

Examiners' Report  
June 2015

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 students to develop their ideas, following a point through in greater depth for *describe and explain* questions rather than just 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. For example, some recall questions will ask students to name or identify, 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.

## Question 17 (a)

This question asked candidates to explain why an increase in serotonin was considered a health benefit.

Candidate marks were spread evenly across the mark range for this question, with the majority of candidates achieving at least one mark. In most cases, this was for identifying that serotonin was responsible for providing a 'feel good factor'.

Those candidates who achieved the second available mark tended to do so through linking serotonin to mental health eg reducing stress, combatting depression.

The mark scheme also allowed candidates to access marks by linking to social or physical health eg because of the feel good factor exercise was repeated, increasing opportunity to engage with friends to increase social health. Some candidates did gain credit in this way, although relatively few.

17 Participation in physical activity can bring about many health benefits.

(a) Serotonin levels increase when we take part in physical activity.

Briefly explain why an increase in serotonin is a health benefit.

(2)

Serotonin is the 'feel-good' hormone, therefore, an increased amount flowing through the brain reduces depression and positively affects your mood, which aids your mental wellbeing. Good mental wellbeing contributes to good health.



**ResultsPlus**

**Examiner Comments**

This response gained both available marks.

The first is given for identifying serotonin as providing a 'feel good factor', the second for the link to mental health, ie reduces depression.

Total = 2 marks

17 Participation in physical activity can bring about many health benefits.

(a) Serotonin levels increase when we take part in physical activity.

Briefly explain why an increase in serotonin is a health benefit.

(2)

Serotonin is a health benefit as it is a pleasure chemical in the brain. This can make someone feel good and therefore reduces stress.



**ResultsPlus**

**Examiner Comments**

This response also gains both available marks.

There is correct identification of 'feel good', again linked to mental health, but on this occasion, stress relief.

Total = 2 marks



**ResultsPlus**

**Examiner Tip**

Make a note of the command word used in a question and the number of marks available.

Note how this response has made two points, and how the points link. *Ie makes someone feel good and therefore reduces stress.*

### **Question 17 (b) (i)**

This was a very accessible question with a large majority of candidates achieving one mark for identifying making new friends as a 'social' benefit of exercise.

## Question 17 (b) (ii)

Candidates were asked to explain how joining a rugby club could increase self-esteem.

Candidates' responses reflected positive views towards disability sports with little in the way of stereotyping. A number of candidates showed an awareness of the impact of sport on all types of performers.

The majority of candidates scored at least one mark for this question. Whilst a significant proportion of candidates achieved 2 marks, relatively few were able to access the third mark. This was often due to repeating the terminology in the question, self-esteem, rather than explaining how it was increased.

Reference was also made to serotonin, but whilst this might make someone feel good, this, of itself, would not necessarily mean an increase in self-esteem. As an 'explain' question candidates were expected to take one idea and expand on it, eg by playing rugby Joe would be increasing his fitness, which would give a sense of achievement meaning that he would feel better about himself.

Those candidates who looked at more than one perspective (physical and social) without explanation were unable to achieve more than one mark, eg it would allow him to increase his fitness and make new friends. Increased fitness and making friends were the most popular correct responses.

(ii) Explain how starting to play rugby at a club could increase Joe's self-esteem.

(3)

He is around alot of new friends who  
~~with~~ might have similar disabilities. These  
people will be encouraging him. He has  
become a ~~part~~ participant which makes him  
feel part of a small community. community.  
Also JOES health will be improving and his  
physical fitness which can improve athletic  
appearance.



### ResultsPlus Examiner Comments

This response gains 2 marks out of a possible 3.

Credit is given for recognition that self esteem could be increased socially through meeting new friends, which makes Joe feel as though he is part of the community.

The response then starts a separate point regarding the physical advantages of joining the club, therefore there is no further credit.

To gain the final mark the candidate needs to round off their response by linking the stated social benefits back to self-esteem, ie by saying that these benefits make him feel better about himself (or equivalent).

Total = 2 marks

(ii) Explain how starting to play rugby at a club could increase Joe's self-esteem.

(3)

Because Joe is making new ~~peer~~ friends this is a social benefit, which means he ~~is~~ is feeling better about himself because he is making new friends and getting fitter by taking part in the physical activity. Also since he is not the only one in the wheelchair he feels more accepted.



### ResultsPlus Examiner Comments

This response gains three marks.

Reference is made to making friends, a social effect, and, later, reference is made to increased fitness, a physical effect.

In these cases examiners would credit the most developed argument. Therefore, this response gains credit for the social perspective of making friends, thus making Joe feel better about himself and feeling more accepted.

Total = 3 marks

### Question 17 (c) (i)

Question (Q)17 (c) gave candidates three statements describing three different influences on Joe and his friends in relation to playing rugby. Candidates were asked to identify the key influence based on the description in each statement.

The majority of candidates were able to identify accurately the relevant key influence, with many of the candidates identifying each of the three influences correctly. Of the three key influences Q2 (c)(i) people/peers, was marginally less well known, with candidates using the term 'friends' instead.

