

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

**Physical Education: Short Course**  
**Unit 1: The Theory of Physical Education**

Wednesday 23 May 2012 – Afternoon  
**Time: 1 hour**

Paper Reference  
**5PE03/01**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**Answer ALL the questions.**

**For questions 1 to 24, choose an answer, A, B, C or D, and put a cross in the box ☒. Mark only one answer for each question. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**Questions 25 to 29 require written answers.**

**1** Which **one** of the following combines a physical **and** mental benefit of a healthy, active lifestyle?

- A** Aesthetic appreciation
- B** Cooperation
- C** Physical challenge
- D** Development of friendships and social mixing

**(Total for Question 1 = 1 mark)**

Questions 2 and 3 relate to key influences that can impact on achieving sustained involvement in physical activity. For each question read the statements and decide whether **A, B, C** or **D** is correct.

**2** Which **one** of the following is a socio-economic key influence that can impact on achieving sustained involvement in physical activity?

- A** Role models
- B** Fashion
- C** Disability
- D** Cost

**(Total for Question 2 = 1 mark)**

**3** Which **one** of the following is a cultural key influence that can impact on achieving sustained involvement in physical activity?

- A** Role models
- B** Fashion
- C** Disability
- D** Cost

**(Total for Question 3 = 1 mark)**



4 Which **one** of the following would be **most** important to a rower 8 minutes into a 12-minute race?

- A Muscular strength
- B Muscular endurance
- C Flexibility
- D Body composition

(Total for Question 4 = 1 mark)

5 Which **one** of the following statements is **false**?

- A The components of the FITT principle are Frequency, Interval, Time, Type
- B The FITT principle overlaps with the principle of Specificity
- C Reversibility can result in a drop in fitness levels
- D The principle of Individual Differences considers the needs of the individual rather than just the sport

(Total for Question 5 = 1 mark)

6 Which **one** of the following statements is correct?

- A There is no need to wait to exercise after eating a large meal
- B During exercise blood is redistributed away from the muscles being used
- C The amount of exercise, work and rest has no impact on personal health
- D Blood shunting is the term used to describe the redistribution of blood during exercise

(Total for Question 6 = 1 mark)

Questions 7 to 9 relate to the benefits of physical activity. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.

7

Statement 1	Statement 2
Previously Hawani would get the bus to school but now she walks. This is a physical benefit of exercise.	Statement 1 is a physical benefit of exercise as it helps Hawani to improve her health

- A Statement 1 is true, statement 2 is false
- B Both statements are true
- C Statement 1 is false but statement 2 is true
- D Both statements are false

(Total for Question 7 = 1 mark)



8

Statement 1	Statement 2
Despite the pressure of his examinations, Bryan still made sure that he had time to stop revising and play sport for a break. This gave him the opportunity for social and mental benefits of exercise.	Statement 1 explains how Bryan reduced his stress levels. Reducing stress is a social benefit of exercise.

- A Statement 1 is true, statement 2 is false
- B Both statements are true
- C Statement 1 is false but statement 2 is true
- D Both statements are false

(Total for Question 8 = 1 mark)

9

Statement 1	Statement 2
Ria always enjoyed running, and would often go on long runs on her own. This gave her a social benefit of exercise.	As Ria got better at running she joined her local athletics club and now runs with other runners from the club against other clubs. This gives an opportunity for competition, another benefit of exercise.

- A Statement 1 is true, statement 2 is false
- B Both statements are true
- C Statement 1 is false but statement 2 is true
- D Both statements are false

(Total for Question 9 = 1 mark)

Questions 10 and 11 relate to the sports participation pyramid. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.

10 School Games Organisers are funded by the government and Sport England. The aim is to increase participation and competition in sport. Which level of the sports participation pyramid would a performer have reached if they compete in their sport at national level?

