

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Physical Education

Unit 1: The Theory of Physical Education

Additional Sample Assessment Material
Time: 1 hour 30 minutes

Paper Reference
5PE01/01

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 80.
- 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 ►

S37864A

©2009 Edexcel Limited.

7/7/6



edexcel 
advancing learning, changing lives

Answer ALL the questions.

For each part of question 1, 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 ☒.

- 1 (a) In order to achieve a healthy active lifestyle an individual needs to consider several different factors. Which of the following statements **best** represents a healthy active lifestyle?

(1)

- A** Playing sport and training twice a week
- B** Walking 20 minutes each day and eating regularly
- C** Making sure there is opportunity for recovery after activity and eating a balanced diet
- D** Playing in a football match

- (b) PESSCLs is an initiative developed to provide an opportunity for people to become or remain involved in physical activity. Which of the following statements represents this initiative?

(1)

- A** Physical education, social sport and competition links
- B** Physical education, school sport and club links
- C** Physical exercise and school sport club liaison
- D** Performance, exercise, sport, skill and competency lessons



(c) **Figure 1** shows a student holding a handstand position in a physical education lesson. Which of the following components of skill-related fitness or health-related exercise is **least** important to the student when performing the skill shown in Figure 1?

(1)



Figure 1

- A** Strength
- B** Balance
- C** Flexibility
- D** Power



(d) From the list below select the fitness test that would be most appropriate for measuring balance (1)

- A Harvard Step test
- B Sergeant Jump test
- C Standing Stork test
- D Standing Broad jump

(e) Which of the following options, if taken in the correct proportions, would meet the macronutrient requirement of a balanced diet for a healthy active lifestyle? (1)

- A Carbohydrates, fats, proteins
- B Carbohydrates, fats, proteins, minerals, vitamins
- C Carbohydrates, fats, proteins, minerals, vitamins, water
- D Carbohydrates, fats, proteins, minerals, vitamins, water, fibre

(f) Optimum weight varies due to several factors. Which of the following will **not affect** optimum weight? (1)

- A How many calories an individual eats
- B How tall an individual is
- C The activity an individual participates in
- D The size of an individual's muscles

(g) Doctors will measure an individual's blood pressure as a general health check. Which of the following statements is correct in relation to blood pressure? (1)

- A An immediate effect of exercise is to decrease blood pressure
- B There are three readings of blood pressure: systemic, systolic and diastolic
- C Systolic blood pressure will be higher than diastolic blood pressure whilst at rest
- D Diastolic blood pressure will be higher than systolic blood pressure whilst at rest



(h) Choose the statement below that identifies a change that may occur to the respiratory system as a result of regular participation in physical activity

(1)

- A A decrease in resting heart rate
- B An increase in vital capacity
- C A decrease in blood pressure
- D An increase in breathing rate

(i) Which of the following statements identifies the main role of protein in the diet?

(1)

- A Provides the muscles with energy
- B Helps to repair muscles when injured
- C Prevents muscle fatigue during exercise
- D Develops atrophy in the muscles as a result of exercise

(j) Which one of the following physical activities is **least** likely to prevent osteoporosis?

(1)

- A Walking
- B Cycling
- C Running
- D Aerobics

(Total for Question 1 = 10 marks)



2 One of the possible benefits of a healthy active lifestyle is an increase in self-esteem.

Explain the term self-esteem and give an example of how self-esteem can be increased through physical activity.

.....

.....

.....

.....

(Total for Question 2 = 2 marks)

3 The performers in **Figure 2** are related. Player A is David Beckham who plays at elite level, while player B is his son Brooklyn who plays for a local club.

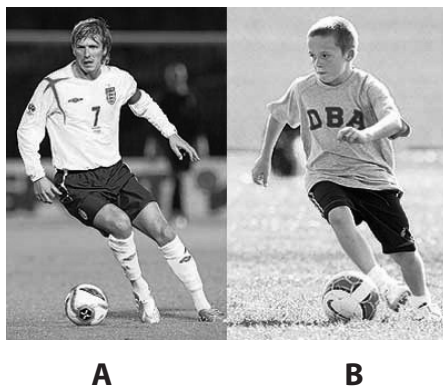


Figure 2

(a) Sketch the sports participation pyramid and identify the elite stage

(2)



(b) In the table below identify and explain **two** likely key influences on Brooklyn's choice of activity.

(4)

Likely key influence	Explanation of likely key influence on Brooklyn's choice of activity

(Total for Question 3 = 6 marks)

4 There are a variety of ways in which an individual can become or remain involved in physical activity.

(a) Performance is one of the roles; identify **two** others

(2)

.....

.....

(b) Explain why it is important to have a variety of available roles in physical activity

(2)

.....

.....

.....

.....



(c) In order to be effective each role requires the individual to have certain qualities. Some of these qualities are listed in the table below.

Which role in physical activity requires all of the qualities identified in the table below? Give **two** reasons for your answer.

(3)

Knowledge of the activity	Ability to plan	Ability to organise
Clarity of communication	Ability to evaluate	Ability to motivate

Role

Reasons

(Total for Question 4 = 7 marks)

5 As part of his healthy active lifestyle Ashley trains three times a week on the school track, running at least three kilometres every session. He is improving his cardiovascular fitness and muscular endurance.

