

Examiners' Report  
June 2013

GCSE Physical Education 5PE03 01

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June 2013

Publications Code UG036607

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## **Introduction**

The Physical Education Short Course Paper (5PE03/01) is 1 hour in duration and consists of 16 multiple choice questions, a series of short answer questions, accounting for 18 marks, and one extended answer question of 6 marks. The paper total is 40 raw marks.

To be successful candidates need to recall and apply their knowledge and express their ideas clearly. Questions are designed to elicit different levels of responses, this is indicated through the number of available marks for the question and the selection of specific command words such as describe, explain, discuss. Generally, these questions require candidates to be able to develop their ideas, following a point through in greater depth rather than providing a more generalised approach to their responses.

Prior to the 2013 series, information was made available to centres regarding the amendment to the paper format compared to previous series. This change resulted in fewer multiple-choice questions (reduced from 24 to 16) and a corresponding increase in the number of short answer responses required. The format of the extended answer question remained unchanged from 2012.

The change in format afforded greater opportunity for differentiation, with some excellent responses to the questions, details of which can be seen below.

A range of responses was given for questions 17 to 23 and commonly seen correct and incorrect responses are discussed in this report.

## Question 17

This question uses the command word 'explain', as a two mark question it was expected that candidates would provide a developed or 'linked' response. As the question stated 'Explain the importance' it was accepted that candidates might explain the importance from either a 'negative' or 'positive' viewpoint, either approach was catered for by the mark scheme, although the majority of candidates explained why we should have micronutrients in a diet from a positive point of view. Explanations were credited for an overarching reason of importance in relation to health, with development being demonstrated through use of a specific example, e.g. calcium for strong bones.

17 Explain the importance of micronutrients in maintaining a healthy, active lifestyle.

Micronutrients provide the nutrients that you need in smaller quantities to remain physically healthy. For instance calcium is need to increase the strength of your bones and reduce the risk of getting osteoporosis in later life



**ResultsPlus**

**Examiner Comments**

This answer gained both available marks, the importance of consuming micronutrients to remain physically healthy is identified and a specific example of calcium to increase bone strength is given. The answer is further developed by stating a possible consequence of a lack of this mineral.



**ResultsPlus**

**Examiner Tip**

Make sure you know the difference between micronutrients and macronutrients.

17 Explain the importance of micronutrients in maintaining a healthy, active lifestyle.

Many micronutrients, such as vitamins and minerals, are vital for bodily and homeostatic functions. For example, vitamin A is important for eyesight, so a lack of it may impair a games player's performance in low visibility. Calcium, a mineral, is important for the strengthening of bones, so a lack of it may increase a athlete's chances of injuring themselves by breaking bones.



**ResultsPlus**

**Examiner Comments**

This is an excellent response beyond the level required for the two available marks.

The candidate correctly identifies micronutrients as vitamins and minerals and their overarching importance before giving specific examples of each and then applying the importance of these to participation in sport.

17 Explain the importance of micronutrients in maintaining a healthy, active lifestyle.

The importance of micronutrients in a healthy active lifestyle is important. micronutrients help keep your body healthy and give you vitamins and minerals to help keep you healthy as well.



**ResultsPlus**

**Examiner Comments**

This answer was credited with one mark for explaining that the importance of micronutrients is to keep the body healthy. This point is not developed through the use of a specific example therefore no further credit is gained.

## Question 18

In part (a) candidates were given a stem to help 'set the scene' which gave the question a supportive context. Many candidates used this stem in their responses to good effect, identifying that more people would be likely to become involved in physical activity if it were 'free' to do so. Other correct responses identified the broader purpose of increasing the health and fitness of communities.

In part (b) the question asked for a description of **one** way in which this initiative would contribute to a healthy, active lifestyle. Any area of health could have formed the focus for this part of the question (physical; social or mental) provided there was a clear link between the aspect of health and the purpose of the initiative. For example, answers could focus on social health benefits as a result of meeting others at the activity sessions rather than being isolated. Popular correct responses tended to focus on physical health benefits. As two marks were available for this section of the question a developed response was required rather than several simple statements about differing aspects of health.

Chance of ~~area~~ heart disease in the future. It also can help relieve stress to make them healthier mentally and help them meet new people to increase their social health.