- A Competition
- B Foundation
- C Elite
- D Participation

(Total for Question 10 = 1 mark)

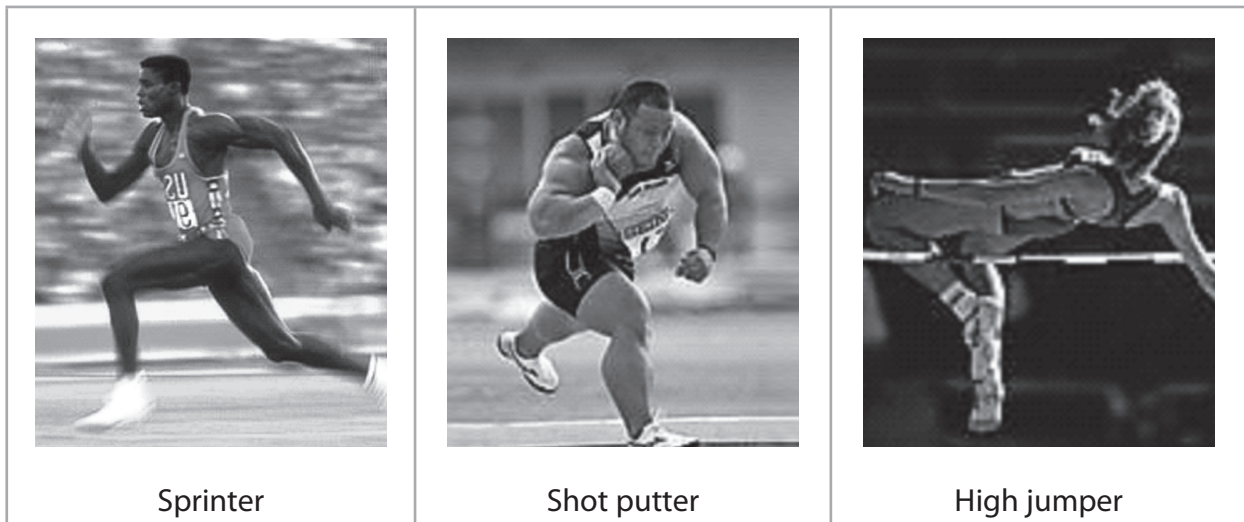


**11** Janet and John want to get back into sport so they can benefit from a healthy, active lifestyle. If John is new to a sport which level of the sports participation pyramid is he likely to enter?

- A** Competition
- B** Foundation
- C** Elite
- D** Participation

**(Total for Question 11 = 1 mark)**

Questions 12 to 15 relate to the performers in Figure 1 and the components of health-related exercise and skill-related fitness. For each question read the statements and decide whether **A, B, C** or **D** is correct.



**Figure 1**

**12** This is the most relevant combination of health-related exercise and skill-related fitness components for a shot putter.

- A** Strength, speed, coordination
- B** Strength, flexibility, body composition
- C** Power, speed, balance
- D** Power, speed, reaction time

**(Total for Question 12 = 1 mark)**



**13** This is the **most** relevant combination of health-related exercise components for a high jumper.

- A** Strength, speed, coordination
- B** Strength, flexibility, body composition
- C** Power, speed, balance
- D** Power, speed, reaction time

**(Total for Question 13 = 1 mark)**

**14** This is the **most** relevant combination of skill-related fitness components for a sprinter.

- A** Strength, speed, coordination
- B** Strength, flexibility, body composition
- C** Power, speed, balance
- D** Power, speed, reaction time