In the table below:

- explain the terms cardiovascular fitness and muscular endurance
- give an example of how each is used in the training sessions.

	explanation of term	example of use in training sessions
Cardiovascular fitness		
Muscular endurance		

(Total for Question 5 = 4 marks)



6 Complete each of the following statements by using one of the components of health-related exercise or skill-related fitness.

(a) Giles has an unsuitable for his activity (long distance running); this makes participation in his activity more difficult due to the poor ratio of muscle to other tissue. (1)

(b) is an important component of skill-related fitness for goalkeepers as they need to be able to change the position of the body quickly when there is a deflection that sends the ball in an unexpected direction. (1)

(c) The sprinter with the quickest will have an advantage over the other runners as she will be able to leave the blocks first at the start of the race. (1)

(d) This component of skill-related fitness is used by long jumpers in their run up to help them achieve a greater distance in their jump.
..... (1)

(Total for Question 6 = 4 marks)



- 7 The student in **Figure 3** is completing a questionnaire before undertaking physical activity for the first time at his new club.



Figure 3

- (a) What type of questionnaire is the student most likely to be completing? (1)

- (b) Give an example of a 'typical' question that might be asked on the questionnaire **and** explain why it is necessary to ask this sort of question before beginning an exercise programme. (2)

Question

Explanation

(Total for Question 7 = 3 marks)



8 Using the words in the table below, complete the following statements about blood flow whilst at rest and during physical activity.

blood shunting	increased blood flow
lower	greater

(a) Blood flow to the digestive system is at rest than when exercising. (1)

(b) Blood flow to the muscular system is at rest than when exercising. (1)

(c) Reduced blood flow to specific areas of the body is achieved through (1)

(d) The need for to specific areas of the body during exercise means that performers need to consider the timing of their dietary intake so that performance is not negatively affected. (1)

(Total for Question 8 = 4 marks)

9 In an attempt to improve their performance some participants will resort to taking performance enhancing drugs.

Erythropoietin (EPO) is an example of a performance enhancing drug.

(a) If a performer takes EPO what type of activity are they likely to compete in? (1)

(b) How would EPO aid performance? (2)



(c) Give **three** reasons why a performer should not take EPO.

(3)

Reason 1

.....
.....

Reason 2

.....
.....

Reason 3

.....
.....

(Total for Question 9 = 6 marks)

10 Smoking does not form part of a healthy lifestyle. Explain **two** of the possible negative effects of smoking on health.

.....
.....
.....
.....
.....

(Total for Question 10 = 2 marks)

11 One way to improve health is through regular exercise. How does the skeleton allow movement **and** provide protection during physical activity?

Movement

.....
.....

Protection

.....
.....

(Total for Question 11 = 2 marks)



12 Although precautions are taken to reduce the number of injuries in sport, they still happen.

Complete the following statements which relate to sport injuries.

(i) In young children a is when a bone 'bends' or partially breaks. (1)

(ii) Occasionally, during running events, an athlete may suddenly stop, holding the back of the thigh, clearly in pain. What specific injury are they likely to have sustained? (1)

.....
(iii) is a technique commonly used to treat soft tissue injuries. (1)

(Total for Question 12 = 3 marks)

13 Sulliman is a 16-year-old student interested in improving his health and fitness.

(a) Explain the term fitness. (1)

(b) Why is it possible to be fit and yet not healthy? (1)



(c) Sulliman was aware that when he started to exercise this caused changes to his respiratory and cardiovascular systems.

In the table below:

(i) Give an example of an immediate effect of exercise on his:

- respiratory system
- cardiovascular system.

(2)

(ii) Explain why Sulliman's respiratory and cardiovascular systems alter in this way during exercise.

(2)

Body System	(i) immediate effect of exercise on system	(ii) why system alters in this way during exercise
Respiratory system		
Cardiovascular System		

(d) Sulliman wanted to improve his cardiovascular fitness and so designed a Personal Exercise Programme (PEP) based on continuous training.

What is the main difference between continuous and interval training?

(1)

.....

.....

.....

.....



(e) Which of the lines on the graph in **Figure 4** (A, B, C or D) would Sulliman use to make sure he was working within his target zone whilst training?

(1)

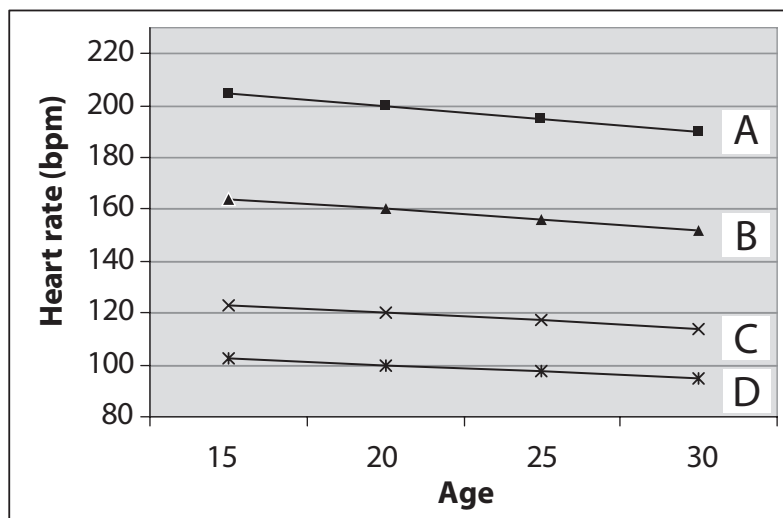


Figure 4

Lines



(f) Sulliman's PEP involves a lot of running. Complete the table below by:

