

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE  
in Physical Education (5PE03) Paper 1  
Theory of Physical Education

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**Section A:**

Question Number	Answer	Mark
1	<b>B</b> Manager	1
Question Number	Answer	Mark
2	<b>D</b> I'm always substituted in the second half as I am too tired to continue	1
Question Number	Answer	Mark
3	<b>C</b> I have difficulty clearing the first hurdle as I can't get my trailing leg in the correct position	1
Question Number	Answer	Mark
4	<b>B</b> Coordination	1
Question Number	Answer	Mark
5	<b>A</b> Illinois Agility Run test	1
Question Number	Answer	Mark
6	<b>D</b> Standing broad jump	1
Question Number	Answer	Mark
7	<b>A</b> Type	1
Question Number	Answer	Mark
8	<b>C</b> Before planning a Personal Exercise Programme (PEP)	1
Question Number	Answer	Mark
9	<b>D</b> Ben is fitter because his heart rate recovers to his resting heart rate first	1
Question Number	Answer	Mark
10	<b>B</b> Moderate activity to increase heart rate, e.g jogging	1

Question Number	Answer	Mark
11	<b>B</b> Line B (80%)	1
Question Number	Answer	Mark
12	<b>C</b> 25kg	1
Question Number	Answer	Mark
13	<b>B</b> Proteins	1
Question Number	Answer	Mark
14	<b>C</b> Fats	1
Question Number	Answer	Mark
15	<b>D</b> Minerals	1
Question Number	Answer	Mark
16	<b>C</b> A negative impact due to abdominal pain as food not digested	1

**Section B:**

Question 17	Answer	Marks	Total
(a)	<p>A linked explanation that includes the following:</p> <p>Mental:</p> <ul style="list-style-type: none"><li>• Serotonin causes a feel good factor/makes you feel good (1)</li></ul> <p>improving mental health/good for mental health/ decreases depression/stress (1)</p> <p>Physical</p> <ul style="list-style-type: none"><li>• As serotonin makes you feel good (1)</li></ul> <p>you exercise more which can improve physical health/reduce risk of diabetes/equiv (1)</p> <p>Social</p> <ul style="list-style-type: none"><li>• As serotonin makes you feel good (1)</li></ul> <p>you exercise more allowing you to make more friends which improves social health (1)</p>	1x2	(2)
(bi)	Social	1x1	(1)

Question 17	Answer	Marks	Total
(bii)	<p>A linked explanation that includes either of the following:</p> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• Can lead to sense of achievement (1)</li> </ul> <p style="padding-left: 40px;">as he will improve his physical fitness/ increased levels of exercise/ overcome physical challenge/ increase skill/playing ability (1)</p> <p style="padding-left: 40px;">making him feel good/feel better about himself (1)</p> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>• Joining a club could make him feel less isolated/feel part of something/feel included/feeling/knowing part of a team (1)</li> </ul> <p style="padding-left: 40px;">as he will be able to join in with others/playing with others/meet others /make friends/gives opportunity to mix with others/build social skills/develop teamwork/cooperate (1)</p> <p style="padding-left: 40px;">which will make him feel good/feel better about himself (1)</p>	1x3	(3)
(ci)	People/peers	1x1	(1)
(cii)	Image/media (coverage)	1x1	(1)
(ciii)	Resources/location /accessibility/ availability	1x1	(1)

Question 18	Answer	Marks	Total
(c)	<p>A <b>linked description</b> that makes reference to the following.</p> <ul style="list-style-type: none"> <li>• Provide opportunity for <u>talented</u> performers to succeed/for players to reach elite level (1)</li> <li>• By setting up specialist training centres/ Talent ID/ to reflect positively on the country/ Increase success of nation/medal count/ so they can play at <u>national/international/elite</u> level (1)</li> </ul>	1x2	(2)

Question 19	Answer	Marks	Total
(ai)	<p>A linked explanation that makes reference to the following.</p> <ul style="list-style-type: none"> <li>Used to gain <u>height/push off/explode from/apply (enough) force/jump</u> from the beam (1)</li> </ul> <p>This would give the <u>time</u> needed to complete the move (1)</p>	1x2	(2)
(aii)	<p>Two or more body parts moved together <u>to achieve the position/shape shown/both legs need to be moved together/</u> (1)</p> <p>Coordination is used to execute the technique correctly/perform the move <u>well/perform with control/make position aesthetically pleasing</u> (1)</p>	1x2	(2)
(b)	<p>Any one of the following:</p> <ul style="list-style-type: none"> <li>If a movement did not go to plan</li> <li>If she slips/loses her balance/adjust position so doesn't fall</li> <li>if she quickly had to change her mind about what to do next.</li> </ul>	1x1	(1)



Question 20	Answer	Marks	Total
	<p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• Training needs to suit needs of individuals/should match individual requirements/not all at the same starting point/different strengths/weaknesses/own targets (1)</li> <li>• Different levels of fitness/different fitness requirements (1)</li> <li>• Different skill/ability level/levels of play (as play for different teams) (1)</li> <li>• Different health issues/medical needs (1)</li> </ul>	2x1	(2)

