

Examiners' Report
June 2012

GCSE Physical Education 5PE01 01

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Introduction

In excess of 54,000 candidates sat this qualification. The candidates demonstrated a wide ranging level of response across the items.

For the most part, the questions on this series examination paper followed the model of previous papers, requiring candidates to recall and apply their knowledge.

The most successful candidates on the paper scored highly across the paper, including the higher mark, differential questions where the increase in available marks (for these questions) allowed these candidates to better demonstrate their depth of knowledge.

The less successful candidates tended to give minimal responses even if more marks were available and appeared to experience difficulty when providing examples to support their points.

Question 2

This is traditionally a well answered area of the specification and continued to be so for this series, despite the increased demands of the question through contextualising within a healthy active lifestyle. The link between stress relief and mental benefit seemed most accessible to candidates. There were some variations in responses for the third lifestyle change (joining a club), including increased self-esteem and making new friends, both of which were acceptable responses provided the candidate rationale was correct. Perhaps most surprising were the number of candidates who provided a vague or incorrect description relating to the physical benefits of exercise, for example, it increased fitness, increased health, increased body shape. As with previous examination series, reference to weight loss as a positive benefit was only credited if in the context of being overweight initially.

Candidates could receive credit for this question even if they misinterpreted the lifestyle choice, provided they correctly linked the category of benefit to their description. For example, a candidate who stated that walking was good as they could walk with friends and that this was a social benefit would gain one mark (this was not given two marks as presumably they could also get the bus with friends).

| | | |
|---|---|--------------------------------|
| Previously I would get the bus to school but now I walk | -increase Cardiovascular Fitness -meet new people -get fresh air (good to get brain 'in gear') | Physical Social Physical |
|---|---|--------------------------------|



ResultsPlus Examiner Comments

The candidate in this clip has kept their options open by attempting to identify a physical, social and mental benefit. In these instances examiners will take the first response as the candidate answer. Therefore this candidate achieves two marks, for this row, for correctly identifying a physical benefit of additional exercise and for categorising it as such.

| Responses made by GCSE PE students about their healthy, active lifestyle choices | Description of how each lifestyle choice could benefit an individual | Classification of each identified benefit as social, physical or mental |
|---|--|---|
| Previously I would get the bus to school but now I walk | The student's cardiovascular fitness will improve. | Physical |
| Despite the pressure of my examinations I still made sure that I had time to stop revising and play sport for a break | Stress / tension will be relieved. | Mental |
| I've always enjoyed running, and would often go on long runs on my own, but I joined my local athletics club and now run with other runners from the club | The student will make new friends. | Social |



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Examiner Comments

This candidate's responses are brief, clear and correct. Six marks achieved.

Question 3

Candidates were only required to name the appropriate components of fitness for this question as identified by the command word 'Identify'. However, some gave further elaboration, explaining how the component was used by each performer. Whilst the majority of candidates identified a minimum of two correct components, often stating speed and coordination, others gave components of health-related exercise or methods of training that would be used by the performers in the images and thus failed to gain credit.

In questions, such as this one, where a specific number of responses are asked for, candidates should be advised to limit their answers to the number stated, as additional responses will not gain credit.

Question 4 (a)

This proved to be a very accessible question, with the vast majority of candidates correctly identifying Tuesday as the day containing the 'more balanced diet'.

Question 4 (b)

Rather than asking for a simple list of food groups or nutrients required in a balanced diet this question asked candidates to explain the requirements of a balanced diet. The command word 'explain' requires more of an in-depth response from candidates in order to achieve maximum marks and evidence of increased knowledge or application will increase marks achieved. This was designed as a differentiated question and candidate responses did vary in terms of quality and depth of response. There were five possible areas where candidates could achieve marks. Correct popular responses included: correct identification of all seven food groups; eat carbohydrates for energy; drink water for hydration; eating the correct ratio of each group. Candidates should be dissuaded from using abbreviations in their example, for example carbs and from using question words to explain a term. In this case saying a balanced diet was a balance of food groups is insufficient to demonstrate understanding. The majority of candidates attempted to give a list of requirements for a balanced diet, and where there were omissions, fibre, water or vitamins tended to be the missing items.

(b) Explain the requirements of a balanced diet.

