulse and wrist pulse. This was insufficient in detail to be credited in full, although 1 mark would be given for the use of the pulse.

(b) State **two** ways of measuring Mikey's heart rate during the warm up.

(2)

1. Checking his pulse.
2. Heart monitor.

This response gained 2 marks

The learner has stated checking the pulse for 1 mark, and a technology based method of a heart rate monitor for a further 1 mark.

3(c)

This question uses the command verb name, and requires learners to interpret a short question stem and accurately name the type of anxiety that is being described. The question performed as expected with a slight majority of learners scoring 1 mark. Common errors were for learners to refer to trait anxiety, or to cognitive or somatic effects of anxiety. It is important that learners are able to differentiate between the two types of anxiety, state and trait. It is also important for learners to understand the difference between a type of anxiety and a classification of the effects of anxiety (cognitive and somatic).

(c) Name the type of anxiety Mikey is experiencing.

(1)

State anxiety

This response gained 1 mark

Q3(d)

This question requires learners to recall knowledge by stating somatic effects of anxiety. The question performed as expected with a majority of learners achieving 1 mark, and most of those stating a second correct example to achieve 2 marks. The most common error was to give examples of cognitive effects of anxiety, underlining the need for learners to clearly understand the difference between cognitive and somatic effects.

Anxiety can produce cognitive and somatic effects.

(d) State **two somatic** effects of anxiety that Mikey may experience at the gym.

(2)

Increased heart rate

~~Increased~~ Increased sweating.

This response gained 2 marks

The learner has stated two somatic effects of anxiety.

Q3(e)

This question is again intended to be more challenging, offering more able learners the opportunity to demonstrate detailed understanding and application of their knowledge. The command verb used is explain. Learners are first required to identify a positive effect of taking part in a fitness induction at a gym for 1 mark. Then to apply their knowledge in order to explain how this will help the individual to control their anxiety.

The question performed as expected with just over half of learners achieving 1 mark, but considerably less being able to offer a sufficient expansion to achieve 2 marks.

Learners were not awarded for expansions that refer to the individual feeling less anxious or embarrassed, as both of these were given in the question.

Q3

A fitness induction will help control Mikey's anxiety because it means he becomes familiar with the surroundings making him feel comfortable in the gym as he knows where everything is.

This response gained 2 marks

The learner has identified that an induction will allow the individual to become familiar with the surroundings for 1 mark. The learner has expanded their response to explain that this will make the individual feel more comfortable, thus reducing anxiety, for another 1 mark.

Q3(f)

This is another straightforward recall question, requiring learners to state one **other** method of controlling anxiety. The question was intended to be accessible and the majority of learners achieved 1 mark. Some learners suggested an induction or the use of a personal trainer, but these were not credited as they had already been used in the question and were therefore not **other** methods.

(f) State **one other** method that Mikey could use to control his anxiety.

(1) 1

listening to music

This response gained 1 mark

The learner stated that listening to music is a method of controlling anxiety. This was by far the most common response offered.

Q4(a)

This question required learners to compare the two training plans given in the question and use their knowledge of the FITT principles to accurately describe the changes that had taken place. The question performed at the expected level with nearly all learners scoring at least 1 mark, and the vast majority of those going on to get 2 marks.

The most common error was to choose the wrong FITT principle, with many learners believing that an increase in the number of training days resulted in an increase in time or intensity.

(a) Describe, using **Figure 1**, how the coach has used **one** of these FITT principles to change the training plan.

(2) 2 Q

His coach as changed frequency by adding an extra day of training, so he trains 3 times a week instead of 2.

This response gained 2 marks

The learner has correctly described frequency changing due to an additional day of training every week.

Q4(b)

This question again requires learners to interpret the information in the training plans and apply their knowledge in order to suggest appropriate changes. This question is slightly more demanding and learners performed accordingly, with a majority getting 1 mark, but only about half of those scoring 2 marks.