Question	Answer
21	Discuss whether <b>circuit training</b> would be the most effective method of training to improve performance in games.
<p><b>Indicative content</b></p> <p><b>Key:</b>  S: Simple Statement  S+ : Simple extended statement but not developed  DS: Developed Statement</p> <p><b>A - Description of characteristics of circuit training</b>  (Accept any accurate statement demonstrating knowledge (recall) of circuit training).</p> <ul style="list-style-type: none"> <li>• involves a number of different exercise stations(S)</li> <li>• Allows you to work on fitness (S)</li> <li>• Allows you to work on skills/techniques (S)</li> <li>• can be organised as a form of continuous/interval training/work aerobically or anaerobically (S)</li> <li>• can use time working, reps or type of rest to determine intensity (S)</li> <li>• can work on more than one component of fitness/different areas of the body/can work a range of muscles/muscle groups (S)</li> <li>• easy to set up/can do with large groups/cheap/minimal equipment (S)</li> <li>• organised so working alternate muscle group (S)</li> </ul> <p><b>B - Discussion points regarding why circuit training will be effective in improving games performance</b>  (Characteristic linked with games activity and explanation regarding why this makes CT an effective method/how it helps performance)</p> <ul style="list-style-type: none"> <li>• Circuit training could be adapted to any game/mimic game/increase fitness (S), for example shuttle runs to improve speed (S+) to be first to a through ball in football/equiv (DS)</li> <li>• CT is specific to games play (S) as games activities use a variety of energy systems, for example players work aerobically and anaerobically (S+) e.g. in hockey during play they will be sprinting for the ball and jogging back into position for the length of the game (DS)</li> <li>• A circuit could be organised to improve skill (S), for example, include a dribbling station so they would be less likely to lose possession in a game (DS)</li> <li>• CT can be adapted to suit teams/players individual needs (S), e.g. goalkeeper would work on flexibility and midfielder on muscular endurance (S+) so they can stretch for the ball/maintain quality of passing (DS)</li> <li>• CT is a form of continuous training (S) this would increase the players CV fitness so they could maintain performance throughout the 90 minute match (DS)</li> <li>• CT could be used to increase both fitness and skill (S) for example, a sit-up station to improve muscular endurance followed by a station to work on lay-up shots (DS).</li> </ul> <p>Credit comparisons between methods that discuss why CT is better</p> <p><b>C - Discussion points re why circuit training will be less effective in improving games performance</b>  (Characteristic linked with games activity and explanation given re why this makes CT an ineffective method/comparison to other more effective methods) Problem - why -</p> <ul style="list-style-type: none"> <li>• CT is not the most effective method to increase CV fitness as it is a form of interval training/has recovery periods/not continuous (S), a better method would be continuous training/Fartlek (DS)</li> <li>• Although variation can be built in to stations circuit training alone could become boring, (S) unlike cross training where different methods can be used to maintain motivation to train (DS)</li> </ul>	

- CT involves working at high intensity/does not involve a change in pace/just work at high intensity (S) so Fartlek training would be more suitable as it involves running at different paces so is more specific to games play (DS)
- A rugby player wanting to improve their strength would be better using weight-training (S)

Credit comparisons between methods that discuss why other method would be better than CT

**D - Conclusion - simple statements unless further elaboration/linkage**

- Most effective as only method to potentially develop such a wide range of skills that can be applied to a game (S)

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of simple statements that describe the methods of training E.g. Circuit training involves a number of different exercise stations</p> <p>ii) A number of simple statements that link the method of training to relevant aspects of fitness. E.g. Circuit training can be used to improve cardiovascular fitness.</p> <p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Little knowledge and understanding of the range of requirements. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss whether circuit training would be the most effective method of training to use to improve performance in games players.</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>
Level 2	3-4	<p>i) Developed statements, i.e. simple statements which describe the methods of training and give an example of how this could be used to increase performance due to increase in fitness. E.g. CT working on CV fitness to increase player's ability to maintain performance throughout 90 min match.</p> <p>ii) Developed statements, i.e. simple statements with explanation of how CT is not most effective, e.g. Fartlek training could be more specific to activity due to changing pace used in game and training method, therefore making training more relevant, thus improving more relevant areas of fitness.</p> <p>iii) Basic (but accurate) conclusion in line with previous points.</p> <p>Candidates' responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of the methods of training. Candidates will have addressed the requirement of the question to discuss the use of CT to improve performance in games players 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>
Level 3	5-6	i) Developed statements (using relevant examples) <b>balanced and succinct.</b>

		<p>ii) Conclusion provided based on points raised</p> <p>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and successfully addresses the discursive demands. Sound knowledge and understanding of the methods of training and their application. The discussion will be supported by accurate factual material that is relevant to the question. Both advantages of CT and disadvantages will be evident with appropriate conclusions reached.</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>
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