

Examiners' Report
June 2016

GCSE Physical Education 5PE03 01

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Introduction

To be successful on 5PE03 candidates need to recall and apply their knowledge to a range of question scenarios. They will need to demonstrate understanding and higher order skills of analysis and evaluation. There continues to be a need for candidates to develop their ideas, following a point through in greater depth for describe and explain questions, rather than only providing a more generalised approach to their responses.

Questions are structured to elicit different levels of response from candidates: this is indicated through the number of marks available and the command words used in the question. A number of the multiple-choice questions require recall, asking students to select the correct option from a list. For example, in Question (Q)7, candidates are required to identify the component of health-related exercise, whilst other questions will ask for descriptions, explanations or discussions. This format of questioning allows for greater differentiation between candidates, and examiners are better able to assess the depth of candidate knowledge and understanding.

The first part of the paper contains 16 multiple-choice questions. As with previous series', candidates tended to find these questions accessible, with many scoring maximum or near maximum marks. The most challenging of the multiple-choice questions were Q1, Q3 and Q11.

In Q1, some candidates incorrectly identified cooperation or making friends as a mental, rather than a social, benefit of exercise. Q3 was challenging for those candidates who were unable to differentiate between the health and fitness benefits of exercise. Q11 drew a variety of responses: whilst the majority of candidates did correctly select the sit-and-reach test, a large number of candidates opted for one of the other stated fitness tests.

The most accessible multiple-choice questions were Q4, the key influence acting when we see something on television; and Q9, the fitness test associated with the gymnast holding a balance.

Question 17

Candidates were asked to give, and then justify, one reason why an elite performer may go on to become a good coach.

This question differentiated well between candidates in terms of distribution of marks. However, many responses were too vague for credit, reporting that this would mean that an elite performer:

- was an experienced player
- had good experience of the game
- knew a lot about the game
- had good contacts

Those that did gain the first mark gave more precise responses. For example, correct responses linked to having a good knowledge of the rules or tactics, or that the ex-player would be skilful. Some candidates developed their responses further by providing a justification of why this would make them a good coach. Many correct expansions focussed on appropriate teaching. For example, because the performer was skilful, the skills they taught their team would be executed correctly. They would pass on the correct way of executing the techniques, or could teach their players appropriate tactics so that their team could go on to be successful.

Aron played basketball at elite level.

17 Give **one** reason why this might help Aron to become a good basketball coach.

Justify your answer.

Because he has reached the top of the ^{sports} pyramid triangle.
He has obtained all the necessary skills and technique
to be a professional, he have all the knowledge and professional
experience.



ResultsPlus Examiner Comments

This response gains the first mark available, for stating a reason why playing at elite level would help when coaching.

'He has obtained the necessary skills and techniques'

1 mark

Aron played basketball at elite level.

- 17 Give **one** reason why this might help Aron to become a good basketball coach.
Justify your answer.

Aron will have a very good understanding of the rules of basketball and will know how to apply them; therefore he will be good at teaching others how to play.



ResultsPlus
Examiner Comments

This response gains both available marks.

There is a correctly stated reason 'understanding of the rules', and a justification of why this helps when coaching.

2 marks



ResultsPlus
Examiner Tip

Make a note of the instructions in the question. This question asks for a justification.

Note how this response gives a reason, 'a very good understanding of the rules' and then justifies why this might help when coaching, 'therefore will know how to apply them and teach others how to play'.

Question 18

This proved to be a very challenging question because the majority of candidates were unable to access the available mark. Candidates were told two of the common purposes of initiatives in the question and asked to identify the third. This increased the level of difficulty of the question.

Common errors in responses included using the common purposes already stated in the question— in particular, focussing on ways to increase participation— or general responses in relation to health and fitness.

Some candidates did make reference to increasing success but without the link to elite level, this could not be credited, because the level of success was not clear from the response. However, some candidates were able to correctly identify the link to increasing success at elite level. There were several ways candidates could have expressed the intent of the third common purpose of sports initiatives, for example:

- development of a talented performer
- talent identification
- providing opportunities to excel/reach elite level
- increase international success
- win more gold medals

Two common purposes of sports initiatives are to increase participation and retain people in sport.

18 Identify the third common purpose of initiatives.

To encourage talented individuals and provide them with support and opportunities to become an elite sportsman and succeed.