A common error was for learners to state train for longer or increase session length. Whilst this would result in progressive overload, it did not address changes to the Session Content section of the training plan. This is possibly another example of learners not reading the question very carefully.

Another common error was to suggest 'changing' the length of sprints or the number of sprints. This was not credited as it was too vague. If, for example, the length of sprint had been changed by reducing it, then it would not help with progressive overload.

There were also a number of learners who suggested reducing the rest time. Again, this is an inaccurate response.

(b) State **two** changes the coach could make to the **session content** section in **Figure 1** to make sure progressive overload occurs.

(2)

1 make rests shorter
2 make sprinting length longer.

This response gained 2 marks

The learner has given two clear examples of how the session content could be altered to ensure progressive overload occurs.

Q4(ci)

This is another recall question that required learners to use their knowledge of the components of fitness. Learners needed to suggest two appropriate training methods for speed. Learner performance was a little disappointing on this question. Nearly two thirds achieved 1 mark, but less than half of these managed to get 2 marks. The level of demand was increased as learners needed to know two methods, and one method had already been used in the question. There were still a number of options open to learners though, and it again underlines the importance of understanding which tests and methods of training are for which components of fitness.

A common error was for learners to identify methods of training that are for other components of fitness, especially fartlek training. Other learners referenced the 30 m sprint (test) or the 100m sprint, neither of which are recognised, named methods of training and so were not credited.

(c) (i) Name **two other** methods of training to improve speed.

(2)

1. SAG - Sport specific speed training
 2. Interval training.

This response gained 2 marks

The learner has correctly identified two named methods of training for speed.

Q4(cii)

This follow up question is to test the learners' understanding of the principles of training, specifically variation. The question was intended to be challenging and proved to be so, with only about a third of learners scoring 1 mark. Common errors were to incorrectly reference faster improvements or working different muscle groups as benefits.

(ii) State **one benefit** to the performer of using a variety of different methods of training.

Higher enjoyment? (1)

Less boredom, more motivation

This response gained 1 mark

The performer has stated that boredom will be reduced for 1 mark. Higher enjoyment and more motivation could have also been credited too.

Q4d

This question was intended to be challenging and required learners to utilise their knowledge of a cool down and apply this to a speed training session. About half of the learners achieved 1 mark, but only a very small percentage achieved 2 marks. One common error was for learners to respond in very vague and simple terms, referencing the body (as a whole) relaxing or returning to normal. Learners also referenced reduced injury, but this was not credited unless a more specific example was provided.

(d) Explain why a cool down is important at the end of a speed training session.

(2) 2 0

Lewis should cool down after a training session to lower his heart rate after being at a high intensity and to remove any built up lactic acid within the

This response received 2 marks

The learner has correctly identified that a cool down will be used to lower heart rate for 1 mark, and has linked this to the high intensity nature of a speed training session. The learner has also recognised that lactic acid may have accumulated as a result of the speed training session and could have been credited for this too.

Q5a

This was the first of question to cover the area of nutrition on this paper. This opening question is again simple recall. Learners were asked to name two foods that would be a good source of vitamin C. Demand was increased by the requirement to name two foods, but Vitamin C is an area of learner strength. A large majority achieved 1 mark, and half of all learners achieved 2 marks.

(a) Name **two** foods that will be a good source of vitamin C.

(2)

1 ~~Apples~~ Lemons
 2 Oranges

This response received 2 marks

Two appropriate food sources named.

Q5(b)

This question was intended to provide a range of marks at different levels of demand, requiring learners to recall the function of vitamin C and apply it to a given training scenario. The question was effective in providing an appropriate spread of marks. The most common error was for a learner to not know the function of Vitamin C. Incorrect responses most often referred to Vitamin C as a source of energy and made attempts to link this to the scenario.

(b) Explain why the main function of vitamin C will help Casey to complete her training successfully.

