

# ResultsPlus

## Examiners' Report June 2010

### GCSE Physical Education 5PE03

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## **Introduction**

This is the first examination for 5PE03/01. The 'new' short course Physical Education paper is a hybrid of previous paper styles. The first twenty-four questions are multiple choice, following the format of the earlier 3827 specification. Questions twenty-five to twenty-eight however present a change. This report will focus on the performance of candidates over this section of the examination paper.

### Question 4

This question tests candidates knowledge of the benefits of exercise. It is an area of the specification that is normally well known.

4 Increased fitness is a ..... benefit of physical activity.

- A physical
- B mental
- C social
- D physical, mental and social

(Total for Question 4 = 1 mark)



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Examiner Comments

This candidate correctly identifies option A. Increased fitness is a physical benefit of physical activity.

4 Increased fitness is a ..... benefit of physical activity.

- A physical
- B mental
- C social
- D physical, mental and social

(Total for Question 4 = 1 mark)



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Examiner Comments

This example demonstrates how the candidate has corrected their first response 'B' to gain a mark for going on to select 'A'/'physical.'



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Examiner Tip

Encourage candidates to opt for the most 'obvious' answer.

### Question 5

This question tests candidates' knowledge of the benefits of exercise. It is an area of the specification that is normally well known.

5 Improvement in health is a ..... benefit of physical activity.

A physical

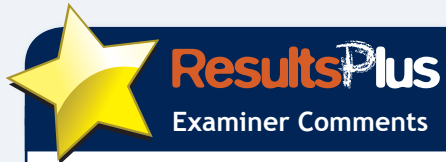
B mental

C social

D physical, mental and social

*a good year of complete physical, mental and social health*

(Total for Question 5 = 1 mark)



This question was more challenging for candidates than it might appear. Candidates needed to be confident to opt for 'D' and be aware of the definition of health as stated in the specification.

### Question 6

This question tests candidates knowledge of the benefits of exercise. It is an area of the specification that is normally well known.

6 Providing the opportunity to work as a team is a ..... benefit of physical activity.

- A physical
- B mental
- C social
- D physical, mental and social

(Total for Question 6 = 1 mark)



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### Examiner Comments

This question proved to be one of the most accessible questions on the paper. The majority of candidates correctly identified 'C'/'social' as the type of benefit resulting from teamwork.



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### Examiner Tip

A good idea with multiple choice questions is to cross through the text of the obvious incorrect answers so that candidates can focus on the remaining options.

### Question 7

This question tests candidates knowledge of the benefits of exercise. It is an area of the specification that is normally well known.

7 Physical activity can lead to stress relief. This is a ..... benefit of physical activity.

- A physical
- B mental
- C social
- D physical, mental and social

(Total for Question 7 = 1 mark)



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### Examiner Comments

The majority of candidates correctly identified 'B'/'mental' as the correct response.

### Question 25

The majority of responses gave the expected answer - eating less fats, fewer carbohydrates because they either didn't want to gain weight or couldn't burn it off.

However, a number of candidates decoded the question in a different way to that intended. They took the "inability to exercise for an extended period" to mean that they could exercise for a short period. Subsequently they were advising "more" not "less" carbohydrates.

Others referred to eating more protein to help muscle repair, by reading more into the question and thinking that the individual was injured and thus couldn't exercise.

**25** If an individual is unable to exercise for an extended period of time **how** should they change their diet, and **why**?

find a training program right for the age and if any medical needs make sure the program is ok to go ahead and find the right diet to improve fitness.



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Examiner Comments

This response failed to gain credit. The points raised are not incorrect, but do not address the question. This is a good example of where the candidate has not read the question or focused on the highlighted words.

25 If an individual is unable to exercise for an extended period of time **how** should they change their diet, and **why**?

They should change there diet so that, they  
aint eating to much because they ~~are~~  
are not doing much exercise which  
means that they cant work what they  
~~are~~ Just are off.

