

Examiners' Report
June 2012

GCSE Physical Education 5PE03 01

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Introduction

Twelve thousand seven hundred and five candidates sat this qualification.

The most successful candidates on the paper scored highly across the paper, including the higher mark, differential questions which were towards the end of the paper. These questions afforded candidates the opportunity 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 25

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, 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. 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. Where there were omissions, fibre, water or vitamins tended to be the missing items, vitamins and minerals often represented by reference to 'five a day' or the categories on the 'Eatwell Plate/Healthy Eating Plate'.

25 Explain the requirements of a balanced diet.

Various things are needed for a balanced diet, these are: minerals, vitamins, fats, carbohydrates, water, fibre, protein. They are needed so the body can function properly as without one of them the body is not getting enough of what it needs and can suffer.



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Examiner Comments

This response lists the seven elements required for a balanced diet but then discusses in general terms the need for a balanced diet rather than a closer examination of why each item is necessary.

• you get you ~~get~~ 5 fruit and vegetables a day
* Drink healthy for example water or fresh orange
juice not alcohol



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Examiner Comments

The approach of some candidates to this question focused a little too much on general health principles, for example, '5 a day' and drink healthily, rather than giving detail of the specific requirements.

25 Explain the requirements of a balanced diet.

The requirements of a balanced diet must be all 7 nutrients. Carbohydrates and fats for slow releasing energy, Vitamins for healthy skin, teeth and bones. minerals for bone development and to carry the red blood cells round the body for oxygen. fibre to ~~stop~~ prevent constipation. protein for muscle regrowth/repair. And lastly water to prevent dehydration.



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Examiner Comments

This response gains full credit, giving more information than was required. The only area not represented was that of the required ratio of the nutrients



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Examiner Tip

This response gives a good range of answers, by taking each of the nutrients in turn and explaining their role. It was awarded full marks.

Question 26

The question asked candidates to identify three different roles available for becoming involved in physical activity. Some candidates misunderstood the demands of the question, either stating benefits of physical activity, the influences on participation, or made reference to Foundation, Participation, Performance and Elite stages from the participation pyramid. The majority of candidates however did correctly focus 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, or the examples given were not clearly voluntary in nature.

Other than participation, identify **three** different roles for becoming or remaining involved in physical activity.

Role 1 Performer

Role 2 Coach Coach

Role 3 Chairman



ResultsPlus Examiner Comments

In this response the candidate includes the role of 'performer' despite the instruction in the question not to use 'participation'. Their second and third responses are from the same category of role therefore only 1 mark achieved.



ResultsPlus Examiner Tip

Encourage candidates to give broad ranges of examples.

Other than participation, identify **three** different roles for becoming or remaining involved in physical activity.

Role 1 a official

Role 2 a coach

Role 3 a umpire.



ResultsPlus Examiner Comments

Two different types of roles identified: leadership (coach) and officiating (official and umpire).

Other than participation, identify **three** different roles for becoming or remaining involved in physical activity.

Role 1 *Coaching*

Role 2 *Volunteering*

Role 3 *Umpiring*



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Examiner Comments

A perfect response, three different roles identified.

Question 27

This was a differential question which 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 candidates extended this statement explaining that this was because exercise is part of a balanced, healthy lifestyle and regular exercise will increase fitness. Other candidates 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.

Many responses began with a definition of fitness. Some candidates used this to justify the relationship between a healthy balanced lifestyle and fitness, whilst others did not, sometimes giving definitions of health as well, without making any links between the terms.

27 How does fitness relate to a balanced, healthy lifestyle?

fitness relates to balance lifestyle as in order to be able to become fit and do exercise a balanced diet is needed to ensure they have enough energy in order to ~~also~~ achieve a high fitness level.

(Total for Question 27 = 2 marks)



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Examiner Comments

In this response the candidate has identified what makes a healthy balanced lifestyle, a balanced diet, and linked this aspect back to fitness, i.e. without appropriate energy intake as part of a healthy balanced lifestyle, there would not be energy for fitness. A good response.

27 How does fitness relate to a balanced, healthy lifestyle?

~~It~~ it helps you to keep fit and



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Examiner Comments

This response gains 1 mark for identifying that without a balanced healthy lifestyle, it would not be possible to keep fit. Had the candidate continued and developed this line of reasoning, explaining that exercise is an important aspect of a healthy balanced lifestyle, and therefore with exercise fitness increases, they would have accessed the second mark for a developed response.

27 How does fitness relate to a balanced, healthy lifestyle?

You have to have ^{good} fitness in a healthy lifestyle because without it you would not have a mental, physical and mental well being so you won't be healthy without a good fitness.

(Total for Question 27 = 2 marks)



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Examiner Comments

This response looks at a different aspect of the relationship. The link is made between good fitness and improved health. This could have been further developed by giving an example of a fitness adaptation that improves health, for example a drop in resting blood pressure, or appropriate weight management (obesity).

27 How does fitness relate to a balanced, healthy lifestyle?

A healthy lifestyle involves regular exercise and fitness is a result of this.



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Examiner Comments

This is a very clear statement for 1 mark, linking fitness to a healthy, active lifestyle.

27 How does fitness relate to a balanced, healthy lifestyle?

fitness ~~not~~ ~~with~~ allows you to meet the demands of the environment. Being fit helps you to maintain good health, which lowers the risk of injury and certain illnesses, like heart disease.



