

ResultsPlus

Examiners' Report

June 2011

GCSE Physical Education 5PE01 01

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Introduction

Despite being the first examination series candidates were well prepared and as with the previous series a complete range of marks were achieved. Candidates did not appear phased by the format of the paper, working through the multiple choice, short answer and then essay questions.

As with previous specifications this specification and examination paper requires the candidate to apply their knowledge, the more straight-forward examples that candidates can give the more likely they are to gain credit, the most obvious responses are normally the correct ones!

The most successful candidates on the paper scored highly across the paper, including the newer topics on the specification:

- The role of serotonin
- Key influences on choice of activity
- Sports initiatives
- The range of roles in physical activity
- Fitness tests
- Identifying and plotting heart rate values

The less successful candidates:

- Did not appear to have the same breadth of knowledge of the specification topics
- Experienced difficulty when providing specific examples when required
- Essay responses were often difficult to interpret due to standard of written communication

Implications for future teaching

Where centres are teaching the theory content through the practical, continue to do so; this helps candidates apply their knowledge and gives them a greater bank of examples to draw from for their responses. In this years examination paper this will have helped with questions on fitness tests; aerobic and anaerobic work; PEP; methods of training; target setting; the roles available in physical activity and immediate effects of exercise on the body systems.

Exam Preparation

Candidates should be encouraged not to repeat key question words in their answers (For example use of 'targets' in question 13gi).

If the question asks for a number of reasons/responses candidates should vary their answers to make sure their responses do not overlap. (For example question 7)

Perhaps most importantly candidates should look for 'clues' to the answers in the questions. If there is a suggestion in the question of the content candidates may consider in their answer (for example question 14 & 15) then it is in their interests to use this information as a guide to ensure appropriate coverage of the required topics in their response.

Question 2 (a)

Whilst a large number of candidates successfully made the link between cooperation and working in teams/with others and therefore gained the mark, a surprisingly large number of candidates confused co-operation with communication, or even co-ordination and failed to access the mark. Another common error was referring to the social benefits of physical activity and how well you mixed in a team.

Explain how participation in physical activity can stimulate:

(a) Cooperation (1)

*You could learn co-ordination skills in some sports
eg. tennis (Hitting the ball)*



ResultsPlus Examiner Comments

A good example to demonstrate the misreading of a question leading to an incorrect response. The candidate clearly thinks the question refers to co-ordination as they have repeated this in their answer.



ResultsPlus Examiner Tip

It is so important to read questions carefully to make sure answers fit the question as asked rather than a different question.

2 Regular participation in physical activity is thought to be beneficial to the individual.

Explain how participation in physical activity can stimulate:

(a) Cooperation (1)

*Cooperation, learn to work as a team, and
enjoy working as a team*



ResultsPlus Examiner Comments

A good response - candidate gains mark for referencing team work

Question 2 (b)

Answered well overall, as with 2(a) most candidates used team games to explain the opportunity for competition. Popular successful answers referred to playing 'against' others and wanting to win. Unsuccessful candidates tended to repeat the question words, for example, 'when you compete' which could not be credited, or gave specific examples of entering tournaments.

(b) Competition (1)

If you do regular competitive events you stimulate competition



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Examiner Comments

A good example of a poor response. The question asks the candidate to explain how competition is stimulated through physical activity. All the candidate actually does is rephrase the question stating that regular competition will stimulate competition.



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Examiner Tip

Candidates should take care not to repeat question words when explaining key terms.

(b) Competition (1)

~~makes~~ makes you want to work harder in order to win, and beat others.



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Examiner Comments

This is a good example of a credit-worthy response. The candidate achieves 1 mark for correctly linking 'winning'/'beat others' with competition.

Question 2 (c)

This was designed as a differential question and did prove to be a good differentiator between candidates. Unsuccessful candidates failing to score as their answers tended to focus on target setting or 'standard' training sessions; these types of responses lacked the exaggerated demands required. Candidates achieving one mark often did so for describing the physical nature of the challenge. Some candidates achieved both available marks for linking the physical challenge with 'mental toughness'.

(c) Physical challenge

(2)

pushing yourself to the limit but by determination you
carry on



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Examiner Comments

Candidate achieves two marks out of two for this response:

one mark for physically pushing body to limit
one mark for being determined to carry on despite this



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Examiner Tip

Check the number of marks available for a question, this will normally give you an indication of the number of statements or points you need to make, in this case a point was awarded for 'physical' and a second point for 'mental challenge'

(c) Physical challenge

(2)

To get better at the sport you need to train, which
makes you physically better, and set targets for
yourself. This will make you fitter therefore better at
the sport.



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Examiner Comments

This is a good example of an incorrect response. The candidate is attempting to explain physical challenge in terms of 'normal' training. The candidates' response lacks the 'extreme' set of conditions the question is asking for. No marks were awarded.

Question 3

This is the first time the content knowledge assessed in this question has been examined and candidates were clearly well prepared. The full range of answers was given although the most popular was increasing participation. The majority of candidates achieved one mark, where the second mark was awarded this tended to be for raising awareness/teaching in relation to a healthy active lifestyle or healthy eating.

3 Initiatives such as the Youth Sport Trust's TOP programme aim to contribute to the development of healthy, active lifestyles.

Briefly explain **two** ways that initiatives such as this can lead to a healthier, more active lifestyle.

- 1 Getting people from all backgrounds to take part in sport.
- 2 Getting people to take part in a range of different sports.