ResultsPlus Examiner Comments

This response gains the available mark.

The third common purpose of sports initiatives is identified correctly as providing opportunity for talented individuals to achieve elite level.

1 mark



ResultsPlus Examiner Tip

Do not use examples already given in a question in a response. For example, in this question no credit would be given for repeating the common purpose of increasing participation or retaining people in sport.

Two common purposes of sports initiatives are to increase participation and retain people in sport.

18 Identify the third common purpose of initiatives.

TO be more successful in competition and ~~going~~ gaining gold medals at elite level.



ResultsPlus
Examiner Comments

This response also gains the available mark.

The third common purpose of sports initiatives is identified correctly as providing increased success in competition to ensure increased gold medals at elite level. 1 mark

Question 19

This question tested candidates' ability to apply their knowledge. Candidates were told that a good reaction time was needed at the start of an 800m race and then asked when, during the 800m race, a good reaction time would also be of benefit.

The most popular correct answers described responding to an opponent who tried to overtake suddenly, and the reaction to this being to speed up to maintain position. Some candidates also made reference to taking evasive action if the runner in front were to fall.

Incorrect responses, such as those below, did not receive credit. They either:

- repeated the information from the question describing the use of reaction time at the start of the race, or
- described pre-planned tactics, or
- cited situations where reaction time was not required, for example the bell on the final lap, or
- referred to dipping at the line

A good reaction time would help an 800m runner to get a good position at the start of the race.

19 Describe **one** other way an 800m runner could benefit from having a good reaction time during the race.

The runner requires an efficient reaction time as they have to react quickly to the stimulus that starts the race. This means the quicker the reaction to the stimulus the quicker the runner takes off the starting block.



ResultsPlus
Examiner Comments

This response gains 0 marks out of a possible 2.

The candidate gives an example of the use of reaction time at the start of the race, therefore repeating information already given in the question.

0 marks



ResultsPlus
Examiner Tip

Read the question carefully so that examples given in the question are not repeated in the response.

A good reaction time would help an 800m runner to get a good position at the start of the race.

19 Describe **one** other way an 800m runner could benefit from having a good reaction time during the race.

If a competitor in the race falls in front of an 800m runner, a good reaction time could benefit him during the race as he would have time to dodge the falling opponent which could prevent him, or someone around him getting injured.



ResultsPlus
Examiner Comments

This response gains both available marks.

Credit is given for identification of when reaction time would be needed during the race, 'if a runner falls in front of the 800m runner' and how it is used to complete the description, 'giving him time to dodge the falling opponent'.

2 marks

A good reaction time would help an 800m runner to get a good position at the start of the race.

19 Describe **one** other way an 800m runner could benefit from having a good reaction time during the race.

If another runner was approaching them from behind, a quick reaction time could mean the runner can increase their speed before the other overtakes them.



ResultsPlus
Examiner Comments

This response also gains both available marks.

Credit is given for identification of an occasion when a quick reaction time would be needed during the race.

In this example, it is in relation to an opponent attempting to overtake, and being prevented from doing so, 'if another runner was approaching from behind, a quick reaction time could mean the runner can increase speed before being overtaken'.

2 marks

Question 20 (a)

Candidates were given a statement in Q20 (a) and Q20 (b) and asked to identify the principle of training being applied in each statement.

In (a) candidates were told that two gymnasts had different training programmes. The required response was that the principle of individual needs (or differences) had been applied.

Approximately one third of candidates answered this question correctly. Popular incorrect responses related to individual training programmes, specificity and reversibility.

20 State the principles of training being applied in the following statements.

(a) Afshan and Bryan are gymnasts. Afshan has a different training programme to Bryan.

They are doing Specificity as there (1)
Sticking on what they need the most.



ResultsPlus Examiner Comments

This response receives 0 marks.

The response states specificity, rather than individual needs. Specificity takes into account the needs of the sport, but the question states that both individuals take part in the same sport, therefore this statement relates to the individual rather than the sport.

0 marks



ResultsPlus Examiner Tip

It is important to make sure responses take into account all of the information presented in the question.

20 State the principles of training being applied in the following statements.

(a) Afshan and Bryan are gymnasts. Afshan has a different training programme to Bryan.

(1)

individual needs.



ResultsPlus Examiner Comments

This response gains the available mark for this question.