(3) Q05b

Vitamin C's main function is to maintain a healthy immune system to prevent illness so Casey can train more frequently. This means she can train at a higher intensity to improve her fitness because of her intrinsic motivation she has to achieve her goal. This also means she can afford Casey increases her fibre intake during the day before the race. training more frequently

This response gained 3 marks

The learner has identified that the main function of vitamin C is to maintain an effective immune system for 1 mark. They have expanded to explain that this will prevent illness for another 1 mark. Finally, they have applied this to the question with a further expansion that this will mean the performer can train more frequently / train at a higher intensity for another 1 mark.

Q5(c)

This is a recall question that was intended to be accessible and the vast majority of learners achieved 1 mark for correctly naming a good source of fibre.

(c) Name **one** food that will be a good source of fibre.

(1)

oats

This response gained 1 mark
Q5(d)

This question was intended to be challenging to learners. In this case, the question has been broken down into two parts. Initially the learner is required to give two reasons why fibre would be consumed before a race, these are essentially the functions of fibre. The level of demand is increased by the need to provide two reasons or functions. The learner is then asked to apply this knowledge to the scenario in the question and explain why one of these reasons or functions will benefit performance.

The question slightly underperformed, possibly because fibre has not been addressed often in the previous paper and sample papers.

One common error was to link fibre to energy production. This may be because fibre is included as a macronutrient on the specification, under carbohydrates. Or it may just be that energy production is a route that learners take when they are not sure, as they did in Q5b. Learners should understand the functions of fibre in the diet and that fibre does not provide energy

(d) (i) Give **two** reasons why Casey might eat more fibre the day **before** the race. (2)

- 1 So she can empty her bowels
- 2 Aids her digestion.

(ii) Explain why **one** of these reasons will help Casey to complete the race more efficiently. (1)

This will help her in the race because she will not need to empty her bowels during the race.

This response gained 3 marks

This learner has referenced bowel emptying as a reason for 1 mark and that it will aid digestion as another reason for another 1 mark. The learner has expanded upon bowel emptying to explain that the performer will therefore not need to do this during the race for a further 1 mark.

Q6(a)

Question 6 is another question based entirely on nutrition. The first question requires the fairly basic understanding of what a calorie in food is a measurement of. The correct response is energy. Learners performed quite poorly on this question. Possibly because of the slightly ambiguous wording of the question or maybe because it is an area of the specification that has not been previously addressed. Common errors included naming specific macronutrients, like fat, or stating that it a measurement of daily intake.

6 (a) State what calories in food are a measurement of.

(1)

A unit of energy consumed and stored in the body

This response gained 1 mark.

The learner has correctly stated that a calorie is a unit of energy.

Q6b

This is a simple recall question. Learners performed slightly better than expected with nearly three quarters of them achieving 1 mark.

(b) State the recommended daily allowance of calories for a woman.

(1)

2000 Kcal

This response gained 1 mark.

Q6(c)

This question asks learners for the benefit of drinking a glucose based isotonic drink. Learner responses should focus on the drink and its effects on the body, rather than on overall performance. An extremely high percentage of learners achieved 1 mark, for identifying that it provides energy, simple carbohydrates or rehydration, and this was the intention. However, slightly less learners than expected achieved 2 marks. A common error was for learners to refer to a short burst of energy. The advantage is not that the energy provision is short lived, but that it is quickly available.

(c) Explain **one** advantage of drinking a glucose-based isotonic drink.

(2) 2

It is a simple carbohydrate meaning it has a quick release of energy. Because of this she will be more energised when she begins to play the second half.

This response gained 2 marks

The learner has correctly identified that the drink will provide energy / is simple carbohydrates for 1 mark, and has expanded upon this to explain that the energy will be quickly released and available for use.

Q6(d)

This is a further question on legal supplements and is structured in similar fashion to 6c. Learners' performance was slightly poorer on this question than on 6c, mainly because the initial identification mark is harder to access.