(Total for Question 25 = 2 marks)



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Examiner Comments

Although not perfectly phrased, this response addresses both aspects of the question and therefore gained 2 marks.



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Examiner Tip

This is a 2 mark question; therefore it is likely that two 'different' points need to be made to gain both points. For this question candidates achieve 1 mark for identifying how individuals should change their diet and a second mark for explaining why they need to do this.



They should eat less fats and carbohydrates because they would not need the extra energy <sup>from them</sup> that would have otherwise been used for exercise <sub>from</sub>.

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Examiner Comments

A good response, clear and addresses both points on the mark scheme.

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Examiner Tip

Words that are emboldened are done so for emphasis. It is a good idea to encourage your students to pay particular attention to these words as they provide guidance about the requirements of the question. In this question they emphasise that two statements are required to gain the 2 available marks.

EAT MORE CARBOHYDRATES FOR MORE ENERGY.

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Examiner Comments

This is an example of an incorrect response, as a result of misinterpretation of the question. Presumably the candidate believes that this will provide the required energy to allow the performer to train for longer.

### Question 26(a)

This was a straightforward question requiring a one-word answer. A common incorrect answer in relation to stage 3 was 'semi-pro' as shown in the example, rather than the required 'performance' stage. As candidates were asked to name the stage, descriptions, even if correct, could not be credited.

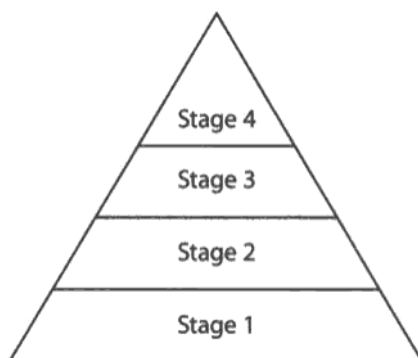


Figure 2

26 Insert the correct name for the following stages

(a) Stage 3

(1)

Semi-pro

(b) Stage 4



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Examiner Comments

Incorrect response as 'common sense' answer rather than recall of correct name for this stage. Candidate identified stage 3 as 'semi-pro' so logical attempt, but no credit as description or example, rather than actual name of stage.

(a) Stage 3

(1)

Performance



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Examiner Comments

Correct answer.

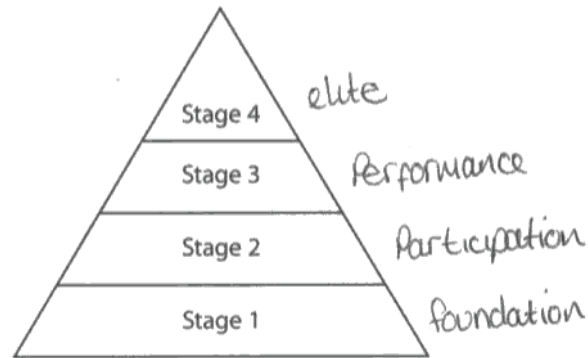


Figure 2

26 Insert the correct name for the following stages

(a) Stage 3

(1)

Performer

(b) Stage 4



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Examiner Comments

Despite correctly naming all stages of the model on the image the candidate has then incorrectly stated stage 3 in their answer booklet as 'performer' rather than 'performance', thus no mark was awarded.



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Examiner Tip

Where candidates give two 'conflicting' answers, the first answer recorded in the correct part of the answer booklet becomes the 'marked' answer. This 'rule' is applied to ensure consistency of marking for all candidates.

**Question 26(b)**

The second part to this question should also have been straightforward for candidates, requiring a one-word answer.

A common incorrect answer in relation to stage 4 was 'professional' rather than the required 'elite' or 'excellence' stage. As candidates were asked to name the stage, descriptions even if correct, could not be credited.

(b) Stage 4	(1)
<i>Elite/Excellence</i>	

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Examiner Comments

Both possible correct responses given.