(4) ^{you}
For a balanced diet, ~~eat~~ food that ~~must be~~ ^{is} ^{consumed} ^{eat on a daily basis} should include: Carbohydrates (50-60%),
Fats (15-30%), Protein (10-15%), water, fibre,
vitamins and minerals (all in small amounts). This
is so that from your diet you can gain energy
(from fats and carbohydrates), grow and repair
muscles (protein), keep the body hydrated (water)
and maintain an overall healthy body (vitamins, minerals and
fibre).

(Total for Question 4 = 5 marks)



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Examiner Comments

This response achieved four marks. The candidate has identified all seven 'groups' that should be included in a balanced diet; they have identified that there should be a greater percentage of carbohydrates to fats in the diet; linked energy to fats and carbohydrates and water to hydration. A good response.

(b) Explain the requirements of a balanced diet.

(4)

For a balanced diet you need carbohydrates, fats, proteins, vitamins, minerals, fibre and water. You need carbohydrates for energy, you need fats for energy and insulation, you need proteins for growth and repair, you need ^{vitamins} ~~minerals~~ for growth of bones, minerals like iron for haemoglobin and water to replace water lost from urinating and respiration and you need fibre to keep the digestive system healthy.



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Examiner Comments

This response also gains full marks. The items required in a balanced diet are identified and then a reason for each is given. Sufficient of these are correct to gain maximum credit (carbohydrates; minerals, with specific reference to the role of iron and water).

Question 5

The first part of this question demanded recall, naming the body type of the two performers in the images; therefore even where candidates were unsure of the typical body type for a pole vaulter, by looking at the image it should have been possible to recognise the ectomorph body type. Even where candidates could not remember the correct somatotype they used the images to good effect, describing what they saw in the picture, and therefore most candidates correctly identified ectomorphs as tall and slim. Part (c) required application of this knowledge, i.e. how would being slim help each performer. Whilst there were many correct responses, not all candidates achieved as some failed to state the advantage, for example, re-stating the characteristic, tall; slim, rather than the advantage of being lighter therefore easier to clear the bar, or run faster. Running further was not credited as long distance runners have set distances in their events. A variety of responses were given in part (d), and of the correct responses, height and muscle mass were popular. Some incorrect responses focused on ideal weight for an activity rather than the question asked.

(c) Give **one** advantage of this body type for:

(i) The pole vaulter (1)

you are lighter so it is easier to lift yourself over the bar

(ii) The long distance runner. (1)

you do not carry any excess weight so will run faster.



ResultsPlus Examiner Comments

The candidate clearly identifies the advantages to the performers.



ResultsPlus Examiner Tip

Candidates should be encouraged to use any additional information provided in the question. The images show competitive performances, and by considering what would help them win (vault higher, run quicker) and linking to body type candidates are likely to achieve a correct response as this candidate has done.

The performers in **Figure 3** will have a different optimum weight compared to performers in other athletic activities such as sprinting and shot put.

(d) State **two** factors that will cause optimum weight to vary between individuals competing in the **same** event.

(2)

1. The position they play in such as in rugby, forwards ~~and~~ backs are normally bigger than the backs.
2. Their age. If someone in a football team is 17 they might be smaller than someone who is 25.



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Examiner Comments

Age was a popular incorrect response. This candidate states age but in reality really means height. If height had been stated rather than age, a mark would have been gained

(a) Name the body type of the performers in **Figure 3**.

(1)

ectomorph

(b) Describe a characteristic of this body type.

(1)

narrow shoulders, narrow hips

(c) Give **one** advantage of this body type for:

(i) The pole vaulter

(1)

the would be lighter so less weight can be put on the pole so it could get them higher



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Examiner Comments

In this example the candidate correctly identifies the body type and an associated characteristic. In part (c) they also correctly link being lighter with increased height of vault.