(i) naming the missing leg muscles (3)

(ii) identifying the muscle action of the stated muscles (2)

(i) muscle name	(ii) muscle action
Gluteals	
	Extend the leg at the knee
	Results in pointing of the toes

(g) (i) Which of the muscles in the table above work as an antagonistic pair? (1)

(ii) Explain the term antagonistic pair in relation to muscle movement. (1)

(Total for Question 13 = 15 marks)



For questions 14 and 15 there may be more answer space than you need.

***14** Describe the characteristics of circuit training **and** explain how it could be used to improve an individual's health and fitness.

In your answer you may consider:

- features of circuit training
- improvement in health
- improvement in fitness
- any other relevant information.

A series of horizontal dotted lines provided for writing the answer to question 14.



Dotted lines for writing.

(Total for Question 14 = 6 marks)

***15** Describe the training principles of rest and recovery **and** explain why they are important.

Dotted lines for writing.



Handwriting practice area with 20 horizontal dotted lines.

(Total for Question 15 = 6 marks)

TOTAL FOR PAPER = 80 MARKS



BLANK PAGE



Mark Scheme

Sample Assessment Material (Set 2)

GCSE

GCSE Physical Education (5PE01/01)

Question Number	Answer	Mark
1(a)	C Making sure there is opportunity for recovery after activity and eating a balanced diet	(1)

Question Number	Answer	Mark
1(b)	B Physical education school sport and club links Note: Questions requiring more detailed answers will be phrased to include a broader range of initiatives so as not to disadvantage students from different regional areas, or those with more up-to-date knowledge.	(1)

Question Number	Answer	Mark
1(c)	D Power	(1)

Question Number	Answer	Mark
1(d)	C Standing Stork test	(1)

Question Number	Answer	Mark
1(e)	A Carbohydrates, fats, proteins	(1)

Question Number	Answer	Mark
1(f)	A How many calories an individual eats	(1)

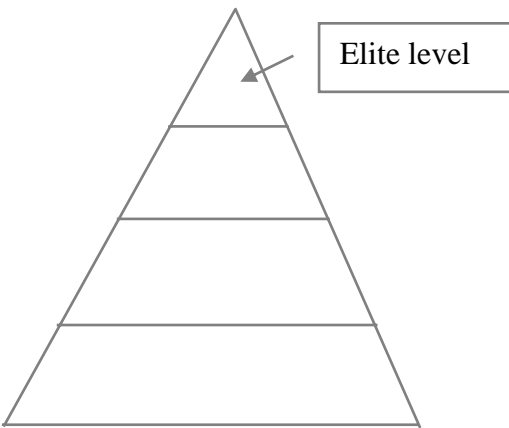
Question Number	Answer	Mark
1(g)	C Systolic blood pressure will be higher than diastolic blood pressure whilst at rest	(1)

Question Number	Answer	Mark
1(h)	B An increase in vital capacity	(1)

Question Number	Answer	Mark
1(i)	B Helps to repair muscles when injured	(1)

Question Number	Answer	Mark
1(j)	B Cycling	(1)

Question Number	Answer	Mark
2	Accept any two from the following (max one/line) 1. Self-esteem is a form of high self-confidence/favourable opinion of oneself/equiv 2. It makes you feel good as you are having fun/not feeling bored 3. Release of endorphins/increased serotonin, therefore feel better about yourself 4. Through success in sport (2 x 1)	(2)

Question Number	Answer	Mark
3(a)	 <p> <ul style="list-style-type: none"> • 1 mark for 'triangle' with 4 stages represented by 'lines' • 1 mark for correct identification of elite level </p> <p>(2 x 1)</p>	(2)

Question Number	Answer	Mark
3(b)	<p>Accept any two from the following points 1:6 (max one/line)</p> <ol style="list-style-type: none"> 1. People/famous dad/role model/equiv 2. Resources/equiv <p>Accept other key influences although less obvious choices given scenario</p> <ol style="list-style-type: none"> 3. Image/equiv 4. Cultural/equiv 5. Health and wellbeing/equiv 6. Socio-economic/equiv <p style="text-align: right;">(2 x 1)</p> <p>Accept any two from the following points 7:12 (max one/line)</p> <ol style="list-style-type: none"> 7. People/equiv - you are likely to play the sport that people around you play/equiv 8. Resources/equiv - if you have access to resources/equipment/venue more likely to play/equiv 9. Image/equiv - if you think a sport 'looks good' or is in the media a lot you are more likely to play it/equiv 10. Cultural/equiv - if the sport is relevant to your lifestyle (e.g. age; disability) you are more likely to play that sport/equiv 11. Health and wellbeing/equiv - if you are well enough/can meet physical demands of sport you are more likely to play it/equiv 12. Socio-economic/equiv - if you can afford the sport/will fit the 'social grouping' /status of the sport you are more likely to play/equiv <p>Max two marks for explanation relating to influences (must have both parts to achieve these marks)</p> <p style="text-align: right;">(2 x 1)</p>	(4)

