

# ResultsPlus

Examiners' Report

June 2011

GCSE Physical Education 5PE03 01

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## Introduction

5PE03 01 is now in its second year. Candidates have been well prepared for this examination and as with the previous series a complete range of marks was achieved. Candidates did not appear phased by the format of the paper, working through the multiple choice, short answer and then essay question.

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 and the roles available in physical activity.

## **Exam Preparation**

Candidates should be encouraged not to repeat key question words in their answers (For example use of 'targets' in question 26di).

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 26di)

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 27) 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 25

This report will provide exemplification of candidates' work, together with tips and/or comments, for the non-multiple choice questions, i.e. questions 25 - 27.

The complete range of marks were achieved by candidates (0 - 4). The first task was to rearrange the stop watches to allow candidates to plot a graph to show resting; working and recovery heart rates.

Successful candidates correctly ordered the points; plotted them on the graph, connecting the points using a line graph achieving two marks. A large number of candidates failed to join the points but still achieved one mark. Unsuccessful candidates were unclear regarding the order that the points should be placed in, the majority of incorrect responses placed recovery rate at the same level as resting heart rate or below it and occasionally a candidate would place the highest value first.

The explanation for working heart rate often linked to oxygen demand or the increase in heart rate as an immediate effect of exercise and therefore gained credit.

Explanations relating to the resting heart rate were answered less well overall with many candidates failing to mention that recovery rate would be higher than resting heart rate or that the performer was still recovering because the heart rate was not yet back to resting.

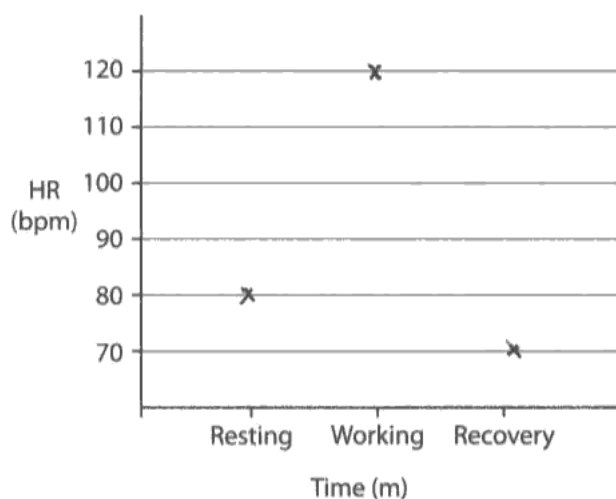


Figure 4



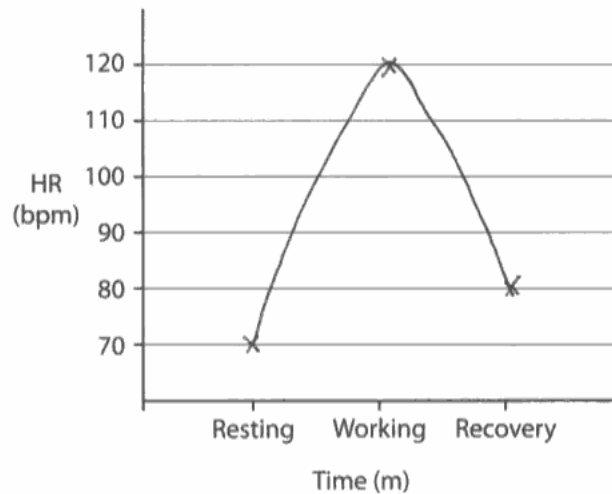
### ResultsPlus Examiner Comments

This is an example of an incorrect response. Although the candidate has placed the working heart rate in the correct place they have switched resting heart rate for recovery rate and therefore do not gain a mark for selecting the correct heart rate values. Failure to link the values they have placed on the graph also means they cannot access the mark for selecting an appropriate style of graph (line graph)

25 As part of his Personal Exercise Programme (PEP) Joe measures his heart rate to check on his fitness levels.

(a) The heart rate monitors in **Figure 4** show three different heart rate values. Re-order these heart rate values and plot a graph to show Joe's resting, working and recovery heart rate.