Question 6

This was a differentiated question. Candidate responses were very varied in terms of knowledge. Some responses were excellent and demonstrated a level of understanding beyond the requirements of this specification, whilst at the opposite end of the range candidates omitted the question completely or failed to link to the cardiovascular system, writing in very general terms relating to 'diet' in terms of 'dieting' and rest in relation to the training principle of rest and recovery of the body. In part (i) the expected approach was from the perspective of a 'bad' diet, and this was the approach taken by the majority of candidates, although some did successfully describe the need for minerals, especially iron, linking it to haemoglobin and oxygen transport. Popular correct answers linked poor diet to increased cholesterol and therefore increased blood pressure, or narrowing of arteries. In part (ii) candidates needed to be clear what the heart rate was dropping to, i.e. resting heart rate, and where adaptation was given as a response, it also needed to be clear that this was in relation to the heart and not a general comment in relation to muscles.

Describe the impact of diet and rest on the cardiovascular system.

(i) Impact of **diet** on the cardiovascular system.

(3)

If you untake the right dietary needs ~~the~~ ^{your} cardiovascular system will be much stronger and healthy. For example eating too many fatty foods is bad for your heart and can cause diseases such as heart diseased + heart attacks. diet can prevent this.



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Examiner Comments

In this example the candidate achieves one mark for linking a poor diet (too many fatty foods) to an increased risk of heart attack.

(ii) Impact of **rest** on the cardiovascular system.

(2)

when body is working the heart is pumping blood constantly so a resting gives chance to give the heart a rest and get backing to its resting heart rate



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Examiner Comments

Candidate achieves one mark at end of statement where they say 'and get back to its resting heart rate'

Question 7 (i)

Question 7 was designed to be accessible to the complete range of candidates. The majority of candidates correctly identified an increased heart rate as an immediate effect of exercise.

Question 7 (ii)

This part of question 7 proved slightly more demanding than (i), some candidates incorrectly identifying an increased cardiac output as a long term training effect.

Question 7 (iii)

This was well answered by the majority of candidates. However a few did incorrectly identify an increase in maximum cardiac output as an immediate effect, but overall well known by candidates.

Question 8 (a)

Oxygen debt is a traditionally difficult concept for many candidates. In this series, rather than ask for a definition candidates were required to demonstrate their understanding as well as recall of knowledge. Candidate responses in part (a) varied between aerobic and anaerobic respiration, the majority of candidates correctly identifying anaerobic respiration.

Question 8 (b)

This part of the question relied on recall of knowledge and correct responses referred to after exercise; during recovery; immediately after anaerobic work; during a rest period. Some responses were too vague to credit, for example, during rest. Without more information it is not possible to determine at what point during rest, immediately after exercise or later in the evening once home and relaxing. Another incorrect response was during rest and recovery and again this was considered too vague as this could refer to a few day's rest to allow recovery between training sessions.

| |
|--|
| (b) When is oxygen debt 'paid back?' (1) |
| When you are recovering. |



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Examiner Comments

Correct response for one mark.

Question 8 (c)

This part of the question required application of knowledge and therefore presented more of a challenge for some candidates. The question asked for an example of when oxygen debt would be 'experienced', therefore vague responses, such as during the race, or towards the end of the race were not credited and neither were responses that identified when oxygen debt was paid back, e.g. in-between sets; after each round. Some candidates gave good examples of explosive single anaerobic actions, for example a serve or a powerful punch but these on their own would not cause oxygen debt. Correct responses focused on the intensity required and made the duration of the exercise clear, for example, during the sprint finish, during a long hard rally; during a series of rapid hard punches. Of the three performance situations knowledge regarding the runner in the 1500 m race was best understood, with the sprint finish being a popular correct answer.

| | |
|--|-----|
| (c) Give an example of when the following performers would experience oxygen debt in their activity. | |
| (i) A runner in a 1500 metres race. | (1) |
| end of the race. | |
| (ii) A player in a game of tennis. | (1) |
| end of a rally. | |
| (iii) A boxer in a boxing match. | (1) |
| end of a round. | |



ResultsPlus Examiner Comments

Candidate is focusing on when oxygen debt would be paid back rather than when it would be experienced in the performer's activity. No credit for any of these responses.

(c) Give an example of when the following performers would experience oxygen debt in their activity.

(i) A runner in a 1500 metres race.

(1)

The final sprint at the end of the race.

(ii) A player in a game of tennis.

(1)

If they have played a few really hard shots that meant they had to sprint to reach the ball.

(iii) A boxer in a boxing match.

(1)

If they had punched a series of really strong punches very quickly.