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Examiner Comments

The candidate has given a good explanation of one way that initiatives can lead to a healthier, more active lifestyle and has achieved 1/2 marks.



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Examiner Tip

The question asks for two ways, therefore candidates need to ensure two different ways are referenced in their answer

3 Initiatives such as the Youth Sport Trust's TOP programme aim to contribute to the development of healthy, active lifestyles.

Briefly explain **two** ways that initiatives such as this can lead to a healthier, more active lifestyle.

- 1 It makes people take more physical activity so their fitness improves.
- 2 It could allow them to make new friends therefore improving their social wellbeing.



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Examiner Comments

This is a good answer, the candidate scores 2/2 marks for identifying two different ways that initiatives can lead to a healthier, more active lifestyle: increased participation and potential improvement in social health through making friends

Question 4

This question has two distinct tasks. The first is to identify relevant components of fitness from a given list; the second to explain how the selected component is used by the performer.

Most candidates correctly allocated the components to either the long distance runner or the sprinter and therefore gained four marks. However, unsuccessful candidates failed to gain four marks where they used the same component twice, for example using cardiovascular fitness for both runners, or substituted another component not present on the list in the question, for example, flexibility.

The first part of the question was clearly designed to be the more accessible; to gain the remaining two marks candidates had to apply their knowledge. Successful candidates correctly explained how each performer used the selected component. Unsuccessful candidates often placed cardiovascular fitness as first choice for the long distance runner but omitted to state that this allowed them to continue for the length of the race without undue levels of fatigue. Candidates experienced less difficulty with the explanation for the sprinter, often relating answers to a 'good start'.

- 4 Fitness requirements vary for different activities. The performers in **Figures 3 and 4** need power, muscular endurance, strength and cardiovascular fitness for their activity, but the importance of each component varies depending on the activity.

In the table:

- identify the **two** most important components for each performer (select from: power, muscular endurance, strength and cardiovascular fitness) (4)
- explain how your **first** chosen component for each performer is used in his/her activity. (2)



Figure 3

Long Distance Runner



Figure 4

Sprinter

Important component used by performer	muscular endurance	Power
Important component used by performer	Choice 2 Cardiovascular fitness	Choice 2 muscular endurance.
How first chosen component (Choice 1) for each performer is used in his/her activity	To do an activity for a long period of time without tiring.	Strength x speed. being able to get push off the starting blocks (get advantage over others)



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Examiner Comments

This candidate achieves 5 out of 6 possible marks. The incorrect response is muscular endurance as choice 2 for the sprinter.



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Examiner Tip

It is perfectly acceptable for candidates to change their mind when reviewing their responses. This candidate probably completed the first part of the question and then read the second part deciding at that point that cardiovascular endurance would be easier for them to apply

Important component used by performer	Choice 1 Cardiovascular fitness	Choice 1 Power
Important component used by performer	Choice 2 muscular endurance	Choice 2 Strength



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Examiner Comments

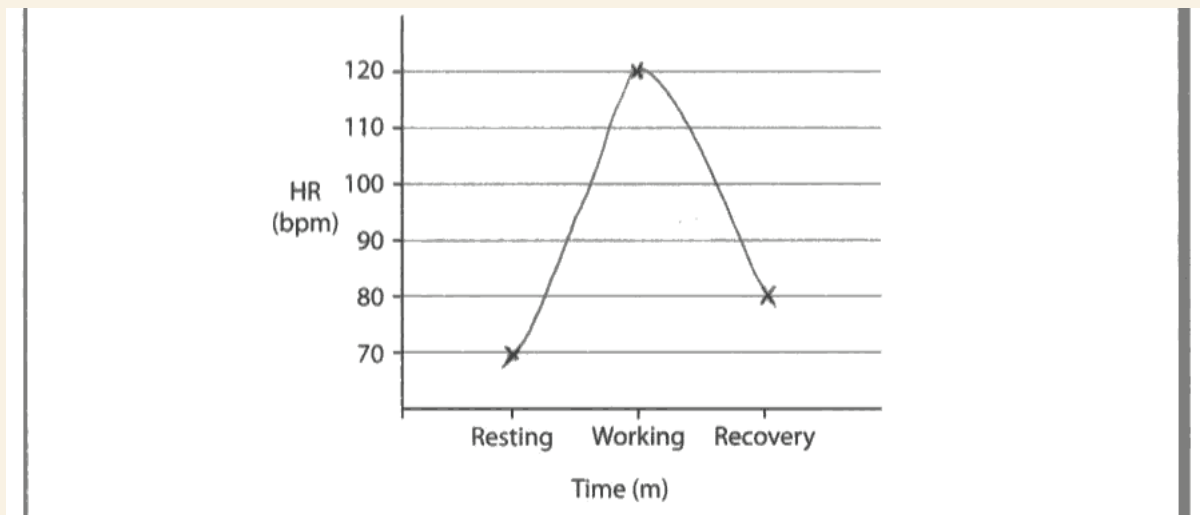
This is a 'typical' successful candidate response. Four out of four marks were gained for correct responses to the first part of this question

Question 5

Successful candidates plotted the value for recovery heart rate higher than resting heart rate to gain a mark and linked the values to create a line graph, however, many failed to achieve the second mark by either failing to plot the graph or using a bar chart rather than line graph.