Question Number	Answer	Mark
4(a)	<p>Accept any two from the following (max one/line)</p> <ol style="list-style-type: none"> 1. Leadership/teacher/equiv 2. Officiating/equiv 3. Volunteering/first aider/equiv <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
4(b)	<p>Accept any two from the following (max one/line)</p> <ol style="list-style-type: none"> 1. Not everyone can be a performer 2. People have different skills which can be used 3. Therefore creates more opportunity to become involved <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
4(c)	<ol style="list-style-type: none"> 1. Leadership/equiv Max 1 mark 2. Not performer as no reference to ability to 'perform' 3. Not volunteering as no reference to 'time' All abilities listed would be used by an effective leader/equiv <p>Max 2 marks, BUT points must relate to selected role. E.g. could gain point 2 even if stated volunteer in first answer.</p> <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
5	<ol style="list-style-type: none"> 1. Cardiovascular fitness - the ability to exercise the <u>entire</u> body for <u>long</u> periods of time 2. Used in training session - supplies sufficient oxygen to the working muscles to allow Ashley to continue over three kilometres 3. Muscular endurance - the ability to use voluntary <u>muscles</u> <u>many</u> times <u>without</u> getting tired 4. Used in training session - the muscles of the legs are contracting and relaxing repeatedly in order for Ashley to run around the track <p style="text-align: right;">(4 x 1)</p>	(4)

Question Number	Answer	Mark
6(a)	Body composition	(1)

Question Number	Answer	Mark
6(b)	Agility	(1)

Question Number	Answer	Mark
6(c)	Reaction time	(1)

Question Number	Answer	Mark
6(d)	Speed	(1)

Question Number	Answer	Mark
7(a)	PAR-Q/Physical Activity Readiness Questionnaire	(1)

Question Number	Answer	Mark	
7(b)	Typical question	Why necessary	
	1. Question relating to personal information/equiv	Contact information in case of emergency	
	2. Question relating to medical history/equiv	Necessary to know about medical history to gauge correct starting level/equiv	
	3. level of current activity/lifestyle	Gauge level of activity	
Note: second mark (why necessary) must relate to question. (2 x 1)		(2)	

Question Number	Answer	Mark
8(a)	Greater	(1)

Question Number	Answer	Mark
8(b)	Lower	(1)

Question Number	Answer	Mark
8(c)	Blood shunting	(1)

Question Number	Answer	Mark
8(d)	Increased blood flow	(1)

Question Number	Answer	Mark
9(a)	1. Aerobic/long distance/equiv	(1)

Question Number	Answer	Mark
9(b)	Max 2 marks; can only achieve point 3 if point 2 achieved. 1. Increases red blood cell count 2. Therefore the performer can carry more oxygen 3. For increased energy release (2 x 1)	(2)

Question Number	Answer	Mark
9(c)	Accept any three from the following (max one/line) 1. Considered cheating/unfair advantage/equiv 2. Get banned 3. damaging side effects/health of the performer 4. E.g. increases the viscosity of the blood/equiv 5. Therefore increased risk of heart failure (3 x 1)	(3)

Question Number	Answer	Mark
10	Accept any two from the following (max one/line) 1. It can lead to heart disease/heart attack/strokes/blood clots/angina 2. Increased likelihood of lung cancer/emphysema/chronic bronchitis 3. Increased risk of developing diabetes in adult life (2 x 1)	(2)

Question Number	Answer	Mark
11	1. Allows movement through the use of joints / providing a place for muscle attachment/equiv 2. Protects vital organs/suitable example/equiv (2 x 1)	(2)

Question Number	Answer	Mark
12(i)	Greenstick fracture	(1)

Question Number	Answer	Mark
12(ii)	Muscle tear/pulled hamstring/strained muscle	(1)

Question Number	Answer	Mark
12(iii)	RICE	(1)

Question Number	Answer	Mark
13(a)	The ability to meet the demands of the environment	(1)

Question Number	Answer	Mark
13(b)	May be able to meet everyday demands of environment but have a cold or the initial stages of a more serious illness/equiv	(1)

Question Number	Answer	Mark									
13(ci/ii)	<table border="1"> <thead> <tr> <th>Body System</th> <th>(i) Immediate effect of exercise on system</th> <th>(ii) Why system alters in this way during exercise</th> </tr> </thead> <tbody> <tr> <td>Respiratory system</td> <td>Increased breathing rate/increased depth of breathing</td> <td>increased oxygen entering body/carbon dioxide leaving</td> </tr> <tr> <td>Cardio-vascular system</td> <td>Increased heart rate/increased blood pressure</td> <td>increased oxygen delivery/carbon dioxide transport</td> </tr> </tbody> </table> <p style="text-align: right;">(2 X 2)</p>	Body System	(i) Immediate effect of exercise on system	(ii) Why system alters in this way during exercise	Respiratory system	Increased breathing rate/increased depth of breathing	increased oxygen entering body/carbon dioxide leaving	Cardio-vascular system	Increased heart rate/increased blood pressure	increased oxygen delivery/carbon dioxide transport	(4)
Body System	(i) Immediate effect of exercise on system	(ii) Why system alters in this way during exercise									
Respiratory system	Increased breathing rate/increased depth of breathing	increased oxygen entering body/carbon dioxide leaving									
Cardio-vascular system	Increased heart rate/increased blood pressure	increased oxygen delivery/carbon dioxide transport									