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Examiner Comments

Candidate achieves full marks, explanation is clear in relation to when oxygen debt would occur within activity, and example implies both intensity and appropriate time duration.

(iii) A boxer in a boxing match.

(1)

During a high powered punch combination.



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Examiner Comments

The candidate gives clear examples to support their answer.



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Examiner Tip

Candidates should be as clear as possible when giving examples of specific sporting situations. This is a good example due to the inclusion of 'high powered' and 'combination' giving intensity of action and time period.

Question 9 (a)

Movement analysis can be a challenging area of the specification for candidates; however, the role of some muscles is clearly better understood than others. The role of the triceps in straightening the arm at the elbow was correctly identified by the majority of candidates. A popular incorrect response was the biceps; some candidates also stated biceps and triceps. Where two or more muscles were stated the first response only was marked, therefore in this example the candidate scored zero as they stated biceps first.

Question 9 (b)

The hamstrings and quadriceps are another well-known pair of muscles but some candidates were unable to distinguish between their roles, with many candidates identifying the hamstrings as the muscle responsible for keeping the leg straight at the knee. No credit was given for abbreviation of muscle names, e.g. quads.

Question 9 (c)

There was a greater variety of incorrect responses to this part of the question. Answers given included the latissimus dorsi and pectorals, along with some joint actions. The required response was 'deltoid'.

Question 9 (d)

The role of the gastrocnemius was well known, although its spelling was not. As with previous series provided the spelling was phonetically correct credit was given.

Question 10

In order to access maximum marks for this question candidates needed to recall knowledge and then demonstrate their understanding through application of this knowledge. The first requirement to identify three functions of the skeleton during physical activity elicited a variety of responses; the most popular correct responses were protection and movement, although a variation of 'support', i.e. shape or structure, was also a common correct response. As in earlier questions some candidates were unable to provide clear examples for the second part of the question. A detailed knowledge of basketball was not necessary. Provided candidates knew it involved passing; catching; shooting (as in any game) they would have been able to provide an appropriate example and the image was also provided to support candidates. Where candidates failed to gain credit in this part of the question it tended to be due to a lack of an example, instead giving an explanation of the function, e.g. the bones protect the vital organs. Alternatively the example given could have been very vague, (running, standing upright), or an example from another activity.

| | |
|--------------|--|
| Support body | Support spine and whole body so you don't collapse |
|--------------|--|



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Examiner Comments

In this example the candidate would gain one mark for the function 'support' but no credit for an example as specific basketball example not given.

| | |
|----------------|--|
| allow movement | Jumping and putting hand over the top of the ball |
| Support body | Support spine and whole body so you don't collapse |



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Examiner Comments

In this example the candidate correctly identifies two functions (2 marks); they link movement with a technique used in basketball, therefore gain this mark but do not gain a mark for their example relating to protection as no link is made to basketball.



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Examiner Tip

Many candidates made good use of the image in the question, using this to help them think of examples. Given the proximity of the players many linked protection to protection of vital organs when players collide going for the same ball.

Question 11 (a)

The question asked candidates to identify three different roles available for becoming involved in physical activity. Whilst some candidates misunderstood the demands of the question, either stating benefits of physical activity or influences on participation, the majority correctly focused on the identified roles from the specification, or examples of them. Popular correct answers were coach and referee. Where credit was not given this was due to repeated responses, i.e. two examples of the same role (coach; manager) or vague responses. Of the three roles volunteering was often the role missed.

In addition to the roles of performing; officiating and leading, the specification also identifies volunteering as a way in which individuals can become involved in physical activity. Any one of these roles (apart from performing as in the question), or a clear example of them would gain one mark.

11 Two GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

(a) Other than participation, identify **three** different roles available to Janet and John for becoming involved in physical activity. (3)

1. Coaching

2. Officials

3. Refereeing



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Examiner Comments

This response achieved 2 marks: leadership and officiating.



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Examiner Tip

When a question asks for different examples candidates should try to think of as broad a range as possible to ensure no overlap.

11 Two GCSE PE students were determined to help their parents, Janet and John, become involved in sport so that Janet and John could benefit from a healthy, active lifestyle.

(a) Other than participation, identify **three** different roles available to Janet and John for becoming involved in physical activity.

(3)

1. leadership

2. officiating

3. volunteer



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Examiner Comments

All roles stated, this response achieves three marks.