(2)



**Figure 4**

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

I placed this value as working heart rate because

(1)

it ~~is~~ <sup>has</sup> the highest value and whilst working your heart beats faster to enable more oxygen to flow around the body.

I placed this value as recovery heart rate because

(1)

it is higher than resting but lower than working. In recovery your body still needs oxygen to repay the oxygen debt, so your <sup>heart</sup> is still beating faster <sup>than normal</sup>.

(Total for Question 25 = 4 marks)



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Examiner Comments

This is an excellent answer, scoring four out of four marks. The candidate correctly identifies the order of the heart rate values and plots them on the graph using a line graph. Two marks gained here.  
In the second part of the question the candidate clearly explains that the working heart rate is the highest value due to oxygen demand and that the recovery rate needs to be higher than resting heart rate.

## Question 26 (a)

A very well answered question. The majority of candidates gave either a specific fitness adaptation as a result of the activity; a specific possible health gain or a general statement about improving fitness as a result of taking part in cross-country on a regular basis. Unsuccessful responses gave vague comments such as increased muscle tone or improved cardiovascular system. 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.

**26** 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)

he can run for a long time



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Examiner Comments

Whilst an understandable response to the question the candidate does not gain a mark as their response is considered to be a 'general knowledge' response and therefore too vague for this question. To gain the mark the candidate should have stated that this would improve the runner's muscular endurance (or cardiovascular endurance).

**26** 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)

An increase in cardiovascular fitness.



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Examiner Comments

Correct answer, candidate credited with 1 mark.



## Question 26 (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 26 (c)

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 stated the training should match the needs of the activity. There were many wide-ranging incorrect answers, for example, circuit training; performance and of course specific.

(c) Rob and Imran make sure their training matches the needs of their activity.  
Which principle of training does this relate to?

(1)

Performance



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Examiner Comments

No credit for this response! The candidate has either confused their answer with the previous question or is unaware of the principle of specificity.

(c) Rob and Imran make sure their training matches the needs of their activity.  
Which principle of training does this relate to?

(1)

Continuous training



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Examiner Comments

This response also fails to gain credit. The candidate has identified a method of training relevant to the performers rather than name the principle of training being described in the question.

## Question 26 (d) (i)

This question focused on the reasons for target setting. Some good examples were presented, the majority of candidates achieving a minimum of one mark, for either correctly identifying the motivational role of target setting or giving performers an aim/goal to achieve. Incorrect responses focused on improving performance (not credited without further explanation as in the question), repeating the question word 'target' or simply stated the elements of SMART goal setting without stating why it improves performance.

Some good examples, the majority of candidates achieving a minimum of one mark, for either correctly identifying motivational role of target setting or giving performers and aim/goal to achieve. Incorrect responses focused on improve performance (not credited without further explanation as in the question) or repeating the question word 'target'.

(d) 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 helps you work harder to get to your target.

Reason 2

It motivates you to beat you opponents time.



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Examiner Comments

Candidate states two responses both accessing the same point on the mark scheme, i.e. work harder and motivate therefore can only access one mark.



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Examiner Tip

Whenever questions ask for more than one example candidates must be careful to ensure they select different 'types' of examples. Those candidates who gave motivation and makes them work harder for example would have only been credited with 1 mark as both points relate to motivating performers.

Reason 2

It sets you a target on what you should be able to do



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**Examiner Comments**

Candidate is using the question word to answer the question rather than explaining why target setting is useful therefore does not gain credit for this response.



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**Examiner Tip**

Candidates should try to avoid using question words in their answers.

## Question 26 (d) (ii)

This question asks candidates to give an example of a measurable target for the performer in the question. Some very interesting responses were given by candidates; for some this was very straight-forward, whilst others gave measurable targets that were not particularly realistic, or challenging (for example, run 800m in 20 minutes or 400m in one hour), some candidates gave very vague targets, (for example, improve cardiovascular fitness) and some almost gave measurable targets but not quite, (for example how many laps can you do in 12 minutes). Good responses included numerical values giving specific, realistic and measurable targets.