Question Number	Answer	Mark
13(d)	<ol style="list-style-type: none"> Continuous training does not involve breaks in the session, whereas interval training does. Interval training is anaerobic/high intensity, continuous is aerobic/low intensity 	(1)

Question Number	Answer	Mark
13(e)	<p>Lines B and C</p> <p>Note: needs ref to both of these lines for mark</p>	(1)

Question Number	Answer	Mark										
13(f)	<table border="1"> <thead> <tr> <th>(i) Muscle name</th> <th>(ii) Muscle action</th> </tr> </thead> <tbody> <tr> <td>Gluteals</td> <td>Extends the leg (at the hip)</td> </tr> <tr> <td>Quadriceps</td> <td>Extend the leg at the knee</td> </tr> <tr> <td>Hamstrings</td> <td>Flexes the leg at the knee</td> </tr> <tr> <td>Gastrocnemius</td> <td>Points toes (Plantar flexion of the foot at the ankle)</td> </tr> </tbody> </table> <p style="text-align: right;">(5 X 1)</p>	(i) Muscle name	(ii) Muscle action	Gluteals	Extends the leg (at the hip)	Quadriceps	Extend the leg at the knee	Hamstrings	Flexes the leg at the knee	Gastrocnemius	Points toes (Plantar flexion of the foot at the ankle)	(5)
(i) Muscle name	(ii) Muscle action											
Gluteals	Extends the leg (at the hip)											
Quadriceps	Extend the leg at the knee											
Hamstrings	Flexes the leg at the knee											
Gastrocnemius	Points toes (Plantar flexion of the foot at the ankle)											

Question Number	Answer	Mark
13(g)(i)	Hamstring and quadriceps (any order)	(1)

Question Number	Answer	Mark
13(g)(ii)	One muscle contracts whilst the other relaxes to bring about a movement/equiv	(1)

Question Number	Indicative content
14	<p>Characteristics</p> <ol style="list-style-type: none"> 1. use of stations 2. circular order 3. alternate use of muscle groups 4. set number of reps/circuits/heart rate/time 5. caters for large numbers/small space/limited specialist equipment/equiv 6. variety of exercises/no boredom 7. sports specific/general fitness/aerobic or anaerobic <p>Explanation</p> <ol style="list-style-type: none"> 8. fitness increased through increasing number of reps/FIT/equiv 9. e.g. strength increase through increased weight bearing stations/equiv example for any aspect of fitness 10. health increased through benefits of exercise - reduction in blood pressure/equiv example of health benefit

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p><i>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question.</i></p> <p><i>Candidate's writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</i></p> <p>1 or 2 content marks, no need for balance 0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>
Level 2	3-4	<p><i>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding through description and explanation, although content more reflective of description than explanation</i></p> <p><i>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in candidates' spelling, grammar and punctuation.</i></p> <p>2 or 3 content marks If 3 content must span both aspects of question 0,1 or 2 for QWC</p>

Level 3	5-6	<p><i>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed all aspects of the question. Shows sound understanding and can provide a clear description and explanation.</i></p> <p><i>Candidate's writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</i></p> <p>4 or 5 content marks Content must span both aspects of question 1 or 2 for QWC</p>
---------	-----	---

Question Number	Indicative content	
15	<p>Principles</p> <ol style="list-style-type: none"> rest - period of time allocated to recovery recovery - time required for repair of damage to the body <p>Why important</p> <ol style="list-style-type: none"> need to plan adequate rest to allow recovery e.g. training alternate days/equiv <p>Note: to gain credit for point 4 must refer to point 3</p> <ol style="list-style-type: none"> allows individual to replenish energy stores allows adaptations to take place as a result of training reduces feelings of fatigue/de-stress prevents overtraining therefore reduces chance of injury <p>Note: to gain credit for point 9 must refer to point 8.</p> <p>Max 4 marks if candidate only describes and explains one principle.</p>	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p><i>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question.</i></p> <p><i>Candidate's writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</i></p> <p>1 or 2 content marks, no need for balance 0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>
Level 2	3-4	<p><i>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding through description and explanation, although content more reflective of description than explanation</i></p> <p><i>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in candidates' spelling, grammar and punctuation.</i></p> <p>2 or 3 content marks If 3 content must span both aspects of question 0,1 or 2 for QWC</p>
Level 3	5-6	<p><i>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed all aspects of the question. Shows sound understanding and can provide a clear description and explanation.</i></p> <p><i>Candidate's writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</i></p> <p>4 or 5 content marks Content must span both aspects of question 1 or 2 for QWC</p>

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

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

Additional 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** 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 ►

S37299A

©2009 Edexcel Limited.

7/7/6



edexcel 
advancing learning, changing lives

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 28 require written answers.

1 In order to achieve a healthy active lifestyle an individual needs to consider several different factors. Which of the following statements **best** represents a healthy active lifestyle?