The first part of this question was answered well, with most explaining that the working heart rate was the highest heart rate going on to state the correct reasoning for this. A smaller number of candidates referenced the need for increased oxygen transport and also gained credit.

Candidate explanations in relation to recovery rate were generally not so clear. Successful candidates stated that recovery rate was higher than resting whereas unsuccessful candidates did not make this clear.



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Examiner Comments

This is a good answer. The candidate has clearly plotted the points and completed the graph to achieve both available marks for this part of the question. (2/2)

(b) Explain why you have plotted the values in this order.

I placed this value as working heart rate because

(1)

It is the highest of all 3, and when working there is more oxygen needed than normal.

I placed this value as recovery heart rate because

(1)

It is slightly higher than resting, as it has not completely re-paid oxygen debt, it's still recovering.

(Total for Question 5 = 4 marks)



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Examiner Comments

A good response scoring 2/2 of the available marks for this part of the question. The first statement clearly identifies this is when the heart is working the hardest (they also reference oxygen but this was not necessary). In the second statement they make clear reference to the recovery heart rate being higher than resting heart rate.

Question 6 (a)(i)

Whilst the previous specification did have content relating to diet the focus was not on a healthy active lifestyle nor applied to personal health. Unsuccessful candidates tended to focus on the emphasis from the previous specification, i.e. fitness and performance rather than the more general health focus required. Where answers related to weight gain these were not credited unless candidate response also identified that this was as a result of eating too much.

6 (a) Diet and rest are two important factors to consider when planning for a healthy, active lifestyle. How may diet and rest influence personal health?

(i) Diet

(1)

If you eat too much fatty foods you may become overweight. This puts your health at risk. If you eat



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Examiner Tip

Candidates should be advised to look for the clues in the question. The last part of the question states 'influence personal health' therefore this is not a question on fitness.



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Examiner Comments

This candidate successfully identified the potential link between overeating/eating too much fat and becoming overweight

6 (a) Diet and rest are two important factors to consider when planning for a healthy, active lifestyle. How may diet and rest influence personal health?

(i) Diet

(1)

if they diet you could loose wieght and become more fitter.



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Examiner Comments

An example of an unsuccessful response. This candidate has misinterpreted the use of 'diet'. Their response refers to dieting rather than what you eat.

Question 6 (a)(ii)

Rest and recovery is a new addition to the specification therefore it was pleasing to see so many candidates making the link between rest and recovery in their responses. Unsuccessful candidates identified repair of the body, rather than repair of the muscle and did not gain credit. Other incorrect responses included rest being described as a problem, which would lead to reversibility, or the need to keep exercising to prevent atrophy rather than the need for appropriate rest for recovery.

(ii) Rest (1)

can de-stress the body and gives it time to recover



ResultsPlus Examiner Comments

This candidate achieves the mark available for this question. They actually give two appropriate responses allowing time to 'de-stress' and 'time to recover'



ResultsPlus Examiner Tip

Candidates should be careful when giving more than one response if only one is required. If the first response is incorrect the answer will be marked as wrong. This is to avoid the situation where candidates are unsure of the answer and so give a few in the hope that the examiner will select the correct one on their behalf.

(ii) Rest (1)

If you don't rest for long enough you can cause yourself and injury



ResultsPlus Examiner Comments

This candidate response was credited as answer states if you don't rest injury can occur, in other words they presented the 'reverse' point to that on the mark scheme which was valid and therefore credited.

Question 6 (b)

Valid responses were given by the majority of candidates the most popular correct response linking carbohydrates as a source of energy or the need for an energy balance between input and output.

Unsuccessful candidates gave vague responses about the need for a balanced diet/good diet or responses that would have been better placed in (ai).

(b) Why do you need to consider what you eat if you exercise regularly?

(1)

Because eating unhealthy food could lead to excessive salt and fat intake which could lead to high blood pressure or heart attacks



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Examiner Comments

This was an incorrect response for this question however, would have been a good answer to part 6(ai). Here the emphasis should have been on exercising regularly rather than personal health.

(b) Why do you need to consider what you eat if you exercise regularly?

(1)

because due to the exercise our body needs more energy so we need food they contain energy like carbohydrates

(Total for Question 6 = 3 marks)



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Examiner Comments

This is a good answer and gains the available mark. The candidate recognises that more energy will be required and this can be sourced through carbohydrates

Question 7 (a)

Whilst examination papers require differential questions, they also require accessible questions to achieve a balance. This question was designed to be accessible and the majority of candidates gained both possible marks. Successful candidates used the image to give 'obvious' answers, for example, broken nose; black eye. Where candidates were unsuccessful this tended to be because they gave two examples of the same 'type' of injury, for example broken nose; broken jaw. Other incorrect responses were those where candidates simply stated break or fracture without identify the specific area that was broken/fractured.

- 7 (a) Identify **two** different types of injury the player in **Figure 6** could sustain as a result of the ball striking his face.



Figure 6

Injury 1

(1)

Broken nose

Injury 2

(1)

head injury



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Examiner Comments

Question asks for specific type of injury, this candidate refers to 'head injury' which is too vague for the purposes of this question, therefore candidate only gains one mark for first response

Injury 1

(1)

Broken Skull.

Injury 2

(1)

Broken nose.



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Examiner Comments

This candidate only achieves one mark as although they give two answers they are of the same type of injury.



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Examiner Tip

Candidates should be advised to try to think of different types of examples if asked to give more than one type.