'Individual needs' is identified correctly as the applied training principle.

1 mark

Question 20 (b)

Candidates were given a statement in Q20(a) and Q20(b), and asked to identify the principle of training being applied in each statement.

In Q20(b), candidates were told that a weight lifter trained on alternate days, leaving two days before training again if a session had been particularly difficult. The required response was that the principle of rest and recovery had been applied.

A slightly larger proportion of candidates answered this question correctly. Popular incorrect responses related to either rest, progressive overload, or tedium.

(b) Martin is a weightlifter. He trains on alternate days and will leave two days before training again if a training session has been particularly difficult.

(1)

To have 2 days recovery/so your body can repair.



ResultsPlus
Examiner Comments

This response receives 0 marks.

The response states why a break in training is required, rather than stating a specific principle of training.

0 marks

(b) Martin is a weightlifter. He trains on alternate days and will leave two days before training again if a training session has been particularly difficult.

(1)

rest and recovery



ResultsPlus
Examiner Comments

This response gains the available mark for this question.

'Rest and recovery' is identified correctly as the applied training principle.

1 mark

Question 21 (a)

Q21 tested candidates' knowledge of goal setting.

In (a) candidates were required to identify the SMART (Specific, Measurable, Achievable, Realistic, Time-bound/Time-phased) principle represented by 'A' in SMART. Approximately two thirds of the candidates correctly identified this as 'Achievable'. Incorrect responses often substituted another word beginning with A, for example, agility, average and achievement. The specific term was required, therefore only recognised terminology was accepted.

21 When setting goals the SMART principles should be applied.

(a) State the principle represented by the 'A' in SMART.

(1)

Alternate



ResultsPlus
Examiner Comments

This response receives 0 marks.

Reference is made to 'alternate' rather than 'achievable'.

0 marks

21 When setting goals the SMART principles should be applied.

(a) State the principle represented by the 'A' in SMART.

(1)

Achievable



ResultsPlus
Examiner Comments

This response gains the mark available.

The principle is stated correctly as 'Achievable'.

1 mark

Question 21 (b)

In (b) candidates were required to identify the SMART principle that related to setting a deadline to complete a goal. Fewer candidates gave the required response to this question. Often, they stated time or deadline, rather than the required terminology of 'Time-bound or 'Time-phased'.

(b) State the SMART principle that is applied when setting a deadline to complete a goal.

(1)

Measurable



ResultsPlus

Examiner Comments

This response receives 0 marks.

The SMART principle 'measurable' is stated rather than time-bound or time-phased.

0 marks

(b) State the SMART principle that is applied when setting a deadline to complete a goal.

(1)

Time-bound



ResultsPlus

Examiner Comments

This response gains the available mark.

The response clearly states that the principle is 'time-bound'.

1 mark

Question 21 (c)

Q21 (c) asked candidates why, other than setting clear deadlines, goal setting is important when planning a Personal Exercise Programme (PEP).

The majority of candidates were able to respond correctly to this question, although a smaller percentage than for the previous parts of the question. One common error was to repeat reference to deadlines. Because this had already been stated in the question, it could not be credited; any other aspect of SMART target setting could be used in the response.

Common correct responses focussed on motivation or providing a clear aim/target to provide training focus.

One reason for setting goals is to provide clear deadlines to help when planning a Personal Exercise Programme (PEP).

(c) State **one** other reason why goal setting is important.

(1)

It's important because goals motivate you and show how good your doing.



ResultsPlus
Examiner Comments

This response gains 1 mark.

Motivation was the most popular correct response.

1 mark

One reason for setting goals is to provide clear deadlines to help when planning a Personal Exercise Programme (PEP).

(c) State **one** other reason why goal setting is important.

(1)

so the participant can monitor their progress and ensure that some progress will be made



ResultsPlus
Examiner Comments

This response gains 1 mark.

The response focuses on the value of being able to monitor progress against the goal, to ensure that progress is being made.

1 mark

Question 22

This was designed as a question that would differentiate between levels of response and therefore designed to be challenging.

The question asks candidates to describe how interval training would be used by a 10,000m runner and a 100m sprinter. It was expected that candidates would find it more straightforward to apply their knowledge of interval training to the 100m runner. This assumption was reflected in candidate responses, with more candidates being able to access 1 or 2 marks for their response in relation to the 100m sprinter than the 10,000m runner.