(1)

- A** Playing sport and training twice a week
- B** Walking 20 minutes each day and eating regularly
- C** Making sure there is opportunity for recovery after activity and eating a balanced diet
- D** Playing in a football match

(Total for Question 1 = 1 mark)

2 PESSCLs is an initiative developed to provide an opportunity for people to become or remain involved in physical activity. Which of the following statements represents this initiative?

(1)

- A** Physical education, social sport and competition links
- B** Physical education school sport and club links
- C** Physical exercise and school sport club liaison
- D** Performance, exercise, sport, skill and competency lessons

(Total for Question 2 = 1 mark)



3 **Figure 1** shows a student holding a handstand position in a physical education lesson. Which of the following components of skill-related fitness or health-related exercise is **least** important to the student when performing the skill shown in Figure 1?

(1)



Figure 1

- A** Strength
- B** Balance
- C** Flexibility
- D** Power

(Total for Question 3 = 1 mark)

4 From the list below select the fitness test that would be most appropriate for measuring balance

(1)

- A** Harvard Step test
- B** Sergeant Jump test
- C** Standing Stork test
- D** Standing Broad jump

(Total for Question 4 = 1 mark)



5 Which of the following options, if taken in the correct proportions, would meet the macronutrient requirement of a balanced diet for a healthy active lifestyle?

(1)

- A Carbohydrates, fats, proteins
- B Carbohydrates, fats, proteins, minerals, vitamins
- C Carbohydrates, fats, proteins, minerals, vitamins, water
- D Carbohydrates, fats, proteins, minerals, vitamins, water, fibre

(Total for Question 5 = 1 mark)

Questions 6 and 7 relate to the potential increase in self esteem as a benefit of taking part in physical activity. For each question read the statement and decide whether **A**, **B**, **C** or **D** is correct.

6 Increased self-esteem is a benefit of physical activity

- A Physical
- B Mental
- C Social
- D Physical, mental and social

(Total for Question 6 = 1 mark)

7 Increased self-esteem is achieved through physical activity because you can:

- A Lose a lot of weight to become underweight
- B Relieve stress by taking your mind off of your problems
- C Gain a better understanding of aesthetic appreciation of your activity
- D Increase your confidence by becoming better at the activity or by making friends

(Total for Question 7 = 1 mark)



Questions 8–10 relate to the performers in **Figure 2**. For each question read the statements and decide whether **A, B, C** or **D** provides the missing level of the sports participation pyramid.

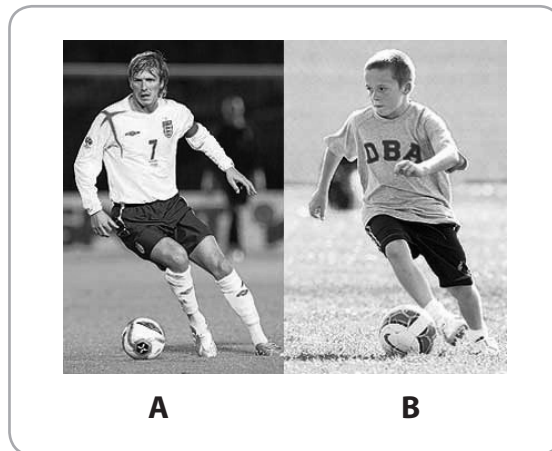


Figure 2

8 Performer A has played at international level. Which level of the sports participation pyramid has he reached?

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

(Total for Question 8 = 1 mark)

9 Performer B plays competitively on a regular basis and receives regular coaching to develop his skills. He plays at regional level. Which level of the sports participation pyramid has he reached?

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

(Total for Question 9 = 1 mark)



10 The performers in **Figure 2** are related. Player A is David Beckham and player B is his son Brooklyn.

A variety of influences will have an impact on an individual's choice of activity. Decide which of the following statements, A, B, C or D, identifies the most likely key influence that has had an impact on Brooklyn's choice of activity.

- A** Resources
- B** People
- C** Culture
- D** Image

(Total for Question 10 = 1 mark)

Questions 11–14 relate to the components of health-related exercise or skill-related fitness. For each question read the statements and decide whether **A**, **B**, **C** or **D** provides the missing component of health-related exercise or skill-related fitness.

11 Giles has an unsuitable for his activity (long distance running); this is an aspect of health-related exercise.

- A** Agility
- B** Reaction time
- C** Body Composition
- D** Speed

(Total for Question 11 = 1 mark)

12 is an important aspect of skill-related fitness for goalkeepers as they need to be able to change the position of the body quickly when there is a deflection that sends the ball in an unexpected direction.

- A** Agility
- B** Reaction time
- C** Body Composition
- D** Speed

(Total for Question 12 = 1 mark)



13 The sprinter with the quickest will have an advantage over the other runners as she will be able to leave the blocks first at the start of the race.

- A** Agility
- B** Reaction time
- C** Body Composition
- D** Speed

(Total for Question 13 = 1 mark)

14 This component of skill-related fitness is used by long jumpers in their run up to help them achieve a greater distance in their jump.

- A** Agility
- B** Reaction time
- C** Body Composition
- D** Speed

(Total for Question 14 = 1 mark)



Questions 15–20 relate to fitness testing and goal setting. For each question read the statements and decide whether **A**, **B**, **C** or **D** is correct.