Question 7 (b)

This was a very accessible question with the majority of candidates providing the correct response. The mark scheme credited RICE; rest, ice, compression and elevation and the more recent method of treatment: rest, ice, comfortable support, elevation.

Question 7 (c)

The full range of marks was achieved for this question. Successful answers included rules; warm-up; items of clothing and checking activity area. Unsuccessful candidates listed injuries rather than give risk reduction measures, or, as with question 7 (a) gave two or three examples of the same 'type' of risk reduction method, for example, stating two rules from the sport; two ways an activity could be balanced or two items of protective clothing.

(c) Different measures are put in place to reduce the risk of injury in physical activity.

Give three **different types** of examples to demonstrate how risk of injury is reduced in an activity of your choice. (3)

Chosen activity
Football

Risk reduced by:
1 *Keeping the studs down on a sliding tackle*

Risk reduced by:
2 *Hand ball- Keeping hands/elbows down*

Risk reduced by:
3 *shin pads- save getting studded in the shin's*



ResultsPlus Examiner Comments

This candidate scored two marks for this question. They failed to achieve maximum marks as they repeated a 'type' of answer. I.e. 'studs down in tackle' and 'elbows down' are both rules.

Chosen activity

rugby

Risk reduced by:

- 1 Rules, so people don't cheat and end up talking wrong causing someone to get hurt, play to the whistle.

Risk reduced by:

- 2 protective equipment (gum shield) so peoples teeth dont get knocked out, sometimes shin pads to stop leg injury in talking.

Risk reduced by:

- 3 Women cant compete men, Men are a lot stronger therefore their tackles may injure women as they are proven weaker.

(Total for Question 7 = 6 marks)



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Examiner Comments

A good response to this question scoring maximum marks as each risk reduction measure is of a different 'type'

Question 8 (a)(i)

Peptide hormones/EPO was less well known than other drugs, of all of the questions in this section this was the least well answered, narcotic analgesics or anabolic steroids were often incorrectly stated instead.

Question 8 (a)(ii)

This aspect of the question was well answered. Questions have appeared on previous papers in relation to narcotic analgesics, this might explain why this particular drug is better known amongst candidates.

Question 8 (a)(iii)

Beta blockers was the correct response for this question. Of those candidates that attempted question 8(a) the impact of this drug was well known.

Question 8 (a)(iv)

Diuretics were correctly selected by successful candidates in answer to this question. Popular unsuccessful answers were anabolic steroids and narcotic analgesics

Question 8 (b)

This was a very well answered question. Winning or improved performance were identified by most candidates gaining them the mark. Unsuccessful candidates either referred to a specific drug and why a performer may take these e.g. diuretics for weight loss or discussed health issues which did not gain credit as specifically stated in question to avoid this category of answer.

(b) All of these drugs have potentially harmful side effects. Explain why, despite the risks, some performers will still use them.

(1)

Could get addicted



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Examiner Comments

This is an example of one of the more frequent incorrect responses as although potentially true in some instances this is not the area of knowledge being tested through GCSE Physical Education. To try to avoid this type of response the question states apart from health risks. The majority of candidates did give a valid response to this question.

(b) All of these drugs have potentially harmful side effects. Explain why, despite the risks, some performers will still use them.

(1)

To have an advantage over others
and win competitions



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Examiner Comments

An example of a popular correct answer. This candidate gained 1/1 for identifying that performers might still take drugs to give themselves an advantage.

Question 8 (c)

Whilst the majority of candidates correctly identified dehydration as a potentially harmful side effect, unsuccessful candidates linked diuretics to heart attacks; impotence or a variety of other health issues.

(c) Give an example of a possible harmful side effect of diuretics.

(1)

dehydration due to loss of fluids



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Examiner Comments

Good answer - 1 mark

(c) Give an example of a possible harmful side effect of diuretics.

(1)

halusination



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Examiner Comments

An interesting but incorrect response - 0 mark.

Question 9 (a)

A surprising number of candidates failed to correctly state the body systems as cardiovascular and respiratory, instead stating heart or lungs and occasionally throat.

Clogging up arteries and high blood pressure were common incorrect responses for cardiovascular health risks, as was breathing problems and oxygen transport for the respiratory system. Although these statements are true, they lead to the overall health risk required by the mark scheme, i.e heart attack, emphysema, lung cancer.

9 Although not illegal, smoking can have dangerous side effects on the body.

(a) In the table:

- name the **two** body systems that can be seriously damaged by cigarette smoke (2)
- state a health risk associated with smoking for each of these systems. (2)

Body system damaged by smoking	Health risk associated with smoking for this system
Lungs	lung cancer
heart	heart disease



ResultsPlus Examiner Comments

This response gains 2/4 possible marks. The candidate was credited for their correct answers in the second column of the table as they did not conflict with the (incorrect) responses in the first column. Had the candidate selected an incorrect system, for example, the muscular system and linked this to lung cancer this would not have been credited as the mark for the response in column two is for an effect on the system identified by the candidate in column 1.

Body system damaged by smoking	Health risk associated with smoking for this system
Respiratory system	Lung disease.
Circulatory system	Heart disease.



ResultsPlus Examiner Comments

This is an excellent answer, achieving 4/4. Both systems are correctly identified and an example of a corresponding health risk associated with smoking for that system has been selected by the candidate.