One common error is for learners to reference a reduced risk of injury as a benefit of using a vitamin D supplement. This was too vague to credit unless the learner referenced a specific type of injury related to either the sport of football or the skeletal system in the body. Learners must be more specific in their use of injury as a factor in all responses, by applying them to the particular sport or scenario given within a question.

(d) Explain why improved bone health will benefit Maddie during a football match.

(2) 2

The improved bone health and density will benefit Maddie because she will be at less risk of injury during tackles in her games.

This response gained 2 marks.

The learner has identified that bone density (strength) will increase for 1 mark. They have expanded upon this by stating that it will lower the risk of injury. This would be insufficient on its own, but the learner has explained that the injuries may come about as a result of tackling during the game, so is awarded a further 1 mark.

Q7

This is the first of the extended response questions. For these questions the learners are generally given extensive information via an extended situation or scenario. The command verb used is analyse. This requires learners to interpret the information in the scenario in order to recall appropriate and relevant knowledge from the specification, demonstrating an understanding of this knowledge and applying it to the scenario.

In simple terms, the learners need to firstly make a relevant point or identify some relevant knowledge. They should then look to expand upon this and show some further understanding by describing what this is or how it works in practice for example. The learners should then further build on the response by expanding their answer to explain how this applies to the scenario or situation in the question.

A significant number of learners achieved 0 marks for this question. In a number of cases, this was because no attempt was made to answer the question. Centres and learners should recognise that there are a significant number of highly accessible marks available for both of these levels-based questions for demonstrating fairly basic elements of knowledge from the specification. All learners should make an attempt to respond to these extended answers.

For this particular question learners were expected to provide knowledge of macronutrients and apply them to the training of a long distance runner.

Learners could gain limited credit for just naming the macronutrients. Further knowledge could be provided by referencing the main functions, structures, recommended daily intakes and food sources for each macronutrient. In order to apply them to the scenario, learners needed to discuss the timings of intake and reasons for these, or possible changes to normal recommended daily intake.

One other common error was to discuss micronutrients. This is in keeping with a previous extended question on one of the sample assessments. Again, this emphasises the need to read the questions carefully and be aware of key terms from the specification.

Learners were also generally much stronger on their knowledge of carbohydrates than the other macronutrients, and the usefulness of fat intake was by far the weakest area of learner understanding.

Whilst a disappointing number of learners scored 0 marks, those that did get marks often went on to score very well. There were a pleasing amount of learners achieving Band 3 scores of between 7 and 9 marks.

Ali is a marathon runner. His training programme requires him to complete a number of long-distance runs every week.

To improve his performance, Ali needs to consider the **amount** of each **macronutrient** that he consumes and the **timing** of his intake.

7 Analyse how Ali's intake of **macronutrients** can be used to improve his performance during his marathon training programme.

Ali's performance can be improved by ⁽⁹⁾ him eating complex carbohydrates such as pasta to improve his endurance as it provides long lasting energy for him as it is harder to break down therefore it should be

eaten the day before. Ali may also use simple carbohydrates for quick release energy just before he trains to maximise glucose levels and energy before training. An example of a simple carbohydrate would be chocolate, sweets or glucose drinks. This would lead to ~~energy~~ them being broken down easily and energy peaks and troughs. Next Ali could use the unsaturated fats such as nuts or avocados which helps the body gain a secondary energy source, this would be beneficial as if he is starting to feel tired this would be used to help him especially as a long distance runner. Complex carbohydrates would also be useful as it ~~leads to~~ helps him in long distance ~~runs~~ runs such as marathons where it is very tiring. He may also use proteins such as chicken or eggs after exercise to help the ~~growth~~ and repair of muscles allowing him to have muscles which are healthy and not injured to allow him to run his best. All of these improve his performance which would help during his runs.

This response gained 9 marks.