Those candidates that were familiar with the concept of interval training were able to apply this knowledge. However, the majority of candidates often gave vague descriptions: for example, a description might be that the sprinter should sprint and then rest, with no reference to the need then to repeat this. Interval training for the 10,000m runner was often confused with Fartlek training, or linked to specific components of fitness. For example, candidates stated you could use interval training to increase cardio-vascular fitness, thus they were stating why the 10,000m runner might use this type of training, rather than describing *how* they would use the training method to prepare for their event.

22 Describe how interval training would be used by each of the following performers:

10,000m long distance runner

(2)

They could set a certain distance that they run like 3,000m then have a rest and each time they run the 3,000m increase the intensity and decrease the resting time.

100m sprinter.

(2)

A 100m sprinter may ~~spend~~ use interval training by sprinting for 100m then ~~jogging for 100m~~ then resting. Then ^{keep alternating between sprinting and resting} to do that a few times. ~~Then slowly~~ ^{Maybe} decreasing the ~~rest~~ rest period. ~~Or sprinting~~



ResultsPlus

Examiner Comments

This response gains 2 marks.

Although there is reference to a long work period for the 10,000m runner it is not clear if the next time 3,000m is run, that this will be during the same session or another session. The description is not sufficiently detailed to distinguish between interval or continuous training.

However, the response indicates that the 100m runner should 'keep alternating between sprinting and resting'. This part of the response gains 2 marks because the intensity and ratio of work to rest periods has been stated sufficiently to receive credit. 2 marks

22 Describe how interval training would be used by each of the following performers:

10,000m long distance runner

(2)

Interval training is defined as defined periods of work followed by defined periods of rest. ~~The~~
He/she needs cardiovascular endurance for long distance running, so each work interval
should last for quite a long time (e.g. at least 2 minutes) ^{of jogging/slow running to predate the actual run} and rest would be quite short (e.g. ^{even}
maybe 30 seconds) as ~~they~~ the body is working ~~anaerobically~~ so do not need much rest,
but rather should include long periods of work.

100m sprinter.

(2)

He/she needs ~~a~~ shorter work intervals (should be sprints) which lasts for quite a short
time / in a short distance; as it is anaerobic, the rest period should be longer, at
least 30 seconds to let the body rest and to prepare for the next sprint, otherwise the
quality/intensity of the next work interval would not likely to be good enough.



ResultsPlus Examiner Comments

This response gains 4 marks.

The candidate applies their knowledge of interval training to the two contexts provided in the question.

Although not required, the response begins with a definition of interval training. This is good practice because it helps the candidate to focus their response. There is reference to longer work intervals for the 10,000m runner, with shorter rest periods. Reference is made to this not being anaerobic/at a jogging pace. There is sufficient evidence of the candidate's ability to apply their knowledge of the training method to gain 2 marks.

In the second part of the response, the sprinter is described as needing shorter work periods with longer rest in between, due to the anaerobic nature of the work periods.

4 marks

Question 23

Approximately two-thirds of candidates were able to access marks for this question.

The question stated that a warm-up was carried out before physical activity in order to reduce the chance of injury. Candidates were then asked to explain two other reasons for warming up.

Although stated in the question, many responses included reference to injury prevention, therefore this part of the response could not be credited. Some candidates stated appropriate reasons but did not explain these reasons and, therefore, were limited to two marks. Frequent correct reasons included 'gradually increase heart rate' and 'mental preparation'.

A warm-up is carried out before physical activity to reduce the chance of injury.

23 Explain **two** other reasons for warming up.

Reason 1

(2)

Is to get your self ready for the sport that you are going to do.

Reason 2

(2)

By warming up you stret your muscles so you prevent the chance of getting injured.



ResultsPlus Examiner Comments

Two reasons are provided for warming up. However, 'to get yourself ready for the sport', is too vague for credit. There needs to be some further reference to what aspect was being prepared, eg physically or mentally.

The second given reason repeats the information already stated in the question, ie 'prevent the chance of getting injured'.

0 marks



ResultsPlus Examiner Tip

Be careful not to repeat examples given in the question in your response. In this example, Reason 2 repeats the information already given in the question and, therefore, does not gain credit.

A warm-up is carried out before physical activity to reduce the chance of injury.