Question 9 (b)

Many pupils referred to role model/image and gained the mark, with a similar proportion identifying a decrease in CV fitness or performance as a reason. Stating that smoking affected performance without implying a decrease in performance was a frequent error, as was mixing up problems with oxygen uptake rather than that of the transport of oxygen in the blood. These general comments about it damaging the lungs/making breathing harder were a major problem with answers to this question, causing many to miss out on the mark

(b) Apart from the obvious health risks, why are sports performers advised not to smoke?

(1)

can lower performance, don't always know
whats inside it.



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Examiner Comments

Good answer, candidate achieves 1/1 for this response. The point is made in the first three words "can lower performance"

(b) Apart from the obvious health risks, why are sports performers advised not to smoke?

(1)

Young people look up to them as role models, and smoking sets a bad example for them.



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Examiner Comments

Another correct response for 1/1. This candidate accesses the mark by referring to role models and therefore sports performers should not smoke in case they influence others to do so.

Question 10

This was a differential question and as such proved problematic for a large number of candidates. Although the question only demanded recall rather than application of knowledge it is a complex concept. Candidates often failing to state that it was a feature after exercise or anaerobic work and based their answer on problems with a lack of oxygen during exercise. Using the term 'air' rather than oxygen also lost pupils marks. Very few pupils gained all 3 marks, with point 3 and 4 very infrequently referred to as expected from a differential question.

10 An oxygen debt can occur when working hard during physical activity. Explain the term 'oxygen debt'.

~~Not taking in~~ Your red blood cell couldn't get oxygen to the muscle quick enough so lactic acid is created.



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Examiner Comments

This response gained no credit (0/3). The candidate appears to have a vague notion regarding the concept but insufficient detail is given. They appreciate that red blood cells carry oxygen and that lactic acid will accumulate if insufficient oxygen but the question asks for an explanation of the term not what causes it to occur.

10 An oxygen debt can occur when working hard during physical activity. Explain the term 'oxygen debt'.

oxygen debt is the extra amount of oxygen consumed after a period of anaerobic activity compared to the amount which would have originally been consumed in the same time at rest (results in a shortfall of oxygen).

(Total for Question 10 = 3 marks)



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Examiner Comments

An excellent response, the candidate scored 3/3. They clearly identified:

- this was an amount of oxygen required
- after exercise
- and that this amount was greater than it normally would have been at rest

In fact had four marks been available for this question the candidate makes the fourth point stating that this is due to a shortfall in available oxygen.

Question 11

Most pupils identified movement and gained at least 1 mark, with protection of vital organs also a common answer for the second mark. Marks were lost when pupils did not refer to 'vital organs' in their description of protection, just giving a one word answer rather than the required example. Shape and support were often mentioned but very poorly explained often failing to yield a mark. There was some mention of blood cell production, usually linked to oxygen carrying energy production. It should be noted that these responses (shape/support) are no longer on the specification and will not therefore need to be covered by centres.

11 The skeletal system has a very important role to play in allowing us to lead a healthy, active lifestyle. Give **two** examples to demonstrate how the role of the skeleton helps us to be active.

1 *It makes our body parts move, movement*

2 *protection*



ResultsPlus Examiner Comments

This response gains 1 out of a possible 2 marks. The first example is credited as it relates to movement. The candidate's second answer 'protection' does not get the mark as it simply states a function rather than an example of how 'protection' is used in activity.

11 The skeletal system has a very important role to play in allowing us to lead a healthy, active lifestyle. Give **two** examples to demonstrate how the role of the skeleton helps us to be active.

1 *The skeleton protects your body's organs. eg. The ribcage protects your lungs from impacts*

2 *The skeleton allows your body to move and supports you, allowing you to run.*



ResultsPlus Examiner Comments

This response gains 2 out of 2 marks. The candidate clearly identifies two functions of the skeleton and addresses the question by applying these functions to an active setting: protecting lungs from impact (in games situations); allows us to move, for example run.

Question 12 (a)

The majority of candidates gave the correct answer for this question, selecting biceps as their response. The most popular incorrect answer was tricep.

Question 12(b)

The majority of candidates gave the correct answer for this question, selecting abduction as their response. The most popular incorrect answer was adduction or ball and socket.

Question 13 (a)

Answered well, with most candidates linking cross-country running to increased fitness or naming a fitness adaptation. Vague comments such as increased muscle tone, improved cardiovascular system stopped pupils getting the mark. Weight loss and improved body shape were also common errors, as pupils were required to state that if overweight weight loss would be a benefit as clearly if already at the 'correct weight' this would be damaging to health.

13 Rob and Imran regularly participate in physical activity.

(a) Rob takes part in cross-country runs on a regular basis. State a possible physical benefit of taking part in cross-country.

(1)

good for the body.



ResultsPlus Examiner Comments

This response was too vague and therefore failed to gain the mark (0/0). Candidates had a wide range of responses they could have used, for example, any fitness adaptation as a result of regular training; any improvement in one of the components of fitness or any long term health gain

13 Rob and Imran regularly participate in physical activity.

(a) Rob takes part in cross-country runs on a regular basis. State a possible physical benefit of taking part in cross-country.

(1)

increased fitness



ResultsPlus Examiner Comments

Straight forward answer worth 1/1 mark. A physical benefit of taking part in cross country could be increased fitness.

Question 13 (b)

This question was designed to test candidates' knowledge of the participation triangle. Rather than simply draw the triangle and ask candidates to label or describe the stages candidates were given a description of a performer's involvement in physical activity and asked to identify the correct stage. Candidate responses relating to performance or elite stage were credited.