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Examiner Tip

If a question requires one answer, there is no value in stating two responses as the candidate's first answer will be the only answer considered.

### Question 27(a)

This proved to be a differential question, although a large number of candidates did achieve 2 of the 3 available marks. Often where candidates failed to score, this was because they had focused on the wrong part of the question. Having seen the word 'principles', they ignored that this was supposed to be in relation to circuit training and listed three different principles of training instead. Other incorrect responses included: reduces boredom, increases fitness and lists of possible circuit exercises.

Popular correct responses mentioned point 1 and 2 on the mark scheme, i.e. use of stations; allowing you to work on a variety of different muscles. The fact that work at each station is timed was also a popular answer.

It was felt that those students who had experienced this type of training in their practical sessions would have found this question more accessible than those that did not, emphasising the need to link practical and theory together.

(a) Describe **three** main characteristics of circuit training (3)

- 1 Work all aspects of your body needed
- 2 Work on the upper or lower body only
- 3 ~~get a change P~~ they can work on more than one thing in SPECIFIC

(b) Jade is a long distance runner. Hope is a sprinter.



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Examiner Comments

Candidate achieves credit on the first line for indicating the flexible nature of circuit training in relation to the areas of the body that can be worked. They therefore gain 1 mark. Unfortunately the points made on the 2nd and 3rd lines repeat this 'characteristic' although phrased in a different way, therefore no further credit is gained.



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Examiner Tip

This was a 3 mark question, and as for question 25, candidates needed to give three different responses. Therefore, candidates who gave the same characteristic but in different ways could only gain 1 mark.

(a) Describe **three** main characteristics of circuit training

(3)

- 1 ~~It is timed.~~ it can be timed.
- 2 involves different activities at different stations
- 3 can be used to improve fitness.



**ResultsPlus**

Examiner Comments

This response gains 2 marks: can be timed and involves different activities. The third point is not exclusive to circuit training and as such is not considered a 'characteristic' that separates this method of training from another.



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Examiner Tip

Where numbered lines are given for the candidate's response, encourage your students to record a new point on each line, rather than write more than one point per numbered line, as the 'first answer' per line will only be considered when marking (unless subsequent lines are blank).

(a) Describe **three** main characteristics of circuit training

(3)

- 1 VARIETY
- 2 IMPROVEMENT
- 3 FATIGUE



**ResultsPlus**

Examiner Comments

This is a good example of where a candidate could easily have gained credit if only they had explained their response a little more. The first point 'variety' was not credited as it could have been in reference to training methods, activities, intensity and so on and thus was considered too vague.



**ResultsPlus**

Examiner Tip

If asked to 'describe' you will be expected to give more than a one word answer for credit.

(a) Describe **three** main characteristics of circuit training

(3)

1 press ups

2 running

3 weights.

(b) Jade is a long distance runner. Hope is a sprinter.



**ResultsPlus**

Examiner Comments

An example of another 'type' of incorrect response, where candidates listed activities that could be performed at stations rather than describing the characteristics of circuit training.

**Question 27(b)**

The 'clue' for candidates to the required response was in the question. The question reinforced the events that the performers engaged in, before asking how their circuits might differ. Candidate responses varied, the most common error when candidates explained that the long distance runner would train for longer using continuous or Fartlek training (response required for next question) and that the sprinter would have short training sessions on a track, i.e. the candidate did not relate their response to circuit training as required by the question. A range of correct answers were given though, discussing the intensity of the exercise, the stations each performer may include or the aspects of fitness their circuits would focus on.

(b) Jade is a long distance runner. Hope is a sprinter.

How might their circuits differ?

(1)

*Sprinting is fast so she should do interval training (short bursts)*



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Examiner Comments

This is an example of the candidate failing to link their response to the question. They have not explained how the circuits would be different for the two performers.

(b) Jade is a long distance runner. Hope is a sprinter.

How might their circuits differ?