15

Statement 1	Statement 2
The Harvard Step Test involves stepping on to and off a bench at a set rate (once every two seconds)	It is a test of co-ordination

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

(Total for Question 15 = 1 mark)

16

Statement 1	Statement 2
The ruler drop test requires two people, one to drop the ruler and another to catch it. The distance the ruler drops before being caught is measured	It is a test of co-ordination

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

(Total for Question 16 = 1 mark)

17

Statement 1	Statement 2
The Illinois Agility Run test measures agility. The test begins in a standing position and involves running in and out of cones as quickly as possible	A person who completes the Illinois Agility Run test in over 1 minute would be assessed as 'excellent' based on average rating charts

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

(Total for Question 17 = 1 mark)



18

Statement 1	Statement 2
The Sergeant Jump test is a test of power	The performer stands with both feet together behind a line and jumps forward making sure they take off from both feet. The distance they travel is measured

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

(Total for Question 18 = 1 mark)

19

Statement 1	Statement 2
Goal setting is used to improve or maintain the motivation of performers	Targets are set for the performer and these must be completed before the performer can be set another goal to achieve.

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

(Total for Question 19 = 1 mark)

20

Statement 1	Statement 2
Goal setting should follow the F.I.T.T. principle	The 'T' in the goal setting principle stands for 'Time-bound'

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

(Total for Question 20 = 1 mark)



Questions 21–24 relate to the flow of blood around the body whilst at rest and during exercise. For each question read the statement and decide whether **A**, **B**, **C** or **D** provides the correct missing word from the statement.

21 Blood flow to the digestive system is at rest compared with when the jogger is exercising.

- A** the same
- B** lower
- C** greater
- D** decreased

(Total for Question 21 = 1 mark)

22 Blood flow to the muscular system at rest compared with when exercising

- A** is the same
- B** is lower
- C** is greater
- D** increases

(Total for Question 22 = 1 mark)

23 Reduced blood flow to specific areas of the body is achieved through

-
- A** a balanced diet
 - B** blood shunting
 - C** increased blood flow
 - D** an excess of vitamins and minerals in the blood stream

(Total for Question 23 = 1 mark)

24 To prevent a reduction in performance, a footballer should

-
- A** drink water to stay hydrated as often as possible
 - B** drink water when thirsty
 - C** eat a large meal with the rest of the team 30 minutes before the kick-off
 - D** ensure he takes a vitamin tablet just before running onto the pitch

(Total for Question 24 = 1 mark)

END OF MULTIPLE CHOICE
QUESTIONS 25–28 CONTINUE ON THE FOLLOWING PAGES



25 There are a variety of ways in which an individual can be involved in physical activity. Being a player/participant is one of the roles; identify **two** others.

.....

.....

(Total for Question 25 = 2 marks)

26 The student in **Figure 3** is completing a questionnaire before undertaking physical activity for the first time at his new club.



Figure 3

(a) What type of questionnaire is the student most likely to be completing?

(1)

(b) Give an example of a 'typical' question that might be asked on the questionnaire **and** explain why it is necessary to ask this sort of question before beginning an exercise programme.

(2)

Question

.....

.....

Explanation

.....

.....

.....

(Total for Question 26 = 3 marks)



27 Sulliman is a 16-year-old student interested in improving his health and fitness.

(a) (i) Explain the term fitness.

(1)

(ii) Explain, giving an example, how it is possible to be fit and not healthy.

(2)

(b) Sulliman wanted to improve his cardiovascular fitness and so designed a Personal Exercise Programme (PEP) based on continuous training. What is the main difference between continuous and interval training?

(1)



(c) Which of the lines on the graph in **Figure 4** (A, B, C or D) would Sulliman use to make sure he was working within his target zone whilst training?

(1)

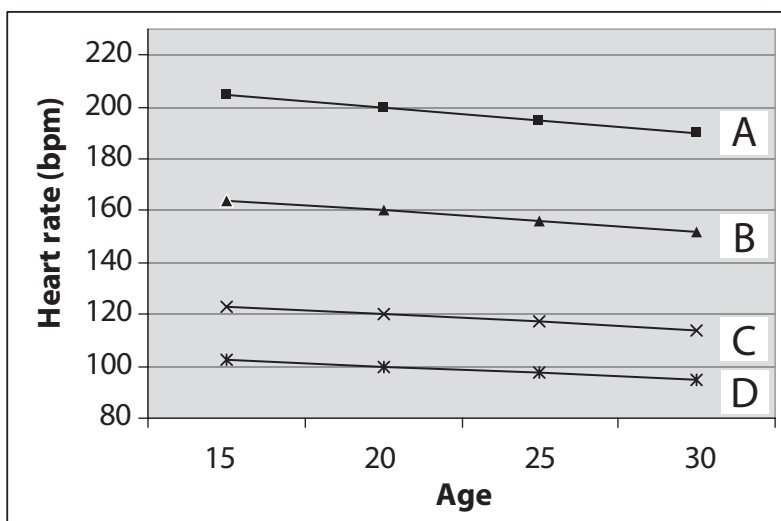


Figure 4

Lines

(Total for Question 27 = 5 marks)



***28** Describe the characteristics of circuit training **and** explain how it could be used to improve an individual's health and fitness.