This learner has shown excellent knowledge of the topic area, utilising key terms from the specification to demonstrate this knowledge. The learner has built upon this

knowledge, expanding their answer to show an understanding of the key terms and applying this understanding to the marathon training context of the question. The learner has first of all referenced carbohydrates providing energy and have suggested that pasta would be a source of carbohydrates. They have shown deeper knowledge of complex carbohydrates being slower to break down and release and have applied this to the scenario by stating that these should therefore be consumed the day before a run.

Next the learner has addressed simple carbohydrates, giving examples of food sources, stating that they breakdown and are absorbed quickly and again applying this to the scenario by stating that they should be consumed just prior to a run. The learner has then referenced unsaturated fats as a secondary source of energy, giving food sources such as avocado and offered a vague application by saying that it would provide energy when the performer began to get tired. Finally, the learner has addressed protein giving the function of muscle repair and naming appropriate food sources. They have applied their knowledge stating that protein should be consumed immediately after a run to support repair and prevent injury.

The learner has covered the breadth of the question, showing particularly deep knowledge on carbohydrates, and managing to apply the use of these and protein to the scenario. A good level of knowledge is also shown on fats and the learner has attempted a partial application of this macronutrient too.

Q8(a)

This question asks for a definition of motivation. Learners did not need to provide the definition from the specification but did need to give a suitable description in order to be credited. Overall, learners performed as expected with about half of them achieving 1 mark for this question.

A common mistake was to define self-confidence and refer to belief, or to describe extrinsic or intrinsic rewards without actually defining what motivation is. There are a limited number of definitions on the specification for various terms, and learners should be aware of these.

The desire for a specific goal or accomplishment can be achieved.

This response gained 1 mark

This learner has given a clear and simplistic definition of motivation.

Q8b

This question requires learners to demonstrate an understanding of the classifications of rewards as either extrinsic or intrinsic. The question was intended to provide a spread of marks, with the cumulative effect of classifying four factors and the fact that some are less obvious providing the increase in demand. Whilst some learners did find praise from a coach slightly harder to classify, overall learners over performed on this question and exceeded expected marks.

(b) Complete **Table 3** by:

Identifying whether these rewards are intrinsic or extrinsic.

(4)

Reward	Type of motivation (intrinsic or extrinsic)
Praise from a coach	extrinsic
Enjoyment	intrinsic
Winning a medal	extrinsic
A sense of achievement	intrinsic

Table 3

This response gained 4 marks.

Q8(c)

This question was another more challenging question, with 2 marks that were both pitched at the highest level of difficulty. The question is similar to Q2e in that it requires learners to explain why a benefit of improved motivation, increased enjoyment, will actually impact on training for the high jump event. To be credited learners needed to be very specific in their responses. Unsurprisingly, due to the level of demand, a number of learners gave rambling, vague responses that did not really address the question. A characteristic of successful responses was use of good technical terminology to illicit a concise and clear response.

Learner first needed to address the effect on training, and then how this would impact upon performance as a result. The number of learners achieving 1 mark was higher than expected, but the number achieving 2 marks was slightly lower than expected.

(c) Explain why having fun in training sessions will help Ashani to improve her high jump.

(2) Q08c

A higher amount of enjoyment and fun during Ashani's training sessions will motivate her to continue training and attend more sessions, this will allow her to improve her high jump technique as she will be able to practice it more often.

This response gained 2 marks.

This learner has correctly identified that higher enjoyment levels will motivate the performer to attend more training sessions, for 1 mark. The learner has expanded upon this to explain that this will increase opportunities to practice and improve technique for another 1 mark.

The learner has highlighted key words in the question to try to pick apart the requirements before formulating their response.

Q9

This is the final question on the paper and is the second of the levels-based marking questions. The format and requirements for successfully answering this question are as per the information for Q7 above. Although there were still a high number of learners scoring 0 on this question, it was much improved on Q7. This may be because there were more, open routes into the question.