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Examiner Comments

This is an example of a developed response, explaining the relationship between a balanced healthy lifestyle and fitness. This response would gain both available marks.

Question 28

Many candidates correctly focused on the use of PAR-Qs to establish health of the new prospective participant, for example, by making reference to 'whether it was safe for them to exercise' or to find out about their 'medical conditions before allowing them to exercise'. Incorrect responses focused on fitness rather than health, confusing terms, for example, checking to see if the participant was fit enough to participate.

28 Before returning to physical activity it is important to complete a PAR-Q.

What is the purpose of a PAR-Q?

Physical activity readiness questionnaire



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Examiner Comments

Some candidates named the questionnaire rather than identifying its purpose.

28 Before returning to physical activity it is important to complete a PAR-Q.

What is the purpose of a PAR-Q?

It checks if someone has a medical condition or injury so you can adjust the type and intensity of the activity.



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Examiner Comments

A good response, giving a full explanation of the purpose, in excess of that required by the mark scheme.

28 Before returning to physical activity it is important to complete a PAR-Q.

What is the purpose of a PAR-Q?

To make sure you are fit for the sport.



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Examiner Comments

This represents a typical incorrect response, where the focus is on fitness rather than health checks prior to exercising

so you can adjust the type and intensity of the activity.



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Examiner Comments

This response clearly identifies the purpose of a PAR-Q as checking for existing health conditions prior to activity.

Question 29

Differentiation in the essay question 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.

In order to progress through the levels given in the mark scheme, candidates needed to develop their answers, explaining the points they were making, for example, explaining why a realistic goal was more effective rather than simply identifying that goals should be realistic and what this meant. The SMART acronym was well known, so although many candidates were able to list the components of SMART, far fewer could describe their meaning and fewer still could explain how this made target setting effective.

progress and needs to
be achievable he can't
set himself a goal he
won't be able to achieve



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Examiner Comments

This candidate has identified an aspect of SMART but fails to develop the statement, for example by discussing that without achievable targets failure is highly likely, leading to demotivation.



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Examiner Tip

Candidates should be encouraged not to use the term they are describing/ explaining as part of the description/explanation. In this example the candidate has tried to explain an achievable target by using the word achieve. Alternatives 'can complete'; 'is able to do', for example, gives a better indication of understanding.

target more achievable. Making sure you're target is measurable
is important because if you can't measure your improvements
then you can't tell if you have improved. For example a start



ResultsPlus
Examiner Comments

This extract is an example of a 'simple' statement. The candidate has correctly identified measurable as important, as without this you 'can't tell if you have improved'. There was opportunity to discuss this further, what impact would this have on performance, but this opportunity was not taken, therefore the statement was not developed.

You must make reference to examples in your answer.

If he sets ~~his~~ on improving his performance ~~to reach~~ ^{by} using the SMART principle he will begin

S = Specificity: he will Decide Specifically what it is that he wants to improve.

M = Managable: He must make Sure that he Can Manage this much of an improvement.

A = Achivable: these improvements must be exptble to achive

R = Realistic: they must be Realistic goals.

T = Time: He must be able to achive these goals in a Set time



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Examiner Comments

This is an example of a level 1 response. The candidate has identified aspects of SMART and described some aspects, but has not developed any of these descriptions into a discussion of how target setting could be used to improve performance.

It is important that targets are measurable. This allows the performer to track their progress and can help encourage performers when they begin to see the results. ~~Targets set should~~ An example of a measurable target for a sprinter could be to increase their time to complete the 100m sprint by 0.5 seconds.

Targets should also be achievable and realistic. This means that ~~or~~ they are not too difficult but are also not too easy. ~~is~~ ^{and realistic} An achievable target for a sprinter would be to increase their time by 0.5 seconds in the space of six weeks. ^{by} By having an achievable and realistic target like this, the performer will ~~not~~ have a goal to work towards that he or she believes is possible and will therefore ~~be~~ be more motivated, have more focus, and have more attention on the task when practising.



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Examiner Comments

This is an extract from a level 3 response. The candidate develops their points showing a higher level of understanding. They link measurable goals to tracking progress and subsequent motivation when improvements are seen, before providing an example of a measurable target.

The second extract shown explains why it is important for goals to be realistic and achievable, i.e. they have a goal they believe is possible which will provide focus and motivation.

Having measurable targets means you can keep track of how much you have progressed.

allowing you to also measure how much your performance is improving and hopefully inspire you to improve even further, continuing to make performance better.



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Examiner Comments

This extract was from a level 3 response. This is an example of a developed statement. The candidate identifies 'measurable' as an element of SMART and explains how this can be used in effective goal setting by keeping track of progress and the motivational impact of this when you see improvement, inspiring the performer to improve even further.

Paper Summary

Based on their performance on this paper, the following advice is offered to candidates.

- In the multiple choice questions delete the most obvious incorrect answers first
- 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 using abbreviations for terms, (e.g. carbs) they will not be credited
- Avoid using question words to explain the terms in the question (e.g. achieve when describing the meaning of an achievable goal)
- Ensure they read the scenario carefully in the essay question, 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.

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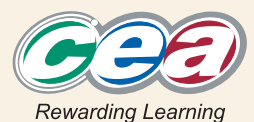
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