Question 13 (c)

Very few candidates selected more than one of the fitness tests, the few that did could not access marks for this question, as 'the most relevant' was not selected. The majority of candidates however did successfully select the agility run and correctly explained the link with football often giving examples of quickly dodging or turning other players.

(c) Imran plays for the school football team. At the start of the season the team undergo a series of fitness tests. In the table below:

- tick the most relevant fitness test for a football player (not goalkeeper) (1)
- explain why this fitness test is relevant to Imran. (1)

	Tick most relevant fitness test for football player	Explanation why this fitness test is relevant to football player
Illinois Agility Run	✓	<i>because a football player needs to be able change direction quickly with the ball to try to get pass the opponents</i>
Hand grip strength test		
Standing Stork test		



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Examiner Comments

A good answer. Candidate achieves 2 marks out of 2 for selecting the correct fitness test and explaining why the test is most relevant

	Tick most relevant fitness test for football player	Explanation why this fitness test is relevant to football player
Illinois Agility Run		It measures their power.
Hand grip strength test	✓	
Standing Stork test		



ResultsPlus Examiner Comments

This is an incorrect response and gains no marks. The candidate fails to select the most relevant test for the footballer, selecting instead a test for hand grip strength. The justification for selection of this test is inaccurate in relation to the footballer.



ResultsPlus Examiner Tip

Candidates should try to look for the most obvious answer, or clues in the question. This candidate selected a test that measured grip strength, as the performer is a footballer (not a goalkeeper) they will not use their hands in normal play to wield a racket for example thus this test should have been discounted by a process of elimination.

Question 13 (d)

This question tested candidates' knowledge of the principles of training, asking candidates to identify a training principle based on its brief description. The required answer was 'specificity' and the majority of candidates correctly identified this principle. Some candidates incorrectly stated individual needs, missing the important part of the description that that stated the training should match the needs of the activity.

Question 13 (e)

The majority of candidates correctly stated one of the training methods from the specification. Some methods of training lent themselves more readily to application to the physical activities in the question (long distance running and football). Those candidates selecting circuit training or Fartlek invariably scored more marks in the second part of the question than those selecting continuous training.

The second part of the question did not require a great deal of detail, for example, successful responses in relation to Fartlek referred to the need to adapt the training method by focusing on the change in terrain for the long distance runner, compared to varying pace for the footballer.

Popular unsuccessful responses focused on the benefits of the training method rather than how it would be adapted.

(e) Some training methods can be adapted to suit different activities. In the table below:

- name a training method that Rob and Imran could both use for their activity (1)
- explain how each boy would adapt this training method to suit his own activity. (2)

Training method that can be used by both boys	How training method would be adapted by Rob (Cross-country runner)	How training method would be adapted by Imran (Footballer)
Fartlek training	Rob could do his fartlek training over the country terrain he is used to running on and could do walk, jog, walk, jog patterns	Imran could use fartlek training by planning at paces he normally would in a game situation, he could walk a little then jog and then do short bursts as if he is in a game.



ResultsPlus Examiner Comments

This is a good answer, achieving 3/3 marks. The candidate selects a relevant training method and then outlines how this might be adapted for each performer.

(e) Some training methods can be adapted to suit different activities. In the table below:

- name a training method that Rob and Imran could both use for their activity (1)
- explain how each boy would adapt this training method to suit his own activity. (2)

Training method that can be used by both boys	How training method would be adapted by Rob (Cross-country runner)	How training method would be adapted by Imran (Footballer)
weight training.	this could be adapted by Rob is he will be able to use voluntary muscles with out his muscles being fatigued when running.	Imran will adapt this as he will be able to hold of players when defending the ball.



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Examiner Comments

Out of the three available marks the candidate gains one mark. The mark is awarded for correctly identifying a method of training that could be used by the two performers (cross country runner & the footballer). The candidate fails to gain credit in the second part of the question as they do not give a brief description of how the training method could be adapted for each performer. Their answer focuses more on why they should use the method of training. A suitable response would have centred around light weights with many repetitions for the cross country runner (focusing on legs) and heavier weights and fewer repetitions for the footballer, (working on upper and lower body).



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Examiner Tip

If there are two parts to the question and the second part requires application of the first candidates should make sure they look at both aspects of the question before deciding, in this case, the method of training, as some methods will have more obvious links to the activities stated in the question. Candidates who selected Fartlek training tended to score well in both parts of the question.

Question 13 (f)(i)

The correct answer was aerobic; the vast majority of candidates correctly selected this response.

Question 13 (f)(ii)

The correct answer was anaerobic; whilst some candidates mistakenly selected aerobic, the majority of candidates did correctly select anaerobic based on the description of the activity in the question.

Question 13 (f)(iii)

Some candidates selected aerobic for this question, possibly guessing, incorrectly, that the answers would alternate rather than using the descriptions in the question.

Very few candidates opted for either aerobic or anaerobic for all four answers to question 13 (f).

Question 13 (f)(iv)

The correct answer was aerobic; the vast majority of candidates correctly selected this response.

Question 13 (g)(i)

There was a large variation in answers to this question, with many candidates correctly identifying motivation and something to work towards as benefits of target setting. The main mistake in answering this question occurred when candidates simply stated the elements of SMART goal setting without stating why it improves performance.

(g) Both boys were encouraged by their teachers to set SMART targets to help them improve their performance in their activities.