**ResultsPlus**

**Examiner Comments**

This extract of part (b) demonstrates when a single mark would be awarded for this question. The candidate has linked participation with 'relieving stress to make them healthier mentally'. They also state 'help them meet new people to increase their social health'. Although both statements are correct the points made are different rather than developing one area (in this case mental or social) as required by the question - either statement would gain 1 mark, but without the necessary development only 1 mark can be awarded.

**18** A local authority pays retired PE teachers to run free fitness sessions for parents with young children. Another opened up its sports centres for use, free of charge, during the day.

(a) Identify **one** common purpose of these local authority initiatives.

(1)

The purpose of these local authority initiatives is to encourage participation and encourage people to stay participated in sport.

(b) Describe **one** way in which the purpose you have identified in **18 (a)** contributes to the development of a healthy, active lifestyle.

(2)

Encouraging people to take part in sport and physical activity will get more people fitter giving us a healthier nation, preventing illnesses associated with high blood pressure or coronary heart disease. A healthier nation benefits employers and our economy as more people are able to work and would take less time off work. Also encouraging people to stay participated allows more talent to progress to elite level making competitive sport more enjoyable to watch.

(Total for Question 18 = 3 marks)



**ResultsPlus**

**Examiner Comments**

This response gains the maximum 3 marks. In (a) the candidate clearly identifies the common purpose as increasing participation. The value of this to a healthy, active lifestyle is then described in (b). The purpose of the initiative is restated and linked to increased fitness and a healthier nation, the description is developed further by describing the associated reduction in illnesses such as high blood pressure and coronary heart disease as a result.

The response continues to discuss other advantages of the initiative but only one is required for this question.



**ResultsPlus**

**Examiner Tip**

Read the question carefully, this question asks for one description therefore a more detailed description of one area will be required.

**18** A local authority pays retired PE teachers to run free fitness sessions for parents with young children. Another opened up its sports centres for use, free of charge, during the day.

(a) Identify **one** common purpose of these local authority initiatives.

(1)

to try and get the younger people to get into the sport.

(b) Describe **one** way in which the purpose you have identified in **18 (a)** contributes to the development of a healthy, active lifestyle.

(2)

to encourage them to ~~o~~ keep active even though they have young children. If the parents do it then the children when they get over may look ~~at~~ and think that it is the right thing to do so they will also do it.



**ResultsPlus**  
Examiner Comments

This response gained 1 mark for part (a). Part (b) describes why the initiative in (a) may come about, therefore repeating (a), rather than describing how this supports health.



## Question 19 (b)

An explanation of the term 'exercise' was required. Candidates who had learnt the glossary definition from the specification gained maximum marks for this question. Most responses identified that exercise was a form of 'physical activity' (reference to 'physical' was a requirement to distinguish from sedentary activities) to improve health and fitness. Whilst reference to health was not essential (as it was stated in the question), fitness was. Alternatively candidates could state that exercise was 'non-competitive'. This was a well answered question. Incorrect responses relied on examples of exercise (for example, 'exercise is a weights session') rather than relating to the points stated above.

(b) Mr Rahman believes that physical health can be improved through exercise.

Explain the term "exercise".

(2)

Exercise is any form of physical activity or training done ~~to improve fitness~~ by an individual ~~to~~ in order to improve their fitness levels.



### ResultsPlus Examiner Comments

This response gains both available marks. One mark was awarded for recognition that exercise is 'physical activity' and the second mark for 'in order to improve fitness'.

(b) Mr Rahman believes that physical health can be improved through exercise.

Explain the term "exercise".

(2)

Exercise is any physical activity that is done to maintain or improve health, and or physical fitness, and it is not competitive sport. Doing exercise can improve our health by lowering the cholesterol level in our blood so we will be less likely to have heart disease.



### ResultsPlus Examiner Comments

This response gains both available marks and goes into further depth than that required by the question. Not only does the candidate explain that exercise is 'physical activity' which is 'done to improve fitness' they also mention that it is 'not competitive', therefore they include all possible correct aspects in their response to gain the maximum of 2 marks.

The candidate continues by also explaining how exercise can improve health although this was not a requirement of the question.

(b) Mr Rahman believes that physical health can be improved through exercise.

Explain the term "exercise".

(2)

Exercise is to improve and/or maintain physical fitness. When you exercise you can go to improve your physical ~~phig~~ fitness or you can maintain it at the current level of fitness.



**ResultsPlus**

**Examiner Comments**

Even where candidates fail to identify exercise as 'physical activity' they can still gain credit for explaining another aspect, in this case that it is carried out to maintain or improve fitness.

This response scored one mark.