(1)

*Jade would do more cardiovascular training during her circuit. Hope may include more muscular strength activities.*



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Examiner Comments

An example of a correct response. Credit was given for the statement 'Hope may include more muscular strength activities.'



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Examiner Tip

This is a 1 mark question therefore does not require an extended answer.



(b) Jade is a long distance runner. Hope is a sprinter.

How might their circuits differ?

(1)

Jade's ~~will use~~ circuits will be related to endurance, Hope's circuits will link to speed and power.



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Examiner Comments

Another example of an acceptable response. It would have been sufficient for the candidate to just say 'Hope's circuits will link to speed and power.'



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Examiner Tip

Candidates should be encouraged to look for the most obvious answer. By considering the fitness needs of the performer this candidate has gained the available mark.

### Question 27(c) (i)

Candidates found this to be a straightforward question, with the majority gaining credit for identifying that the long distance runner would use continuous or Fartlek training. Where credit was not given tended to be where descriptions of methods were given rather than named training methods, or where answers were too vague, e.g. 'jogging'.

(c) Name another method of training each girl might use to improve her fitness for her event

(i) Jade (long distance runner) (1)

*Fartlek training*


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Examiner Comments

One of the two valid training methods stated, mark achieved.

(c) Name another method of training each girl might use to improve her fitness for her event

(i) Jade (long distance runner) (1)

*Continuous training*

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Examiner Comments

Other acceptable correct answer.

Whilst the majority of candidates answered this question correctly, it appeared to be more difficult for candidates than the previous part of the question. Examples of incorrectly stated responses were: Fartlek; Cross training; 100m sprint.

(ii) Hope (sprinter)	(1)
interrral training	
(Total for Question 27 = 6 marks)	



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Examiner Comments

Correct response.

## Question 28

Whilst a new style question for Physical Education, candidates should be familiar with the requirements of the structure of this type of question from their experience in other subjects. What was more problematic for candidates was the body of knowledge required in order to fully address the question. The general criticism of candidate responses would be the lack of specific detail in relation to the initiatives, and an attempt to link to the benefits of PE, thus a score of 2 or 3 marks was relatively common. The question asks for a description of one of the initiatives, yet candidates often attempted more than one. Where this occurred the first response was the only part of the answer that was taken into consideration for 'marking'. Some candidates failed to state which initiative they were writing about, in these cases the examiner would decide the initiative for the candidate based on the first credit worthy statement and assess the rest of the response in relation to this initiative.

Many candidates had clearly had access to the Sample Assessment Material (SAMs) and used this to inform their revision. Unfortunately this meant that a large number of candidates had rote learnt and then repeated the mark scheme that related to the SAMs material rather than address the question in this paper; with many responses detailing the factors that can influence participation.

However, candidates achieved a complete range of marks; those that clearly knew the topic easily achieving maximum marks within the space provided. Maximum marks were achieved from a variety of the initiatives, although in the main PESSCL and PESSYP seemed the most well known.

Those who chose PESSYP seem to get the same content points as those opting for PESSCL. Very few candidates made reference to the community or the 16-19 age group.

School Sport Partnership was often confused with a link with business/companies rather than with other schools and long descriptions were given about the vouchers given for equipment by Sainsbury/Tesco.

Most of those who chose PESS referred to point 2, '2 hours per week' and point 6, extra curricular on the marking scheme. A number of students wrote about Sport England's 'Start, Stay, Succeed' and in some cases were able to get some marks if they chose PESSCL by equating start = PE lessons, stay = joining clubs and succeed = playing at clubs after leaving school.

A large proportion of the candidates choose PESSCL for their answer and most of these managed to score 2 or 3 marks stating the most popular content points 2, (links between schools and clubs) 6, (involved in sport in PE lessons) 7, (play sport at lunch time clubs) and gaining 1 QWC. Of all of the initiatives, PESSCL tended to be better known and therefore candidates tended to score more than those candidates selecting other initiatives.