23 Explain **two** other reasons for warming up.

Reason 1

(2)

Warming up can help a participant prepare mentally for an upcoming main activity. Often this can be achieved using several breathing exercises to help calm their nerves and avoid any mistakes that may be made, and improving performance.

Reason 2

(2)

A warm-up may also be used to train certain sport-related skills in the form of drills, especially if the main activity is itself a sport. Once again, this will hone their skills and give them chances to practice in order to improve performance.



ResultsPlus

Examiner Comments

This is an example of a good response to this question. The first reason is stated as being to 'mentally prepare' so that mistakes in play could be avoided.

The second reason states that a warm-up should be used to 'practice sport-related skills' so that they can hone these skills for use in the sport, to improve their performance.

4 marks

Question 24

This was the extended answer question. There was a good distribution of marks for this question across Levels 1 and 2, (0 - 4 marks), although candidates continued to experience difficulty in accessing the highest marks. This is not surprising, because the levels reflect the quality of the response, rather than the number of 'knowledge points' made.

The demands of this question were similar to those of previous years, and the impression from examiners was that more candidates appeared to be accessing Level 2 than in the previous series.

Candidates were asked to discuss why an elite sports performer would make sure they ate a balanced diet. In order to discuss this question, candidates needed to demonstrate their knowledge of the topic by providing content that related to a balanced diet. They could have made reference to the components of a balanced diet and the ratio of the elements, and then applied this knowledge by linking it with an elite sports performer. For example, there is a need for carbohydrates — to provide energy for performance — or proteins, for growth and repair.

To extend the discussion point (and therefore the quality of the response), rather than just giving the role of the nutrient some candidates also made reference to the impact this would have on performance. For example, candidates noted the energy requirement so that performers could continue to work at an appropriate standard throughout the activity, or training, or water for hydration to replace that lost through sweat whilst exercising.

Those candidates achieving Level 1 tended to do so due to the knowledge of balanced diets. They would make a number of relevant facts about a balanced diet but did not attempt to link this to the question context. Those candidates that were able to apply this knowledge often achieved three marks at Level 2. They demonstrated sufficient quality in their response to move to Level 2, due to a greater understanding of the question's demands.

Level 3 responses were factually accurate around a range of 'dietary' points, demonstrating knowledge and the ability to apply this knowledge. They discussed the impact of the various food groups on the elite performer and their performance. In some instances, there was accurate discussion about the need for elite athletes to amend their diet based on the demands of their activity. That is, the athletes needed to move away from a balanced diet to ensure they ate what they needed to be effective in their activity. A popular correct response in relation to this was a discussion of carbohydrate loading for endurance athletes.

***24** Discuss why an elite sports performer will make sure they eat a balanced diet.

(6)

An elite sports performer needs to have a balanced diet as their ^{food} intake will ^{sometimes} be equal to how much they're burning off which means they won't gain / lose weight.

~~They need a balanced diet as they'll be able to perform better with the right amount of food being in their systems. If they didn't eat a~~
They need a balanced diet as ~~they~~ ~~they~~ they'll be able to perform better with the right amount of food being in their systems. If they didn't eat a

balanced diet, they could potentially gain or lose weight which isn't good for depending on what sport you're doing. It ensures that the performer's body is getting enough food to keep them healthy, ^{which} including all of the different food groups.

For example: a basketball player would need a diet which includes lots of carbohydrates ~~for energy~~ because, to last a whole basketball game, you'd need to have stored energy in your system and for it to last, and for them to play at their best ability.

However, a ^{sumo wrestler} ~~boxer~~ would need lots of fats in order to gain the weight to be successful as a fighter. Their ~~energy~~ calorie intake would be much higher than what they burn off in order for them to put on the weight needed.



ResultsPlus Examiner Comments

This response is credited at Level 2, four marks.

The first part of the response talks in general terms about the need for a balanced diet to maintain weight. An example of what not to eat and the impact on a specific performer is required, here, to make the candidate's point fully. For example, they could link a boxer to a low fat diet so that they did not gain unnecessary weight, which would force them into a different weight category.

Another example might be: a long-distance runner would not want to carry the additional weight because this would make them work harder and therefore slow down.

By the third paragraph, the candidate does discuss the importance of carbohydrates to a basketball player, so that they have the required energy to sustain a quality performance throughout the match.