## Question 20

This question required candidates to apply their knowledge of some of the components of health-related fitness to a physical activity of their choice. The candidate choice therefore would impact on their ability to think of suitable examples. Candidates should be prepared and encouraged to change their activity if they find their initial choice is limiting. For example, weight lifting was a popular choice due to clear links with muscular strength; however, those candidates that kept with this activity appeared to experience greater difficulty than others when thinking of examples for muscular endurance and flexibility.

It is vital that candidates are clear in their descriptions or examples in all questions, but particularly those requiring application of knowledge. For example, it should be clear from a response that flexibility is the component being discussed not agility or reaction time in the example of a goal keeper suddenly needing to make a diving save. This can be made clearer by referring to the extremes of the goal, indicating the need for greater reach rather than a sudden change of direction.

Most candidates followed the instruction in the question to relate all examples to the same activity.

### Question 20 (a)

**20** Health-related exercise demands can vary within sporting activities.

For a named activity of your choice, identify a different situation or technique when each stated component would be used in this activity.

Name of activity *game of rugby*

(a) Muscular strength

(1)

*in a tackle the participant would need good muscular strength to bring their opponent down.*



**ResultsPlus**

**Examiner Comments**

This is a good description of a situation and technique from rugby requiring muscular strength. This response gained 1 mark.

## Question 20 (c)

(c) Flexibility

(1)

A gymnast will need flexibility when ~~the~~ doing the splits as their legs will need to be flexible enough to get into this position.

(Total for Question 20 = 3 marks)



**ResultsPlus**

**Examiner Comments**

This response gains 1 mark for reference to a specific technique requiring flexibility in gymnastics - the 'splits'.

## Question 20 (a-c)

20 Health-related exercise demands can vary within sporting activities.

For a named activity of your choice, identify a different situation or technique when each stated component would be used in this activity.

Name of activity Tennis

(a) Muscular strength

It is used to hit powerful shots throughout the match to hopefully win you points. (1)

(b) Muscular endurance

To keep running to get to the ball in time before a double bounce throughout the match so it is needed in your legs. (1)

(c) Flexibility

This is used when reaching for the ball in different positions for example reaching up high then down low for the ball. (1)

(Total for Question 20 = 3 marks)



**ResultsPlus**

**Examiner Comments**

This response gained 2 of the available 3 marks. Credit was given for strength being needed to hit 'powerful shots'. Credit was also given for muscular endurance being needed 'to keep running to get the ball in time before a double bounce throughout the match'. Reference to running and the double bounce gave sufficient context for the 'situation' and as the candidate also expressed that this was needed 'throughout the match in your legs' gave the link to muscles and their use for an extended period of time (throughout the match). The flexibility response however was too vague for credit, it was not clearly enough linked to flexibility; the example is a better fit for agility, 'different positions, for example reaching up high then down low.'

## Question 20 (a-c)

20 Health-related exercise demands can vary within sporting activities.

For a named activity of your choice, identify a different situation or technique when each stated component would be used in this activity.

Name of activity weight lifting

(a) Muscular strength

(1)

weight lifting requires muscular strength because you need strong muscles to lift heavy weights.

(b) Muscular endurance

(1)

(c) Flexibility

(1)

Gymnastics is an activity which requires flexibility.



**ResultsPlus**

**Examiner Comments**

This answer scored 1 mark for the weight lifting example in (a). No credit would be given for the gymnastics example in (c) even if a suitable technique such as the splits had been identified, as the question required the same activity to be used in each example.



**ResultsPlus**

**Examiner Tip**

Read the question carefully, some questions, like this one, ask you to choose an activity and use the same activity for all parts of the question.

## Question 20 (a-c)

20 Health-related exercise demands can vary within sporting activities.

For a named activity of your choice, identify a different situation or technique when each stated component would be used in this activity.

Name of activity Hockey

(a) Muscular strength

(1)

When you are hitting the ball to smack it at the goal you must have good strength

(b) Muscular endurance

in your arms to provide a powerful hit.

(1)

Throughout the hockey match your legs need to have good endurance so the muscles don't get tired so you can run around the whole game.

(c) Flexibility

(1)

When suddenly lunging for the ball you need to have good flexibility in the legs so you can reach the ~~to~~ ball

(Total for Question 20 = 3 marks)

without pulling a muscle and injuring yourself because you stretched too far.