The award of quality of written communication (QWC) marks for PE is new. QWC ranged from poor - 'a string of meaningless words or illegible handwriting' to excellent - 'a very high standard of written prose.' QWC can only be credited if the answer 'communicates' something relevant in relation to the question, thus it was unfortunate when a really well written answer (in terms of language) contained no content points and was thus given 0 marks.

## PE school sport and club links

If you like a sport you can join school clubs also by taking P.E course in school, which will teach you about sports. If you have left school you can join club that your school suggested or you can join different sport clubs depending of what sport you like. When you get older and you still want to do sport you can do it professionally or teaches school pupils about sports.



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Examiner Comments

This candidate 'hits' two of the popular points made in response to this question and 1 mark for their quality of written communication.

The school sport partnership is a group which introduces students in secondary and primary schools <sup>and generally young people</sup> to sport and encourages them to stay into sport. The school sport partnership use something called the ~~three~~ <sup>SSS</sup> ~~SSS~~ which is start, stay, succeed. The school sport partnership help young people get started and involved in sport and if the young person <sup>likes the sport</sup> ~~enjoies~~ <sup>enjoys</sup> they will encourage them to keep <sup>playing</sup> ~~parting~~ the sport. Eventually if the young person keeps playing the sport they will succeed in it.

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Examiner Comments

Sport England's Start; Stay; Succeed was a common topic for inclusion but was not credited as question required specific descriptions of stated initiatives.

The ~~PE~~ PESSSEL could help by you getting involved more with different people so you are learning more not from just one source but from others as well this could also ~~help~~ help you with teamwork or being ~~co~~ co-operative with people also your social health of meeting new people.

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Examiner Comments

Example of a response that does not gain credit. Answer consists of general statements, mainly focused on benefits of physical activity rather than giving specific points relating to stated initiative.

I THINK THAT PE/SCHOOL SPORT IS GOOD BECAUSE IT BEING A COMPULSORY ACTIVITY AT SCHOOL YOU WOULD ALWAYS HAVE TO JOIN IN AND YOU MIGHT START TO LIKE IT. IF YOU LIKE IT YOU AND YOUR GOOD AT IT YOU CAN JOIN AFTER SCHOOL CLUBS OF THAT SPORT IF AVAILABLE, TO SHOW OFF SKILLS, LEARN MORE, AND EVEN GO INTO COMPETITIONS. IF YOU LIKE A SCHOOL SPORT AND YOUR NOT SO GOOD AT IT YOU CAN JOIN A CLUB SO THAT YOU CAN LEARN TO PLAY WELL, AND IMPROVE ON WHAT SKILLS YOU ALREADY HAVE.

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Examiner Comments

Candidate achieves common PESS responses: join after school clubs and develop physical skills.

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Examiner Tip

More of a point to note when using Edexcel mark schemes, if a term or part of a mark scheme response is underlined this must be included by candidate to gain credit. In this example the candidate states that PE is compulsory, but forgets to mention that there is a two hour minimum, therefore does not gain credit for this statement as too vague in relation to this initiative.



In conclusion, candidates managed well with the format of this question paper, and appeared appropriately prepared for the variety of questions they would encounter, including the six mark essay question. Candidates had also clearly been taught the new areas of the specification, where this was tested candidates performed in line with broad expectations based on the other responses in their paper.

As with previous examination series, good advice to candidates is:

- Read questions carefully, there are often 'clues' to the required answers in the information given in the question
- Be aware of the number of marks available for a question. If only 1 mark, the response will not need to be lengthy or in-depth. Conversely, if more than 1-mark, answers need to be fuller and provide additional 'different' points to gain maximum credit.
- Try to cover/reinforce as much as the theory for this course through the practical sessions

## Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw boundary mark	40	35	33	31	29	25	21	17	13	0
Uniform boundary mark	40	36	32	28	24	20	16	12	8	0

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