(i) Give **two** reasons why target setting could help improve performance. (2)

Reason 1

It gives them something to aim for and achieve

Reason 2

you can monitor your progress and see when to improve



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Examiner Comments

This is a good answer achieving 2/2. The candidate identifies two different reasons why target setting could help performance, the first relating to an aim/goal or focus to training; the second relating to monitoring of progress.

(g) Both boys were encouraged by their teachers to set SMART targets to help them improve their performance in their activities.

(i) Give **two** reasons why target setting could help improve performance. (2)

Reason 1

Gives you a goal to aim for

Reason 2

Helps you work specific areas



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Examiner Comments

This candidate response was credited with 1/2 marks. Credit was given for reason 1 'having a goal to aim for'. Credit was not given to reason 2 as this was felt to be a repeat of reason 1, i.e. it provided a focus, a goal, an aim.



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Examiner Tip

When asked for a number of reasons or examples candidates should be advised to think of different types or categories of responses (unless the question states otherwise) to maximise marks.

Question 13 (g)(ii)

A wide variety of responses from candidates, of these, some were vague, for example, increased fitness, train more, and therefore did not gain the mark. Those responses which stated goals that could be measured, even if verging on the unrealistic, for example run a mile in three minutes, were credited as the target was measurable and the question did not ask for realistic and measurable targets, only where responses were totally unrealistic was credit not given, for example, run 40 miles in 20 minutes or complete the 12 minute Cooper Run in under 5 minutes.

(ii) Give an example of a measurable target for Rob. (1)

be able to run a 10mile run 1minute faster after 6weeks of training



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Examiner Comments

This was a good answer. The candidate achieves the available mark; their response gives a measurable target as required by the question: 'run 10 miles 1 minute quicker' and they make the target time bound.

(ii) Give an example of a measurable target for Rob. (1)

the time in which he completes a specific cross-country race.



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Examiner Comments

Although this candidate had some idea of the theory of a measurable target they did not apply this knowledge to give an example as required by the question. Slight modification to this answer would have gained the mark. For example, "improve his time in his next cross country race by 10 seconds".

Question 14

The responses to this question varied, but overall candidates coped well with the essay style questions, with a large number of students gaining 4-6 marks, the requirement for balance across all three areas of the question was a good differential measure.

A large proportion of candidates could identify the types of roles available, or how to remain in physical activity, linking the personal qualities needed to fulfil the roles available. Some responses however did not make it clear which qualities were related to which roles, often saying 'all of these roles require...' and therefore could not access the available marks. Some candidates also failed to explain how the range of roles provides opportunity for all to stay or become involved in physical activity, however those that did respond did so effectively with coherent, but often brief responses; the most common correct example being 'when you are not good enough to play you can teach' or 'when you are too old to continue to play you can teach'. Where candidates failed to access the level 3 marks this was normally due to their responses not spanning all three aspects of the question.

Unsuccessful candidates misinterpreted the question, focusing instead on one of the following:

- PESSCL and the participation pyramid
- Positions/roles within an activity discussing different playing positions
- Initiatives such as start; stay; succeed
- Influences in physical activity discussing resources; socio-economic group and so on
- A 'healthy, active lifestyle' discussing physical; mental and social benefits of physical activity

The marks awarded for QWC were generally good with the majority of students writing in continuous prose with sound spelling, punctuation and grammar. Most answers communicated their ideas effectively.

***14** Explain how the range of roles available in physical activity should provide sufficient opportunity for all to become or remain involved in sport/physical activity.

In your answer you may consider:

- the range of roles available to become, or remain, involved in physical activity
- the personal qualities needed to fulfil the range of roles available in physical activity
- how the range of roles provides opportunity for all to stay or become involved in physical activity.

The are lots of ways to become, or remain involved in physical activity, such as, being a performer or player in a sport,

empiring, coaching and being a trainer
If you are not good at playing a sport,
like football, you may still be able to
take part in the sport by empiring if
you know the rules or coaching if you
are good at teaching people how to
play.



ResultsPlus Examiner Comments

This was a good answer, scoring 5/6 marks. The candidate's answer demonstrates that there is no need to write long answers to make sufficient points to meet the question requirements. Had this candidate identified the qualities of a player more clearly or had better spelling (empiring) they would have achieved all 6 marks.

Credit was given for the roles available (performer/official/coach); the qualities required of an official (knowing the rules); why range of roles is inclusive (not good at playing but can umpire).

Credit was not given for the qualities of a coach as this was considered too vague a response.



ResultsPlus Examiner Tip

Candidates should be encouraged to be concise in their answers; there should not be a need for additional pages.

***14** Explain how the range of roles available in physical activity should provide sufficient opportunity for all to become or remain involved in sport/physical activity.

In your answer you may consider:

- the range of roles available to become, or remain, involved in physical activity
- the personal qualities needed to fulfil the range of roles available in physical activity
- how the range of roles provides opportunity for all to stay or become involved in physical activity.

There are many roles you can become involved with to remain involved with physical activity such as Officials, and Coaching. To be an official you need a strong personality so people will listen and take the game seriously. For a coach you need to be good at motivating people and you also need to have a good knowledge of the sport yourself.