**ResultsPlus**

**Examiner Comments**

This response gained the maximum 3 marks. Each section of the question had a clear explanation of the situation where the component of health-related exercise was required. Credit in (a) for a 'powerful hit'; in (b) as the context was 'throughout the hockey match' and (c) for identifying that good flexibility was required in the legs to allow the player to lunge forward to reach the ball without injury.

## Question 21

This question asked candidates to explain why resting heart rate is lower than recovery heart rate. The explanation should therefore have focused on resting heart rate to gain maximum credit.

An explanation that made reference to resting heart rate being taken before activity was credited, clarity in response was important here. An answer that stated resting heart rate was when resting would be considered vague, recovery heart rate can also be taken when 'resting', therefore comments stating before activity or when first waking provided the necessary clarity and avoided repeating the phrase being described. Reference to resting heart rate being our 'normal heart rate' was also considered too vague. Once the fact that resting heart rate was taken prior to activity was established, good responses went on to explain that this meant there was consequently less demand for oxygen therefore the heart did not need to beat so rapidly. This type of response would gain maximum credit. For responses that focused on recovery heart rate some credit could be gained by explaining that recovery rate was higher due to increased demand for oxygen (and therefore increased blood flow). Candidates who only discussed working heart rate did not gain credit.

21 Our heart rate will vary depending on whether we are physically resting, working or recovering.

Explain why resting heart rate is lower than recovery heart rate.

Resting heart rate is lower than our recovery heart rate as when we are recovering our heart has to pump more oxygenated blood to our muscles to pay off an oxygen debt. However when we are resting our muscles don't need as much blood so therefore our heart will beat less.



### ResultsPlus Examiner Comments

In this example the candidate achieves the maximum mark of 3. They begin by explaining that recovery heart rate is higher (therefore resting heart rate is lower) as the heart, 'has to pump more oxygenated blood to our muscles'. This gains 1 mark. Credit would not have been given if the candidate had simply said, 'has to pump blood to the muscles' as this is a requirement at any point. They go on to explain that 'when resting' (no credit yet) 'our muscles don't need as much blood' - credit is given here for less blood flow, the final mark is for the conclusion 'so therefore our heart will beat less'.



### ResultsPlus Examiner Tip

Do not forget to focus your response on the question asked. This question asks about resting heart rate so this should be the heart rate you explain.



21 Our heart rate will vary depending on whether we are physically resting, working or recovering.

Explain why resting heart rate is lower than recovery heart rate.

The resting heart rate is taken before any exercise and the recovery rate is the time taken to get back to your resting HR. Recovery rate would be higher because your body is replenishing the body with more oxygenated blood and is ~~slow~~ gradually slowing down in beats because the body doesn't need as much blood when resting pumped around

(Total for Question 21 = 3 marks)



**ResultsPlus**

**Examiner Comments**

This response gains 3 marks. 1 mark was given for identifying that resting heart rate is taken 'before exercise'; 1 mark for explaining that recovery heart rate is higher due to the need for 'more oxygenated blood' and the final mark for the final statement 'the body doesn't need as much blood pumped around when resting' indicating a reduced demand for blood flow whilst 'at rest'.

21 Our heart rate will vary depending on whether we are physically resting, working or recovering.

Explain why resting heart rate is lower than recovery heart rate.

a resting heart rate is your heart when you are doing nothing at all or ~~no~~ physical activity. <sup>heart</sup>  
But your recovery heart rate is your lowering the beats per-second after doing physical activity until it reaches its resting heart rate again.



**ResultsPlus**

**Examiner Comments**

This response gains 1 mark. There is the beginning of an explanation through the identification of resting heart rate being when, 'you are doing nothing ... no physical activity.', but fails to develop this explanation further.



## Question 22 (b)

This question required candidates to apply their knowledge of SMART target setting. Candidates had to explain which, from a choice of three, was the 'most effective target'. Candidates appreciated the need to identify the target before going on to explain why they considered this to be the most effective target. Not all candidates opted for 'B'. Those that incorrectly opted for A or C attempted to justify their choices by stating the targets were measurable or specific. No credit was gained for an incorrect option, as all targets were specific, measurable, equally achievable and realistic, but only B was time-bound. Therefore to gain credit candidates needed to explain why B was the most effective target. As the only difference between the targets was time-bound the implications of this needed to be the focus of the explanation. Credit was given for explaining B was time-bound; that this meant there would be a deadline which provided the required motivation to train/achieve their goal.

(b) Explain which of the Year 10 targets, above, would be considered to be the **most** effective target for a performer.

