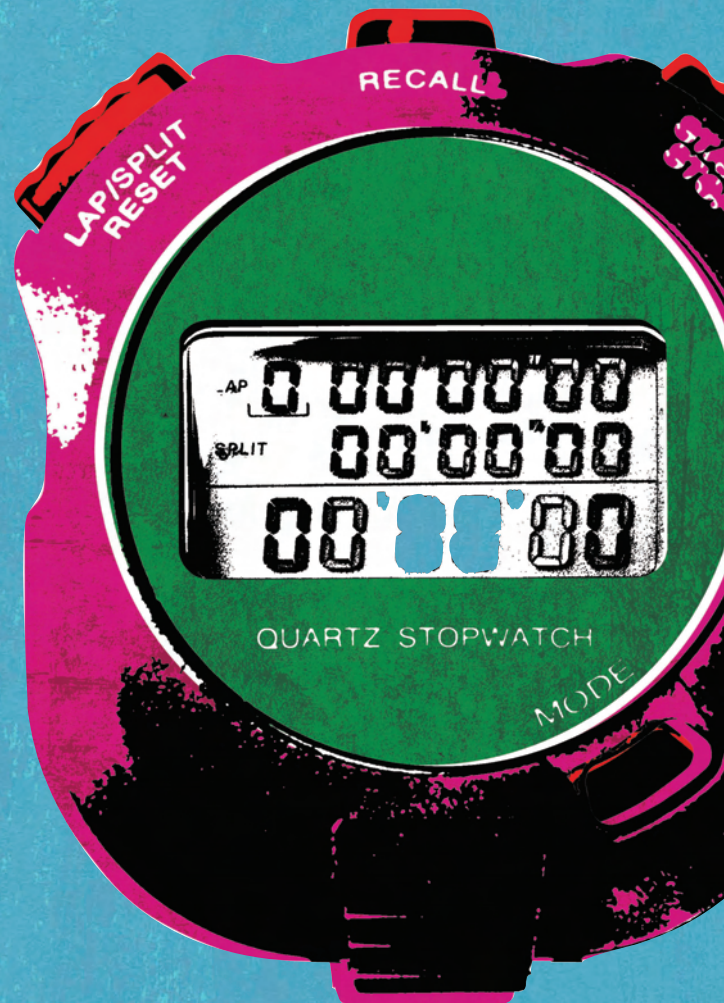


Sample Assessment Materials

Edexcel GCSE (Short Course) in Physical Education (3PE01)

Inside this Sample Assessment Materials pack you'll find:

- An accessible paper to help you and your students prepare for the assessment
- A clear and concise mark scheme to let you know what the examiners are looking for



Welcome to the GCSE 2009 Physical Education Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam paper and mark scheme so they can experience what they will encounter in their assessment. They feature:

- **An accessible paper** using a mixture of question styles. We've worked hard to ensure the paper is easy to follow and encourage all students to achieve their full potential.
- **A clear and concise mark scheme** for the paper outlining what examiners will be looking for in the assessment, so you can use the sample paper with students to help them prepare for the real thing.

Our GCSE 2009 Physical Education qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

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

Sample Assessment Material

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** the 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 with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

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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3/3/2



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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 ☒.

Figure 1 shows a woman doing yoga as a form of exercise.

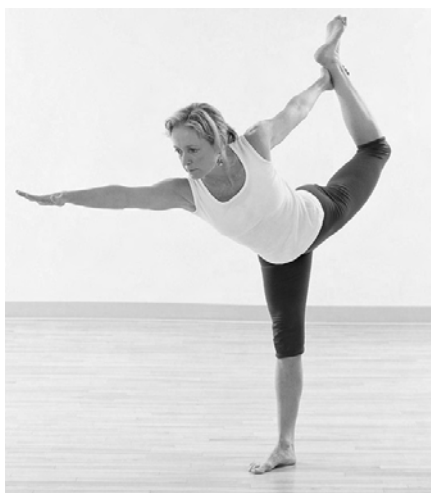


Figure 1

- 1** Which of the following components of fitness is **skill-related** and the most important in this yoga pose?
- A** Balance.
 - B** Coordination.
 - C** Body composition.
 - D** Strength.