Question 11 (b)

Many candidates correctly focused on the use of PAR-Qs to establish health of the new prospective participant. Incorrect responses focussed on fitness rather than health, confusing terms, for example, checking to see he was fit enough to participate.

(b) Before returning to physical activity Janet and John should complete a PAR-Q.
What is the purpose of a PAR-Q?

(1)

To ensure that you are physically and mentally prepared for any physical activity that you want to do.



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Examiner Comments

This response is too vague, it could equally be applied to the purpose of a warm up.

(b) Before returning to physical activity Janet and John should complete a PAR-Q.
What is the purpose of a PAR-Q?

(1)

find out my medical history and to base the physical activity intensity suitable enough for them.



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Examiner Comments

This is an example of a good response. Either of the points made by the candidate would have gained credit.

(b) Before returning to physical activity Janet and John should complete a PAR-Q.
What is the purpose of a PAR-Q?

(1)

A PAR-Q is a general fitness test.



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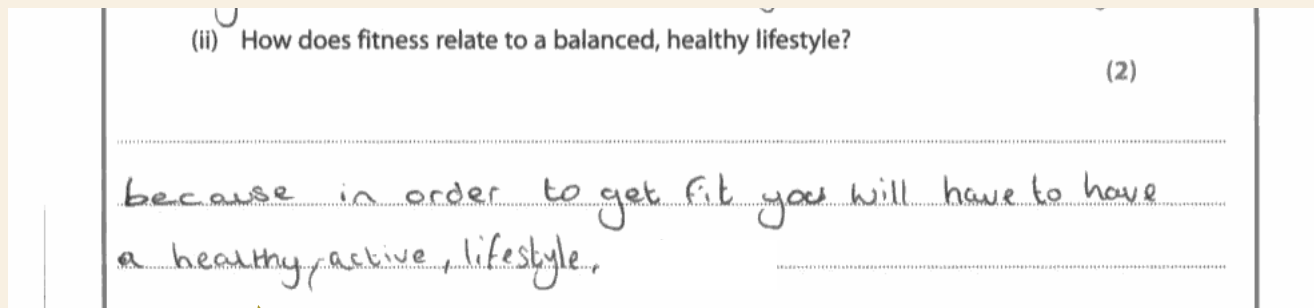
Some candidates confused the role of the PAR-Q with that of fitness tests.

Question 11 (c)

This was a strictly recall question which many candidates correctly identified as the Foundation stage. Participation was a popular incorrect response, as was recreational and performance.

Question 11 (d)

This was a differential question. Although a definition was not required for (d)(i) many candidates chose to use the glossary definition and gained 1 mark. Part (ii) of the question required candidates to make the link between fitness and a balanced, healthy lifestyle. Full credit was given where candidates developed their response. Some candidates correctly stated that without a balanced, healthy lifestyle fitness would not be possible. Some even extended this statement explaining that this was because exercise is part of a balanced, healthy lifestyle and regular exercise will increase fitness. Others correctly identified the link between health and fitness, i.e. that good fitness could lead to an increase in health and gave a specific example, (e.g. osteoporosis). Candidates did not gain credit if they focused on exercise rather than fitness, or if they stated that fitness was required for a balanced, healthy lifestyle again as this is confusing fitness with exercise.



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Credit here for link that says that fitness is dependent on having a balanced, healthy lifestyle.

(d) Janet wants to increase her fitness.

(i) Explain the term "fitness".

(1)

to meet the demands of the environment.

(ii) How does fitness relate to a balanced, healthy lifestyle?

(2)

because to be fit you need to have a healthy active lifestyle, otherwise fitness cannot be undertaken.



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Candidate achieves 2 marks, 1 for each part of question.

(ii) How does fitness relate to a balanced, healthy lifestyle?

(2)

being fit means you are likely to be in better physical health, with lower blood pressure.



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Examiner Comments

This response achieves both available marks. 1 mark for identifying that fitness will improve health, the second for developing the statement by giving an example of how health can be improved, i.e. through drop in blood pressure.

Question 11 (e)

The majority of candidates correctly selected the Cooper's 12-minute run and Harvard step test as the two most appropriate tests to measure cardiovascular fitness. Of these, the Cooper's test was normally placed as most appropriate. There were incorrect responses, with some candidates stating the 30-metre sprint or the Illinois agility run test as their second test.