The scenario refers to a rugby player who needs to improve his strength and muscular endurance. As with Q7, learners should look to identify some appropriate knowledge, expand upon this to show further understanding and ultimately apply this to the situation or scenario given in the question. This can be done by identifying appropriate methods of training, describing these methods and then applying their use to the sport of rugby.

The most common error, seen frequently, was the identification of completely unrelated methods of training, such as interval and continuous training. This, yet again, underlines the need for learners to be aware of which methods of training are applicable to which components of fitness.

- 9 Analyse the **different methods of training** for strength and muscular endurance that James could use to improve his rugby performance.

(9) 9 c

James firstly could improve his muscular endurance which is the ability for muscle to contract over a long period of time by ~~start~~ using circuit training where many different exercises are performed following each other therefore improving muscular endurance. This would be beneficial for James because he can then play rugby at a high intensity all game without his muscles being as tired. He could also use core stability training which improves muscular

endurance so he can therefore keep going. This is where ~~the~~ exercises are performed based to improve his core muscles and their endurance. He also may need strength as a rugby player to improve his performance as it is the maximum force that his muscle can exert. This would be beneficial to him as a rugby player because he can then hold off defenders trying to tackle him and score a try. He may also need this to improve his tackling strength to stop the opposition from scoring with tackles. This can be trained by using free weights where ~~he~~ James may ^{use high weights} lift dumbbells ^{for low reps} to improve strength in his arms which he may need to go to the gym to use. Another way ~~strength~~ muscular strength is trained is by resistance machines where James can use them to help improve ~~the~~ strength. This would require him going to a gym to use as they are hard to ~~acquire~~ get however train his strength well for his participation in rugby. Overall these help lots for rugby increasing his winning chances.

(Total for Question 9 = 9 marks) **9**

This response gained 9 marks.

The learner has firstly given an attempted definition of muscular endurance. They have identified circuit training as a method training for this component of fitness. The learner has given a description of the training method but this is brief and lacks some detail. Finally, the learner has provided an application to rugby, by stating that improved muscular endurance will allow him to play at a high intensity for the duration of the game without tiring.

Next the learner has identified core stability training as another method of training for muscular endurance. Further details on this are very limited though.

The learner now moves onto strength and again opens with a clear definition of the component. The learner then applies this to rugby performance using the examples of tackling opponents more effectively and so preventing conceding a try, and of avoiding being tackled themselves in order to get over the line and score a try.

The learner now addresses training methods for strength, starting with free weights. The learner describes the use of dumbbells, at high weight and low repetitions for strength training. Finally, the learner identifies resistance machines as an alternate method of training for this component.

Summary

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

- Attempt all questions on the paper, including the extended responses for Q7 and Q9. There are a number of very accessible marks available in these two questions but these cannot be awarded if the question is not attempted.
- Ensure knowledge of the components of fitness is clear and detailed. Understand which fitness tests and methods of training are used for which components of fitness.
- Understand terminology used in the specification as these words will be repeated in the exam paper. Such as the difference between a method of training and a fitness test, or a macronutrient and a micronutrient.
- Use appropriate technical language in line with the specification. This will support the demonstration of accurate knowledge via clear and concise responses.
- Ensure knowledge of structures, functions and sources for each macronutrient is clear.
- Ensure knowledge of micronutrients is detailed. Be clear about the functions and natural food sources for each micronutrient, as these can be easily confused with one another.
- Ensure that knowledge of each of the three areas of psychology on the specification is clearly delineated and do not mix these up. In particular, recognise the differences between confidence and motivation.
- Read all questions carefully to ensure full understanding of what is being asked.
- Identify keywords in a question - possibly underline or highlight these to draw attention to them.
- Understand the different command verbs (e.g. state, identify, explain, analyse) in order to establish the requirements of each question.
- Use the number of marks as a guide to the depth of response required.

Refer to the previous exam papers and Sample Assessment Materials in order to become familiar with the structure of the exam and expected responses.

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