(3)

B would be considered as the most effective target for a performer as it covers all of The smart principles its ~~measurable~~ and also gives him a good goal to aim for which means he will be more motivated to achieve it as well as this its time bound which gives him a deadline,

Total for Question 22 = 4 marks)



**ResultsPlus**

**Examiner Comments**

This response gains 2 out of 3 marks. Credit is given for identifying B as 'time-bound' and that this 'gives him a deadline'. No credit is given for the reference to 'motivation' however as this is not in the context of the time-bound aspect of the answer.

(b) Explain which of the Year 10 targets, above, would be considered to be the **most** effective target for a performer.

(3)

B, as not only has this person set a measurable target of wanting to run an extra lap, they've also said when they want to achieve it by. This gives them more motivation to complete the task they have set themselves within the time zone they have given. Also they can see whether they are close to achieving the extra lap and whether they are close to achieving it in the time they've set.

(Total for Question 22 = 4 marks)



**ResultsPlus**

**Examiner Comments**

This response gains the maximum 3 marks. B is correctly linked to being the only target of the three that has a time limit/'timezone'. The explanation links this to a deadline - 'when they want to achieve it by' and that this gives them 'more motivation to complete the task'.

## Question 23

This is the extended answer question on the paper. It uses a levels based mark scheme to make a judgement on the 'level of response' rather than a point for point mark scheme which is used for the other questions. This means that a candidate could write a lot of correct 'facts' relevant to the question but this alone would not guarantee a high level of response. The different levels reflect the quality of the candidate response, this particular question asked candidates to discuss the relative importance of agility and reaction time to two different types of performers, a badminton player and a 400m runner. A Level 3 response gaining 5 or 6 marks would need to show developed discussion points about the importance of these aspects of fitness, for example, whilst a Level 1 response (1 or 2 marks) might identify that reaction time was important to a sprinter to get a good start a Level 3 response would develop the point further, possibly by saying that as a sprint event is so short any lost time due to a poor start could never be made up therefore putting the performer at a disadvantage at the start of the race. A Level 2 response would also include developed discussion points but would not cover as many aspects of the question as a Level 3 response. For example, they may only present a developed discussion in relation to badminton or reaction time in relation to both performers. Candidates achieving Levels 2 and 3 show linkage in the points they are making, this might be in the form of a reasoned consequence of good or bad reaction time/agility to performance.

\*23 Discuss the **relative** importance of agility and reaction time for performers competing in the **types** of activity shown in **Figure 4**.



Badminton players



400m runner

Figure 4

Candidates are not expected to use all the space provided.

Agility is very important for badminton players as the game is fast paced and if they can make quick movements and turn quickly, they can have more time to reach the shuttlecock and hit it. This will make it easier for the performer to move around the court.

Reaction time is very important for the 400m runner as to receive a head start in the race, they must respond to the gunshot as quick as possible when starting the race. If their reaction is slow, it could lead to the performer being behind for majority of the race as speed is not as important in a 400m race.

Reaction time is also important in a way to the badminton player as if they react quickly to the opponent hitting the shuttlecock, they have more time to respond to the shot which can also give them the upper hand of quickly planning what type of shot they want to play.



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Examiner Comments

This is a Level 3 response, it would gain 5 marks. There are three developed discussion points, the first in relation to the need for agility in badminton, there is discussion around the fast nature of the game and therefore how it would be an advantage to be able to 'turn quickly' so there is more time to reach the shuttlecock. The second paragraph discusses the importance of reaction time to the sprinter, how the need for a head start is important so they must respond to the gun shot quickly, otherwise this will lead to them being behind in the race. The third paragraph discusses why reaction time is important to the badminton player; the quicker they react the more time they have to respond to the shot which gives them the upper hand of quickly planning what type of shot they want to play.

To gain the final mark the candidate could have provided a conclusion or definitions of the aspects of fitness or attempted a discussion of the use of agility by the 400m runner.

Agility and Reaction time are both important to a Badminton player and 400 m runner.

Agility - ~~May~~ Agility is to be able to move direction as quick as possible. ~~Badminton~~ Badminton players need this as it will give them better control and will be able to hit the ball back to opponent. Because a shuttle-cock can move direction and <sup>can</sup> be hit in different places ~~for~~ by the opponent to make it difficult for you - to be able to cut in the opponent you will need to be able to move direction as quick as possible to ~~also~~ hit the shuttlecock back, therefore ~~an~~ agility ~~is~~ is important.