**(Total for Question 14 = 1 mark)**

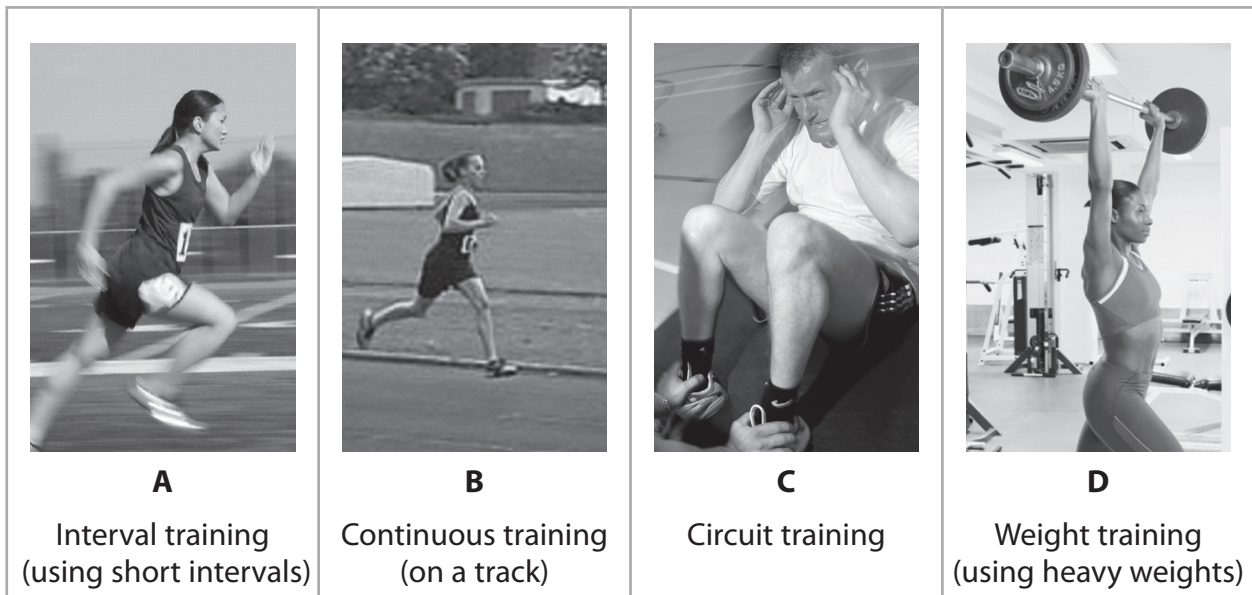
**15** Which option (**A**, **B**, **C** or **D**) lists only skill-related components of fitness, all of which are important to all the performers in **Figure 1**?

- A** Strength, speed, coordination
- B** Strength, flexibility, body composition
- C** Power, speed, balance
- D** Power, speed, reaction time

**(Total for Question 15 = 1 mark)**



Questions 16 to 18 relate to the methods of training identified in Figure 2. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.



**Figure 2**

**16** This is the **most** relevant method of training to improve cardiovascular fitness for a 5,000 m long distance runner.

- A** Interval training (using short intervals)
- B** Continuous training (on a track)
- C** Circuit training
- D** Weight training (using heavy weights)

**(Total for Question 16 = 1 mark)**

**17** This is the **least** relevant method of training to improve cardiovascular fitness for a 5,000 m long distance runner.

- A** Interval training (using short intervals)
- B** Continuous training (on a track)
- C** Circuit training
- D** Weight training (using heavy weights)

**(Total for Question 17 = 1 mark)**



18 Which method of training is **most** likely to be used by a sprinter?

- A Interval training (using short intervals)
- B Continuous training (on a track)
- C Circuit training
- D Weight training (using heavy weights)

(Total for Question 18 = 1 mark)

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19 Which method of training is **most** likely to be used by a performer to improve cardiovascular fitness and muscular strength?

- A Interval training (using short intervals)
- B Continuous training (on a track)
- C Fartlek training
- D Cross training