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

If he wants to be a professional cross country runner then he will need to set more targets and practise a lot more.

(Total for Question 26 = 6 marks)



### ResultsPlus Examiner Comments

An example of a vague target which did not gain credit.



### ResultsPlus Examiner Tip

These types of questions appear more straight-forward for candidates who have been taught to link the theory with the practical, either covering content in a practical session or discussing and using their practical for examples in the theory sessions.

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

(1)

By next season, his time should increase  
by 30 seconds.



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**Examiner Comments**

This question was testing whether candidates appreciated what made a target measurable, thus this response did gain credit as this can be measured, i.e. we could check next season to see if the performer's time had increased by the stated amount.



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**Examiner Tip**

Candidates need to be careful when giving examples. This example would lead to performance becoming worse, this was probably not what the candidate really had in mind but examiners must mark what is presented!

## Question 27

Overall there were some superb answers from candidates, addressing all of the required aspects of the question very succinctly. Popular roles were, not surprisingly, PE teacher/coach and performer. Manager and referee were also well represented. Where candidates failed to gain credit this was due to a different interpretation of the roles in physical activity.

The range of roles in physical activity were sometimes confused with:

1. positions/roles within an activity therefore discussion of different playing positions
2. question on initiatives therefore discussion around start; stay; succeed
3. question on influences in physical activity therefore discussion on resources; socio-economic group and so on
4. a minority of students focused only on 'healthy, active lifestyle' and failed to refer to roles at all, instead discussing physical; mental and social benefits of physical activity

The amount of space for candidates' responses is carefully considered by the question paper development unit and the senior examining team. It was hoped that this would be used as a guide by candidates regarding how much space was really required to answer the question, taking into account some people have very large writing! It is not necessary to complete additional pages to score well, good use of English and clear writing are more important than quantity!

**\*27** 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.

In physical <sup>activity,</sup> there are a range of roles in sport. The first one is the coach. You train up your student to reach the requirements in the sport. The second one is the ~~coach~~ <sup>Player</sup>, you train on a regular basis to achieve success in that sport. To take ~~part~~ <sup>high</sup> part in high sport e.g. County Football, you need to match the requirements of that sport e.g. physically strong, running fitness.



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### Examiner Comments

This candidate achieved four marks. All four marks are awarded in the first five lines of their response as shown. The candidate identifies two roles to gain the maximum credit available for this section of the answer - coach & player and on line five they identify that the 'county footballer' needs to be physically strong', thus gaining credit for identifying a personal quality. Three content marks places the candidate response in level 2 on the mark scheme, as the response is legibly written one mark is awarded for the quality of written communication (QWC) resulting in a maximum score of four marks for a level 2 response.



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### Examiner Tip

Good practice when answering the essay question on this paper is to use the bullet points stated in the question, this will help students plan their answers and keep them on track

\*27 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 different roles that can be taken up by joining or remaining in some sort of physical activity. There are coaching roles, leadership roles, umpiring roles and roles for taking part in the activity. By becoming involved in physical activity you could earn these different roles; for players you could take up the role of captain and eventually even coaching roles. For individuals who don't like the physical side of sport there are umpiring roles and various other roles which knowledge ~~of~~ the game is necessary. To become any of these roles you need to have a positive outlook in any game situation, you need to be encouraging to others to play the best they can and you need to be determined to remain calm and play the absolute best you can. With all these roles available there is room for everyone to take part; beginners, and more experienced players can remain in the <sup>can join</sup> sport and work up to becoming a leader or coach etc. whilst non-players can also join and take up other leadership roles like umpiring.





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**Examiner Comments**

This is an excellent response and achieves 6 out of 6 marks. The candidate states two roles (coach and umpire) on line 3 and four. They then go on to explain on line 9 that those who don't like the physical side of sport can be an umpire. Qualities required for the various roles are identified; knowledge of the game linked to umpire, reference to being determined if you are a player. Therefore the content spans all three of the required question areas using a reasonable standard of language thus achieving maximum marks.

## **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 question 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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