In the final paragraph, the candidate discusses why some elite performers might prefer an unbalanced diet, in this case a sumo-wrestler needing a high fat diet to gain the required weight for their event.

4 marks



ResultsPlus Examiner Tip

If a question gives a context, in this case an elite performer, make sure that you use this in your answer. Make sure that you link aspects of a balanced diet to their impact, positive or negative, on performance.

*24 Discuss why an elite sports performer will make sure they eat a balanced diet.

(6)

If the elite sports performer does not have proteins, carbohydrates, calcium, fibre, vitamins and water he wouldn't ~~have~~ be able to perform well in a game situation. This is because if he doesn't have enough carbohydrates he wouldn't be able to last a full game situation. ^{Vitamins} ~~Calcium~~ will provide him with many different improvements in his body such as better eye sight, stronger bones, reduced chance of diseases and their skin will be softer. Fibre will provide him with better digestion of food and removes faeces when it is needed to. Water allows the elite sports performer to be hydrated when in a game situation or in daily basis. Proteins provide the elite sports performer by providing him with more muscle to use when he is doing exercises which improves his fitness, performance and overall exercise, some of these muscles may be used for fats. Calcium overall will reduce the risk of injury because his/her bones are stronger.



ResultsPlus

Examiner Comments

This response is placed at the top of Level 1.

Whilst there is more knowledge demonstrated about the components of a balanced diet than in the previous example, the response lacks the required depth of discussion points to progress through the levels. For example, reference is made to the need for a number of the components of a balanced diet to perform well, but their specific role is not linked to the elite performer.

This response could have been extended. For example, water is linked to hydration but the impact of being hydrated or dehydrated, from a performance point of view, is not discussed. 2 marks



ResultsPlus

Examiner Tip

Look at the command words used in a question.

This question asks for a discussion, therefore you would need to include reasons:

- why a balanced diet would be important to an elite performer
- why an elite performer might choose not to have a balanced diet
- for the relative importance, within the diet, of each of the nutrients to the performer.

Protein is used for growth and repair of muscles. An elite performer will be able to recover from possible injuries through the consumption of protein. However, if they were not consuming protein, the injury could lead to reversibility.

Carbohydrates are used for energy. The elite performer will have enough energy to go through the workout successfully. Although if he/she was not consuming carbohydrates, they would feel tired, leading to the exercise session being less efficient. Fats are also considered a storage for energy, but should be taken in small amounts.

Vitamins and minerals are taken to prevent illnesses or a person becoming weaker. Calcium is a mineral taken to strengthen bones.

If a person had a low ~~calcium~~ calcium intake it could lead to injury (such as osteoporosis) and soon reversibility. Likewise, vitamin C is taken to avoid illnesses and diseases.

If a person does not take enough vitamin C, it could lead to illnesses. Thus, leading to fewer exercise sessions and soon reversibility.

Water is consumed to prevent dehydration

(Total for Question 24 = 6 marks)

↓ This allows the body to ^{TOTAL FOR PAPER = 40 MARKS} cool down from the exercise session, when water is lost through sweat. However, if an ~~person~~ elite athlete does not drink water, it could lead to dizziness and a less efficient exercise session. ~~Especially~~ Especially if it is done at a high intensity



ResultsPlus Examiner Comments

This is an extract from a Level 3, five-mark response.

The response contains several discussion points that link an aspect of a balanced diet to its role, and the importance of this to elite performance. For example, the need for:

- **protein** for growth and repair to allow recovery from exercise so that the risk of injury is reduced, preventing reversibility
- **carbohydrates** to supply energy so that the performer can complete the workout successfully without fatigue
- **water** to prevent dehydration due to water loss during exercise through sweat because this could lead to dizziness and an ineffective exercise session
- **vitamins** to reduce risk of illness, otherwise the performer would need to reduce the amount of exercise sessions, which could lead to reversibility.

To gain maximum marks, the discussion on fats, protein or vitamins, required further expansion.

5 marks

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
- Identify key words in a question – sometimes these can be in **bold** to draw attention to them but this is not always the case
- Make sure examples are as clear as possible – so the examiner can picture the example being given
- Make sure you apply your answers to the correct context given in the question
- Pay attention to the command word used in the question and the mark allocation – *describe, explain, discuss* will need more detailed, linked, responses and will be allocated more marks

Grade Boundaries

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

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