In your answer you may consider:

- characteristics of circuit training
- improvement in health
- improvement in fitness
- any other relevant information.

A series of horizontal dotted lines providing space for writing an answer to the question.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 28 = 6 marks)

TOTAL FOR PAPER = 40 MARKS



S 3 7 2 9 9 A 0 1 5 1 6

BLANK PAGE



Mark Scheme

Sample Assessment Material (Set 2)

GCSE

GCSE Physical Education (5PE03/01)

Question Number	Answer	Mark
1	C Making sure there is opportunity for recovery after activity and eating a balanced diet	(1)

Question Number	Answer	Mark
2	B Physical education school sport and club links	(1)

Question Number	Answer	Mark
3	D Power	(1)

Question Number	Answer	Mark
4	C Standing Stork test	(1)

Question Number	Answer	Mark
5	A Carbohydrates, fats, proteins	(1)

Question Number	Answer	Mark
6	B Mental	(1)

Question Number	Answer	Mark
7	D Increase your confidence by becoming better at the activity or by making friends	(1)

Question Number	Answer	Mark
8	D Elite	(1)

Question Number	Answer	Mark
9	C Performance	(1)

Question Number	Answer	Mark
10	B People	(1)

Question Number	Answer	Mark
11	C Body composition	(1)

Question Number	Answer	Mark
12	A Agility	(1)

Question Number	Answer	Mark
13	B Reaction time	(1)

Question Number	Answer	Mark
14	D Speed	(1)

Question Number	Answer	Mark
15	A Statement 1 is true, (step test) statement 2 is false (test for coordination)	(1)

Question Number	Answer	Mark
16	A Statement 1 is true, (ruler drop) statement 2 is false (test for coordination)	(1)

Question Number	Answer	Mark
17	D Both statements are false (Agility run - standing start; over 1 min)	(1)

Question Number	Answer	Mark
18	A Statement 1 is true, (power) statement 2 is false (standing broad jump)	(1)

Question Number	Answer	Mark
19	A Statement 1 is true, (goal setting) statement 2 is false (targets can be altered)	(1)

Question Number	Answer	Mark
20	C Statement 1 is false (F.I.T.T.) but statement 2 is true (Time-bound)	(1)

Question Number	Answer	Mark
21	C Greater	(1)

Question Number	Answer	Mark
22	B Is lower	(1)

Question Number	Answer	Mark
23	B Blood shunting	(1)

Question Number	Answer	Mark
24	A Drink water to stay hydrated as often as possible	(1)

Question Number	Answer	Mark
25	Accept any two from the following (max one/line) 1. Leadership/equiv 2. Officiating/equiv 3. Volunteering/equiv (2 x 1)	(2)

Question Number	Answer	Mark
26(a)	PAR-Q/Physical Activity Readiness Questionnaire	(1)

Question Number	Answer	Mark
26(b)	Typical question	Why necessary
	1. Question relating to personal information/equiv	Contact information in case of emergency
	2. Question relating to medical history/equiv	Necessary to know about medical history to gauge correct starting level/equiv
	3. level of current activity/lifestyle	Gauge level of activity
	Note: second mark (why necessary) must relate to question.	
	(2 x 1)	(2)

Question Number	Answer	Mark
27(a)	(i) The ability to meet the demands of the environment/equiv (1 x 1)	(3)
	(ii) May be able to meet everyday demands of environment but not be physical/mentally/socially healthy/equiv E.g. may have a cold or the initial stages of a more serious illness/equiv (2 x 1)	

Question Number	Answer	Mark
27(b)	1. Continuous training does not involve breaks in the session, whereas interval training does. 2. Accept interval training is anaerobic, continuous training is aerobic	(1)

Question Number	Answer	Mark
27(c)	Lines B and C Note: needs ref to both of these lines for mark	(1)

Question Number	Indicative content	
28	<p>Characteristics</p> <ol style="list-style-type: none"> 1. use of stations 2. circular order 3. alternate use of muscle groups 4. set number of reps/circuits/heart rate/time 5. caters for large numbers/small space/limited specialist equipment/equiv 6. variety of exercises/no boredom 7. sports specific/general fitness/aerobic or anaerobic <p>Explanation</p> <ol style="list-style-type: none"> 8. fitness increased through increasing number of reps/FIT/equiv 9. e.g. strength increase through increased weight bearing stations/equiv example for any aspect of fitness 10. health increased through benefits of exercise - reduction in blood pressure/equiv example of health benefit 	
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p><i>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question.</i></p> <p><i>Candidate's writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</i></p> <p>1 or 2 content marks, no need for balance 0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>
Level 2	3-4	<p><i>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding through description and explanation, although content more reflective of description than explanation</i></p> <p><i>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in candidates' spelling, grammar and punctuation.</i></p> <p>2 or 3 content marks If 3 content must span both aspects of question 0, 1 or 2 for QWC</p>
Level 3	5-6	<p><i>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed all aspects of the question. Shows sound understanding and can provide a clear description and explanation.</i></p> <p><i>Candidate's writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</i></p> <p>4 or 5 content marks Content must span both aspects of question 1 or 2 for QWC</p>