Question 11 (f)

This question asked candidates to explain the principle of training that should be applied in order to improve fitness. Only one principle of training was accepted: progressive overload. If candidates failed to correctly identify this principle no credit could be achieved. Incorrect responses included rest and recovery; overload; FITT and names of training methods. Where candidates correctly identified the principle of progressive overload they gained 1 mark. Not all candidates achieved the second mark due to vague or inaccurate descriptions (e.g. linking gradual increase in fitness rather than gradual increase in intensity of training).

(f) Name and briefly explain the principle of training Janet should apply in order to safely improve her fitness.

(2)

She should apply Progressive overload, as this means she can gradually improve her ability also she should apply rest and recovery as without it ~~her~~ muscles may not repair and could result in injuries to the muscles



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Examiner Comments

Candidate response would gain 1 mark for correct identification of 'progressive overload' before later mentioning rest and recovery.

(f) Name and briefly explain the principle of training Janet should apply in order to safely improve her fitness.

(2)

Progressive overload - gradually increasing the amount of training to increase overload without risk of injury.



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Examiner Comments

The correct principle of training is identified and the explanation links to gradually increasing intensity - 2 marks.

Question 11 (g)

Predominantly correct training methods selected by candidates from those given in the question. However, incorrect choices were made, and these tended to be in relation to continuous training, where interval training (using short intervals) and circuit training were given rather than continuous training. The most popular link with weight training was weight lifting, although boxing and rugby were also popular correct answers.

(g) (i) Identify the **most** relevant and **least** relevant method of training to help Janet improve her cardiovascular fitness from Figure 7. (2)

| | |
|----------------|---------------------|
| Most relevant | Continuous training |
| Least relevant | Weight training |

(ii) Identify a sporting activity where the performers would use the training method you identified as **least** relevant to Janet. (1)

Weightlifting



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The candidate has correctly selected the most relevant and least relevant training methods and identified a suitable activity that would benefit from weight training, 3 marks achieved.

(g) (i) Identify the **most** relevant and **least** relevant method of training to help Janet improve her cardiovascular fitness from Figure 7. (2)

| | |
|----------------|---------------------|
| Most relevant | Interval training |
| Least relevant | continuous training |

(ii) Identify a sporting activity where the performers would use the training method you identified as **least** relevant to Janet. (1)

~~1500 metre r~~ long distance runner.



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Whilst no credit is given for (i) as methods incorrectly selected, the candidate does gain 1 mark for (ii) as the question asks them to identify a sporting activity associated with their choice in (i). A long distance runner would benefit from continuous training.

Question 12

Differentiation in the essay questions is by outcome, the best responses gaining the highest levels of the mark scheme. This question asked candidates to discuss the use of target setting to improve performance.

✓ Target set should also be ~~realistic~~ ^{realistic}, there is no point in setting a goal that is ~~too~~ ^{not} realistic, such as wanting to run to London Marathon with only 2 weeks training, as you are extremely unlikely to reach your goal/target and this can make you feel demotivated as it is very daunting to think about trying to reach a goal that you are unlikely to achieve. The final target setting you should consider is Time Bound. The



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Examiner Comments

This extract provides a good example of a developed statement around the SMART principle 'Realistic'.

S - Specificity

M - measurable

A - Achievable

R - Realistic

T - Time-bound

~~Smart~~ The use of target setting to improve ~~performance~~ performance because like Eshan he has used the SMART target because he has chosen a specific sport that he thinks he would like to do, used measurable to make sure you have enough time to be ready for the activity you are training for, achievable to make sure the target you have set for yourself isn't too hard or too easy for you, Realistic because you need to be sure you are actually able to achieve the goal set and finally time-bound to have a set amount of the time you're going to get your goal in.



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Examiner Comments

This candidate clearly knows most of the aspects of the principles of SMART target setting and identifies four clearly. The question however asks for a discussion of the use of target setting, rather than a description or outline of the SMART principles. Therefore whilst indicating some knowledge, this is a good example of a level 1 response in relation to this question.

Discuss the use of target setting to improve performance.

You must make reference to examples in your answer.