(Total for Question 1 = 1 mark)

- 2** Which of the following is a correct statement in relation to Sport England's 'Start, Stay, Succeed' objectives?
- A** Start – plan so that every child starts the school day with physical activity to increase participation and improve health.
 - B** Start – increase the number of adults who start their day with exercise.
 - C** Stay – aim to keep officials working in sport so that development costs are reduced.
 - D** Succeed – create opportunities for talented performers to achieve success.

(Total for Question 2 = 1 mark)

3 Exercise is:

- A a form of physical activity done primarily to improve one's health and physical fitness.
- B training regularly.
- C a state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity.
- D the ability to meet the demands of the environment.

(Total for Question 3 = 1 mark)

4 The FITT principle of training is made up of four parts.

Which of the following statement covers **all** four parts of the FITT principle?

- A How hard and often you work, making sure you do not do too much, whilst avoiding boredom.
- B How long, hard and often you work, whilst maintaining safety.
- C How hard and often you work, making sure that your training fits the requirements of the activity, making sure you do not do too much.
- D How long, hard and often you work; making sure that your training fits the requirements of the activity.

(Total for Question 4 = 1 mark)

5 The correct target zone for an endurance athlete is 120 : 160bpm, how old is the athlete?

- A 15
- B 20
- C 25
- D 40

(Total for Question 5 = 1 mark)

6 Which of the following statements gives the **most** important reason for wearing the correct clothing when taking part in exercise and physical activity?

- A It gives you the opportunity to look good.
- B It gives you a psychological advantage over the opposition.
- C It reduces the chance of injury.
- D It is in the rules of the physical activity.

(Total for Question 6 = 1 mark)

Questions 7–9 relate to **Figure 2** below which shows people taking part in different physical activities.



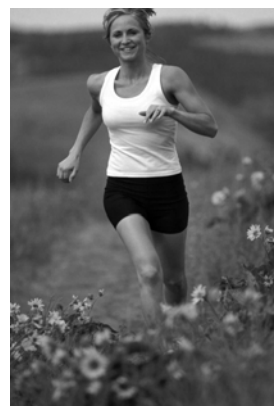
(Source: Blend Images/Alamy)

Tennis player



(Source: Action Plus)

School hockey players



(Source: FogStock/Alamy)

Cross country runner

Figure 2

Select the answer that best describes the reason for each of the participants shown in **Figure 2** taking part in physical activity.

7 The tennis player who is over 50 and is concerned about his blood pressure.

- A** Mental
- B** Physical
- C** Social
- D** Aesthetic

(Total for Question 7 = 1 mark)

8 The school hockey players who play to improve their skill.

- A** Mental
- B** Physical
- C** Social
- D** Aesthetic

(Total for Question 8 = 1 mark)

9 The cross country runner who enjoys running in the open space and fresh air.

- A** Mental
- B** Physical
- C** Social
- D** Aesthetic

(Total for Question 9 = 1 mark)

Some people, for example the tennis player in **Figure 2**, continue to exercise and participate in sport throughout their life.

10 Select the answer with key influences on people's sustained involvement in physical activity from **all** categories of influences.

- A** Wellbeing; resources; people; peer group; image of activity
- B** Health; positive experience; access; role models; media coverage; gender
- C** Enjoyment; location; family; media coverage; fashion
- D** Health; resources; people; cost; disability.

(Total for Question 10 = 1 mark)

Questions 11–13 relate to the sports participation pyramid shown in **Figure 3**.

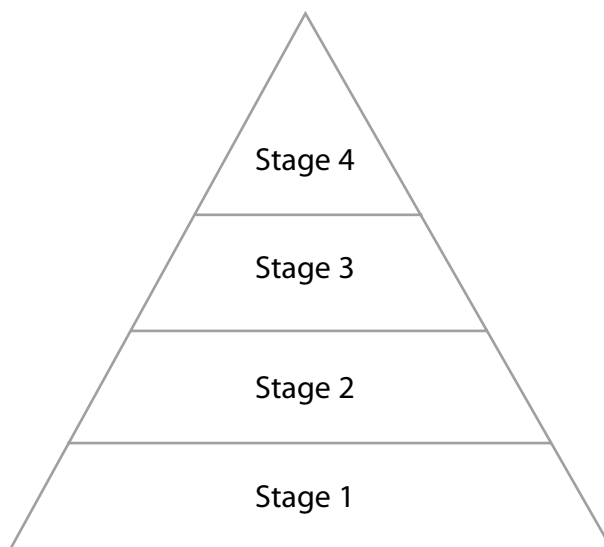


Figure 3

For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.