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Examiner Comments

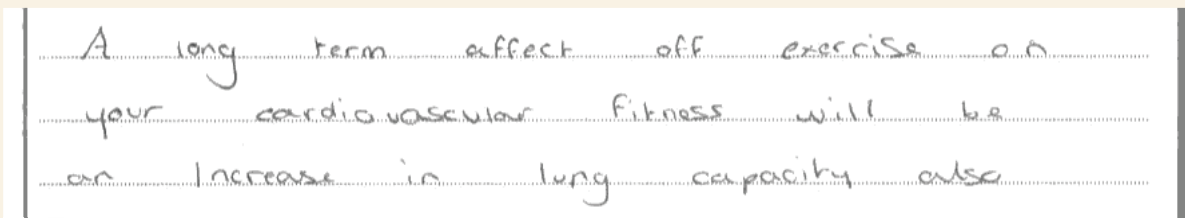
This candidate accesses four content marks within their first paragraph. They identify two roles: officials and coaches; they then describe some characteristics required for each role: strong personality for the official; good motivator for the coach. The candidate response is well written and would gain quality of written communication marks.

Question 15

Candidates who had structured their essay to write about the short term effects of each system and then the long term effects scored well. Overall a wide variety of responses were seen for this question, unsuccessful candidates were unable to identify any immediate or long term effects whilst others gave responses worthy of AS level, demonstrating an extensive knowledge of the subject.

Many candidates referred to an increase in heart rate and muscle fatigue as short term responses and the most common long term responses were an increase in strength/size of heart, a drop in resting heart rate or faster recovery rate and increased strength of skeletal muscle. Relatively few candidates correctly identified an increase in systolic blood pressure, an increase in carbon dioxide production or an increase in temperature as short term effects.

Few candidates identified increased maximum cardiac output, increased capillarisation, increased strength of tendons/ligaments, increased mitochondria and myoglobin as long term effects, although these responses were given. Relatively few candidates failed to access the level 3 marks as they focused on either immediate or long term effects rather than giving examples of both. As with question 14, the marks awarded for QWC were generally good with the majority of students writing in continuous prose with sound spelling, punctuation and grammar.



A long term effect of exercise on your cardiovascular fitness will be an increase in lung capacity also.



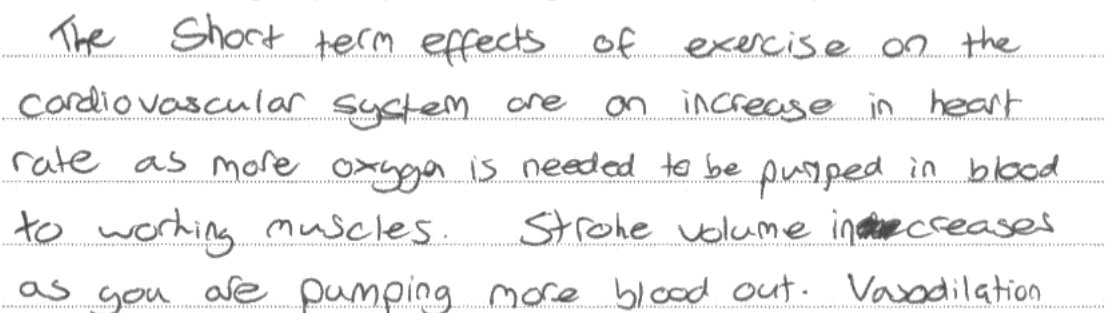
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This section of the candidates response gained no marks as the candidate has confused the respiratory system with the cardiovascular system.

***15** A healthy, active lifestyle will have an impact on the body systems. Describe some of the effects of participation on the body's cardiovascular and muscular systems.

In your answer you may consider:

- the immediate and short-term effects of participation on each system
- the effects of regular participation and long-term effects on each system.



The short term effects of exercise on the cardiovascular system are an increase in heart rate as more oxygen is needed to be pumped in blood to working muscles. Stroke volume increases as you are pumping more blood out. Vasodilation

occurs to get rid of excess heat.

The long term effects are a bigger heart muscle which is stronger and can pump more blood out. There is a decrease in resting heart rate as the heart is more efficient and can pump more blood around the ~~to~~ body with each contraction.

The short term effects on the muscular system is that muscle fibres tear a little bit when we exercise. The muscles also get fatigued after use.

The long term effects of exercise on the muscular system are an increase in muscular endurance as they can work for longer and an increase in muscle mass

~~as the same~~ because when muscles repair from tears they become stronger and bigger.

Another long term effect of exercise on the cardiovascular system is an increase in cardiovascular fitness so muscles can get more oxygen and can work for longer. There is also a decrease in stroke volume.



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Examiner Comments

This is an excellent answer scoring 6/6. The candidate begins by stating short term and then long term effects of participation on the cardiovascular system and then for the muscular system. It is clear from their responses which type of effect is taking place (short or long term) and which body system is being affected. Marks were gained for quality of written communication and relevant content: increased heart rate (ST) increased demand for oxygen in muscles (ST) increased heart size (LT) drop in resting heart rate (LT) muscle fatigue (ST) increased muscular endurance/ strength (LT)



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Examiner Tip

Candidates should be advised to use the bullet points to plan their responses

Paper Summary

- **In order to improve their performance candidates should:**
- Read the questions carefully
- Look for 'clues' in the questions as a guide to where to pitch their responses
- Give obvious examples (do not try to be too clever!)
- If the question asks for two examples and gives two spaces to record them use both spaces, do not put both answers in the first space; do not leave a blank
- Use the bullet points in the essay questions as a guide and make sure you comment on every bullet point in the order they are given
- Try to keep within the space allocated for your responses, there should be enough room!

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