S M A R T
ensible. easure achievable realistic timebound

Target Setting is a very important factor when planning on improving fitness levels. The SMART targets make it very easy to do so.

They are required so that you know how quickly you have achieved the target, which could help when planning the next target, but also will provide a reward once you achieve it. You need to ensure the

target is specific to the performance. For example, running 100m

faster, as this will help improve in just the sport you need. The target

needs to be measurable so that you can track how well you are doing

each week and see the improvements*. Achievable, it has to be a target

which you think you can honestly get to, so you are not upset, or over

work your ~~system~~ body. It needs to be realistic, so you are not

setting yourself goals which you wouldn't be able to physically achieve

in the time you gave yourself so your self-esteem remains high. And



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Examiner Comments

This is an extract from a level 3 response. The candidate develops their arguments in line with the demands of the question, (discuss the use of target setting), and does so in a succinct manner. The response is balanced, discussing SMART principles, providing examples and discussing how these principles can improve performance. For example, in the second line the candidate explains that SMART targets are required; by knowing when you have reached your target this will help planning the next and provide a reward (motivation) for achieving.

Question 13

This is the second essay question on the paper, and this topic area was felt to be more accessible for candidates as all could draw on their own experience when addressing the question. Many candidates gave good but undeveloped examples of how to reduce risk in physical activity. Most focused on rules or protective clothing and very few explained how risk was reduced through the preventative measures they identified. This limited access to the higher levels, as the question asked for an explanation of how to reduce risks, rather than identification of risk reduction measures.

Your named physical activity cycling

Firstly as a keen cyclist I take part in quite a few races. Helmets are probably the most important safety feature for a rider. They are designed to absorb some of the impact should you crash or someone else crashes into you.



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Examiner Comments

In this extract the candidate is explaining why helmets reduce the risk of injury if you crash with another cyclist.

Your named physical activity Boxing

In boxing there is a lot of risks of getting injured. Your mouth is exposed to getting punched. This could damage or break your teeth. This is why you wear gum guard to take the shock of the punch away.



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Examiner Comments

This extract gives another example of a developed statement being made by the candidate. They have identified a risk (broken teeth), identified a measure to reduce this risk (gum guard) and how this measure will reduce the risk (by taking the shock of the punch away).



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Examiner Tip

Some activities seemed to provide candidates with more to say in terms of risk reduction, activities such as boxing, rock climbing and white water rafting for example, where perceived risk is often high.

Your named physical activity Rugby

To minimise risks in Rugby there are rules and regulations as well as equipment specificity. You need to wear rounded studs on your boots so that any player on the floor you step on doesn't get cuts or serious muscle injuries. You also need to wear a mouth guard to reduce the likelihood of your teeth getting knocked out and also to reduce the chance of getting concussion as the mouth guard absorbs shock towards the jaw and head.



ResultsPlus Examiner Comments

This is an extract from a high level response. The candidate does not simply say that a mouth guard is used to protect teeth or stop teeth falling out, they continue, referencing concussion and how the risk is minimised, i.e. through the gum shield absorbing the impact.

Your named physical activity Boxing

In order to reduce a variety of risks associated with boxing you can first start with fists. You make both opponents wears at least ~~10~~ 10 ounce gloves. Gum shields for obvious reason. A head guard



ResultsPlus Examiner Comments

Although some items of protective clothing are identified, how they minimise risk is not explained.



ResultsPlus Examiner Tip

Candidates should avoid making statements such as 'for obvious reasons' in exam papers. They need to demonstrate their knowledge to the examiner, and although it might be obvious they cannot demonstrate knowledge without 'stating the obvious'!

Paper Summary

Based on their performance on this paper, candidates should:

- Read the questions carefully
- Look for 'clues' in the questions as a guide to where to pitch their responses
- Give obvious examples
- Where more than one example is needed try to give a variety of responses
- Avoid giving more answers than asked for, as they will not be considered
- Avoid using abbreviations for physiological or anatomical terms, as they will not be credited
- Avoid using question words to explain the terms in the question (e.g. balance in balanced diet)
- Ensure they read the scenario carefully in the essay questions, paying careful attention to the command words used (discuss; explain)
- Try to keep in the space allocated for the response, but still make developed statements; there should be sufficient room.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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