11

Statement 1	Statement 2
Stage 1 is the foundation stage.	Stage 1 is where people take part on a regular basis.

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

(Total for Question 11 = 1 mark)

12

Statement 1	Statement 2
Stage 2 is the performance stage.	Stage 2 is where people take part in sport in their free time, for example in extra-curricular sport.

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

(Total for Question 12 = 1 mark)

13

Statement 1	Statement 2
Stage 4 is the excellence stage.	Professional performers are at Stage 4.

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

(Total for Question 13 = 1 mark)

14 What would be the most likely method of training for a 100m sprinter to use, on the track, to improve his or her performance?

- A Cross.
- B Weight.
- C Continuous.
- D Interval.

(Total for Question 14 = 1 mark)

15 Which method of training would a triathlete use to help develop the variety of fitness components necessary for this sporting activity?

- A Cross.
- B Weight.
- C Continuous.
- D Interval.

(Total for Question 15 = 1 mark)

16 Before starting a Personal Exercise Programme, which of the following would you use to assess your suitability for such a programme?

- A** PAS-Q.
- B** PAR-Q.
- C** Physical activity.
- D** PAT-Q.

(Total for Question 16 = 1 mark)

17 Why is water provided for charity marathon runners during a race?

- A** To contribute to their general wellbeing.
- B** Because they are running for charity.
- C** To stop their throat from getting dry.
- D** To prevent dehydration.

(Total for Question 17 = 1 mark)

18 Exercise can help make you feel good. Name the hormone that the body produces that gives you this feeling.

- A** Nicotine.
- B** Serotonin.
- C** Erythropoietin (EPO).
- D** Diuretics.

(Total for Question 18 = 1 mark)

19 Which of the following participants is least likely to use agility in their performance?

- A** High jumper.
- B** Football goalkeeper.
- C** 100 metre sprinter.
- D** Tennis player.

(Total for Question 19 = 1 mark)

20 Which group of nutrients (**A**, **B**, **C** or **D**) can **all** be used to provide energy for physical activity?

- A** Fat, protein, carbohydrate.
- B** Fat, carbohydrate, minerals.
- C** Protein, carbohydrate, vitamins.
- D** Carbohydrate, fat, fibre.

(Total for Question 20 = 1 mark)

Questions 21–22 relate to warm ups and cool downs.

For each question read the statement and decide whether **A**, **B**, **C** or **D** is correct.

21

Statement 1	Statement 2
The first stage of the warm up is used to raise heart rate.	A suitable activity for this is jogging.

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

(Total for Question 21 = 1 mark)

22

Statement 1	Statement 2
A cool down increases the amount of lactic acid in the blood.	An increase of lactic acid reduces the chance of muscle soreness.

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

(Total for Question 22 = 1 mark)

23

Statement 1	Statement 2
Stretching is the last part of the warm up.	Stretching is important as it helps to prevent injury.

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

(Total for Question 23 = 1 mark)

24 Select the answer that names the principles of SMART targets.

- A** Specific, Measurable, Arranged, Realistic, Time-bound.
- B** Spontaneous, Measurable, Achievable, Realistic, Time-bound.
- C** Specific, Manageable, Achievable, Realistic, Tedious.
- D** Specific, Measurable, Achievable, Realistic, Time-bound.

(Total for Question 24 = 1 mark)

25 Why do targets need to be **measurable**?

.....

.....

(Total for Question 25 = 1 mark)

Questions 26 and 27 relate to components of health-related exercise and skill-related fitness, which are used in physical activity to contribute to a balanced healthy lifestyle.

26 Select a component of health-related exercise to complete each of the following statements.

Each component given must be different.

- (a) Increased allows people to stretch into different postures in yoga. (1)
- (b) is the ability to exercise the entire body for long periods of time. (1)

(Total for Question 26 = 2 marks)

27 Select a component of skill-related fitness to complete each of the following statements.

Each component given must be different.

- (a) is the ability to change the position of the body quickly and to control the movement of the whole body. (1)
- (b) Squash players need to move the racket to the right place to strike the ball correctly. (1)

(Total for Question 27 = 2 marks)

28 Principles of training can help to plan a balanced, healthy lifestyle, improving fitness and enjoyment during participation in physical activity.

(a) What is **specificity**?

(1)

.....

.....

(b) When would a performer experience the principle of **reversibility**?