Agility for a 400m runner is important as they will need to be able to change position from

starting point, and quickly <sup>into a</sup> ~~in~~ sprint, ~~an~~ agility can also help increase his <sup>strength</sup> ~~power~~ and he will have more control over his legs, he also needs to remain in his own line otherwise he could be disqualified. ~~more~~ agility will help with his direction. ~~The~~ <sup>Fitness tests</sup> ~~training methods~~ such as the Illinois & agility test will be useful to a 400 m runner, as well as badminton players.

Reaction time - This is important for a Badminton player as they will need to hit the shuttlecock as quick as they can before it is too late as it will be coming to the ~~own~~ opponent at a fast speed. In order for them to be able to hit the shuttlecock quickly they need to have good reaction time. Reaction time for a 400m runner is important as he needs to run quickly as soon as the

gun shoots or the shuttle is gone. This is important as they need ~~not~~ to be quicker than other competitors in order to come 1<sup>st</sup> therefore if their reaction time is slow then they are likely to be last, however if they have good reaction time then they are likely to be ahead, therefore reaction time is ~~is~~ important. The ruler drop test will help both badminton players as well as 400m ~~runner~~ <sup>runner</sup> improve their reaction time.

(Total for Question 23 = 6 marks)



**ResultsPlus**

**Examiner Comments**

This is a Level 3 (6 mark) response. All aspects of the question are discussed, some in more depth than others, but the paragraphs on agility in badminton and sprinting and reaction time in sprinting all discuss the importance of these components or the consequences of poor fitness in this area to the performer.

Page one of the response discusses agility in badminton and the point is made that due to the fast nature of the game and the fact that the shuttle can be hit in any direction agility is a 'must' because your opponent will move the shuttle around to make it difficult for you therefore you need agility to stay in the game.

Page two discusses the need for agility in the 400m, with particular reference to using it to stay in lane to avoid disqualification. Towards the end of the page there is discussion of the importance of reaction time in sprinting, the need for a good start to get ahead to prevent falling behind other competitors.



Reaction time is the amount of time it takes to react to a stimulus. For a 400m runner the stimulus may be a gun shot. If the 400m runner started their race as soon as they heard the gun shot they would have an advantage on runners with slower reaction times. It is important to have as much of an advantage as possible when doing a 400m race, because if you have a slow reaction time and fall behind the other runners there isn't a lot of time to catch up. This is because the distance of the race is not very long.



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**Examiner Comments**

This is an extract from a Level 3 response. This is a good example of a discussion point on the importance of reaction time to a 400m runner.

The full response went on to score the full 6 marks.

Reaction time is important for a 400m runner and a badminton player because the badminton has to react from one side of the court to the other so he can get the ball. For an 400m runner Reaction time is ~~is~~ for when gun goes so he can can get a good start.

Agility is good for a Badminton player because he is running

diagonally ~~to~~ from one side of the court to the other.

For a 400m sprinter he needs agility for the bend while running



### ResultsPlus Examiner Comments

This is an example of a Level 1, 1 mark response. Valid points are made, for example, 'the 400m runner needs reaction time to get a good start' and 'he needs agility for the bend while running', but neither of these points are developed further to progress this response from Level 1 to Level 2/3. Had the candidate added further discussion around each of these points, for example 'without good agility when running the bends the runner would need to decrease speed to stay in lane which would result in a slower time', or 'without the necessary reaction time to get a good start he would fall behind other runners making it difficult to catch up as it was a short race', the response would have been placed at Level 2. An additional (third) discussion point would have provided sufficient evidence to achieve Level 3 as the response would have addressed more of the question.



### ResultsPlus Examiner Tip

For longer answer questions make sure you give a developed point, explain what you are saying rather than just say you need reaction time for a good start, explain why. Make sure you include words like, "so that", "therefore" and "because" in your answer as this will be a good indicator that you have 'extended' your point.



## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Read all questions carefully to ensure the instructions are followed (e.g. Describe one way in which...)
- Identify the key words in a question, sometimes these are in bold to draw attention to them but this will not always be the case
- Make examples as clear as possible so the examiner can picture the example being given
- Pay attention to the command words used in the question and the mark allocation; "describe", "explain", "discuss" will need more detailed responses and will be allocated more marks
- When answering the extended answer question (6 marks) make sure points are linked to demonstrate the development of an argument.

## **Grade Boundaries**

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