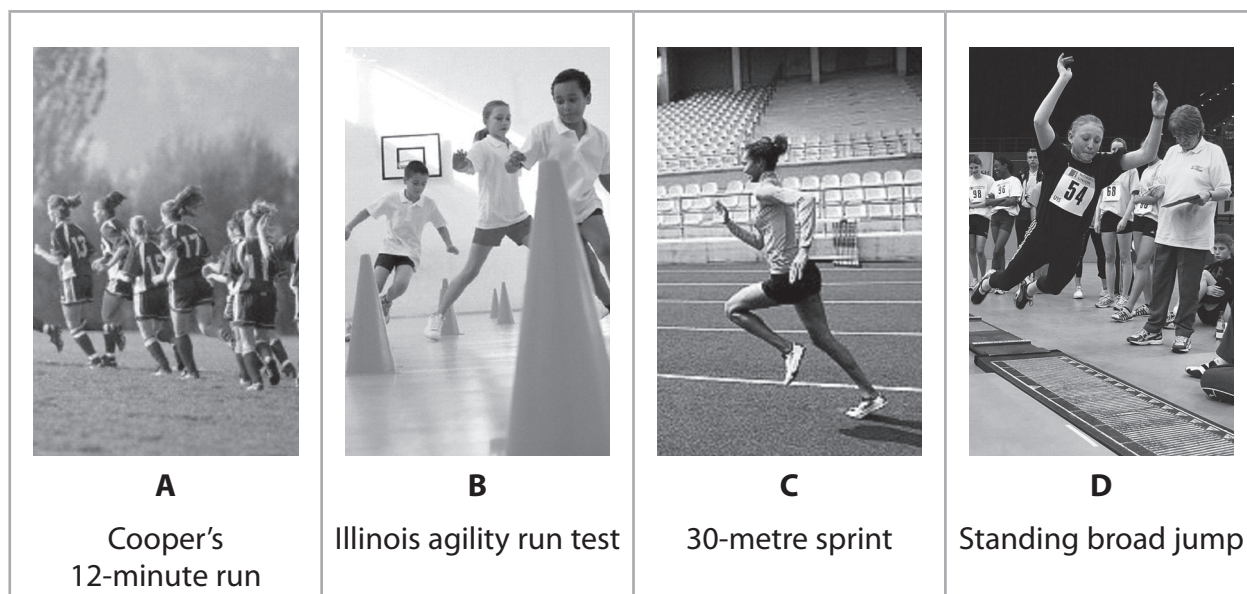
(Total for Question 19 = 1 mark)

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Questions 20 and 21 relate to the fitness tests identified in Figure 3. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.



**Figure 3**

**20** This is the most relevant fitness test from those shown in Figure 3, to measure cardiovascular fitness.

- A** Cooper's 12-minute run
- B** Illinois agility run test
- C** 30-metre sprint
- D** Standing broad jump

**(Total for Question 20 = 1 mark)**

**21** This is the most relevant fitness test from those shown in Figure 3, to measure speed.

- A** Cooper's 12-minute run
- B** Illinois agility run test
- C** 30-metre sprint
- D** Standing broad jump

**(Total for Question 21 = 1 mark)**



**22** Principles of training are applied to training programmes to make them more effective. Which principle of training is being described?

Gradually increasing the amount of work during training so that injury does not occur.

- A** Specificity
- B** Progressive overload
- C** Individual differences
- D** Rest and recovery

**(Total for Question 22 = 1 mark)**

Questions 23 and 24 relate to the requirements of a balanced diet. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.

Figure 4 is an extract from a Year 10 student's log.

	<b>Breakfast</b>	<b>Lunch</b>	<b>Dinner</b>	<b>Snacks</b>	<b>Drinks</b>
Monday	None	Burger and chips	Egg and chips	None	1 litre water 1 litre coke
Tuesday	Toast with chocolate spread	Chicken and chips	Pizza with extra cheese	Chocolate bars x 2	1 litre coke and apple juice
Wednesday	Cereal	Tuna sandwich from home	Chicken, potatoes, peas	Crisps	1 litre water
Thursday	Boiled egg and toast	Tuna sandwich from home	Sausage and mash with green beans	Carrot 'sticks' & apple	Fresh orange juice 2 litre water

**Figure 4**

**23** Using Figure 4 identify the day with the healthiest, most balanced diet.

- A** Monday
- B** Tuesday
- C** Wednesday
- D** Thursday

**(Total for Question 23 = 1 mark)**



**24** Which day provides the least healthy, least balanced diet for the Year 10 student?

- A** Monday
- B** Tuesday
- C** Wednesday
- D** Thursday

**(Total for Question 24 = 1 mark)**

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**25** Explain the requirements of a balanced diet.

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**(Total for Question 25 = 4 marks)**

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**26** Two GCSE PE students were determined to become more involved in physical activity.

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

Role 1 .....

Role 2 .....

Role 3 .....

**(Total for Question 26 = 3 marks)**

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**(Total for Question 29 = 6 marks)**

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**TOTAL FOR PAPER = 40 MARKS**



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**Acknowledgement**

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