(1)

.....

.....

(Total for Question 28 = 2 marks)

29 Improving your lifestyle does not just mean improving fitness and increasing participation in physical activity.

What other factors should be considered when planning for an improved, healthy and active lifestyle?

.....

.....

.....

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.....

(Total for Question 29 = 3 marks)

***30** Chloe is a good all-round sports performer and could represent her school in many different sports. Evaluate the potential influence of different factors on Chloe's choice of physical activities.

Ruled writing area consisting of 25 horizontal dotted lines.

(Total for Question 30 = 6 marks)

TOTAL FOR PAPER = 40 MARKS

Sample Mark Scheme

Unit 1: The Theory of Physical Education

Question Number	Answer	Mark
1	A	1

Question Number	Answer	Mark
2	D	1

Question Number	Answer	Mark
3	A	1

Question Number	Answer	Mark
4	D	1

Question Number	Answer	Mark
5	B	1

Question Number	Answer	Mark
6	C	1

Question Number	Answer	Mark
7	B	1

Question Number	Answer	Mark
8	B	1

Question Number	Answer	Mark
9	A	1

Question Number	Answer	Mark
10	B	1

Question Number	Answer	Mark
11	B	1

Question Number	Answer	Mark
12	C	1

Question Number	Answer	Mark
13	A	1

Question Number	Answer	Mark
14	D	1

Question Number	Answer	Mark
15	A	1

Question Number	Answer	Mark
16	B	1

Question Number	Answer	Mark
17	D	1

Question Number	Answer	Mark
18	B	1

Question Number	Answer	Mark
19	C	1

Question Number	Answer	Mark
20	A	1

Question Number	Answer	Mark
21	A	1

Question Number	Answer	Mark
22	D	1

Question Number	Answer	Mark
23	C	1

Question Number	Answer	Mark
24	D	1

Question Number	Answer	Mark
25	So it is possible to see whether progress has been made.	1

Question Number	Answer	Mark
26(a)	Flexibility.	1

Question Number	Answer	Mark
26(b)	Cardiovascular fitness.	1

Question Number	Answer	Mark
27(a)	Agility.	1

Question Number	Answer	Mark
27(b)	Coordination.	1

Question Number	Answer	Mark
28(a)	Specificity is when the performer trains on areas of weakness in relation to his/her activity/equivalent.	1

Question Number	Answer	Mark
28(b)	If the performer was injured, ill or demotivated and stopped training/equivalent.	1

Question Number	Answer	Mark
29	In any order: 1. diet/equivalent 2. time for rest/recovery 3. time for work/learning.	3

Question Number	Indicative content	
30 QWC i-ii-iii	<p>Cultural: Age - is Chloe old enough to take part in the activity? eg some distance running events Disability - does Chloe have any disability that might prevent her from taking part in some activities? Gender - is the activity available for a girl? Race - does Chloe's race/culture/religion restrict the activities she is able to take part in? eg dress</p> <p>Health and wellbeing: Does Chloe's health prevent her from taking part in some activities? Are certain activities believed to have a positive influence on Chloe's health? eg swimming for asthmatics</p> <p>Image: Fashion - is the activity, and any associated resources (clothing, equipment) fashionable? Media coverage - does the activity get media coverage?</p> <p>People: Family - are Chloe's family involved/not involved in the activity (playing, coaching)? Will Chloe be introduced to the activity by her family? Peers - are Chloe's peers involved/not involved in the activity? Role models - does the activity have positive/influential role models?</p> <p>Resources: Access - can Chloe get transport to the activity? Availability - does Chloe have the resources to take part in the activity, can she get them? eg equipment Location - do the resources exist locally?</p> <p>Socio-economic: Cost - can Chloe afford to take part? eg membership, equipment Status - is the activity seen as appropriate? eg polo or football</p>	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	<p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Shows limited understanding of the influences on Chloe's choice. Responses produced by candidates will be mostly generalised, and may not fully address the evaluative demands of the question.</p> <p>Candidates' writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</p>

2	3-4	<p>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding of the influences on Chloe's choice. Candidates will have addressed the evaluative demands of the question, with some success.</p> <p>Candidates' writing communicates ideas with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
3	5-6	<p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed the evaluative demands. Shows sound understanding of the influences on Chloe's choice. The evaluation will be supported by accurate factual material, that is relevant to the question.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>