## Question 18

Increasing participation and retaining people in sport were written into the question, therefore discounting them as possible answers.

The question asked for a description of another common purpose. Despite this, many candidates still referenced increasing participation or retaining people in sport through a variety of roles. The missing common purpose of initiatives was to create opportunities for talented performers to achieve success. This common purpose was not well known by candidates, with the majority failing to gain credit for this question.

Of those familiar with this common purpose approximately half were able to extend their response to gain both available marks. Incorrect responses were linked to diet, education and healthy eating.

Some candidates referred to the start, stay, succeed initiative: provided the 'succeed' aspect of the initiative was appropriately explained, credit was given.

**18** Some initiatives are developed to increase participation by providing opportunities to become or remain involved in physical activity.

*Retain people  
create opportunities.*

Describe another common purpose of these initiatives.

*Another common purpose of some initiatives is ~~to~~ to create opportunities for ~~talented~~ talented performers. This allows ~~talented~~ talented performers to achieve more and to get closer to being at the elite stage of physical activity.*



### ResultsPlus Examiner Comments

This response gains one mark for identifying correctly that the third initiative involves opportunities for talented individuals who could progress to elite level.

In order to gain a second mark the candidate needs to give an indication about how this might be achieved, eg improved coaching, funding or equivalent.

Total = 1 mark

18 Some initiatives are developed to increase participation by providing opportunities to become or remain involved in physical activity.

Describe another common purpose of these initiatives.

Another common purpose is to see people succeed in their sport.  
E.g. Sports England's slogan is: - 'Start. Stay. Succeed.' This The  
third part is to provide those who are extremely talented athletes  
a ~~any~~ better place to train e.g. At a national/international  
training centre. In terms of the participation pyramid,  
this would mean moving towards the Performance and possibly  
Elite level.



**ResultsPlus**

**Examiner Comments**

A very comprehensive response, gaining both available marks for this question.

Reference is made to extremely talented athletes succeeding and being supported to do so through improved training centres.

Total = 2 marks

### Question 19 (a) (i)

Candidates made good use of the image for this part of the question.

Most candidates achieved one mark for indicating correctly that power was used to leave the beam. Few candidates, however, extended their explanation indicating that the height gave the required time to perform the move - instead, often giving a definition of power.

Where candidates did not obtain any marks, this was often due to a blank response, failing to apply their knowledge and simply giving a definition or, in a few cases, by not linking to the image, ie not referencing the jump or move.

19 **Figure 3** shows a gymnast during her routine on the balance beam.



**Figure 3**

(a) Briefly explain how the gymnast has used power **and** coordination to achieve the position shown in **Figure 3**.

(i) Power

(2)

The gymnast has used power in order to jump high enough above the beam therefore giving her enough time to move other body parts into the correct position.



**ResultsPlus**  
Examiner Comments

Both marks were achieved for this response.

The candidate explains that power is needed in order to jump from the beam so that she has enough time in the air to complete the position shown in the image.

Total = 2 marks

(a) Briefly explain how the gymnast has used power **and** coordination to achieve the position shown in **Figure 3**.

(i) Power

(2)

she used power to jump up high enough into  
the air so she would have time to change position.  
If she didn't have <sup>power</sup> ~~time~~ she would not have enough  
height or time to achieve that position.



**ResultsPlus**

**Examiner Comments**

This response also gains both available marks.

The candidate explains that power is used to jump high enough to provide the time to complete the move. The consequences of a lack of power and therefore insufficient height, are also stated.

Total = 2 marks

## Question 19 (a) (ii)

Candidates appeared less able to explain the role of coordination compared to power, with just under half of the candidates able to achieve credit.

Many candidates responded by providing a definition of coordination. They either did not apply their knowledge to the question, or misread the question, discussing coordination in landing rather than in relation to the image.

Where both marks were achieved, this was often due to reference to the aesthetic nature of the move, or the control with which it needed executing.

(ii) Coordination (2)

~~to use place her arms and legs to use by her using~~  
her arms and her legs to have that position  
at the same time



**ResultsPlus**

**Examiner Comments**

This is an example of a response gaining one mark.

Credit is given for applying knowledge of coordination to the image, identifying that coordination was used to move arms and legs into position at the same time.

Reference is also needed to the quality or control of the execution of the technique in order to gain the second mark.

Total = 1 mark

(ii) Coordination (2)

she is moving her arms and legs into  
the correct position at the same time, allowing  
her to complete her task successfully and  
get a high score.



**ResultsPlus**

**Examiner Comments**

This response gains both available marks.

The candidate uses their knowledge of the term *coordination* to apply it to the specific question context. They identify that the legs and arms move at the same time to achieve the correct position. This allows the gymnast to complete the task successfully and achieve a high score, in other words to perform the technique well.

Total = 2 marks



**ResultsPlus**

**Examiner Tip**

Unless a question asks specifically for a definition, credit is unlikely to be given only for a definition of a term. However, definitions can be very useful to remind you what you need to include when you are applying your knowledge.

In this example, the definition mentions two or more body parts, so the applied example refers to legs and arms.

## Question 19 (b)

This question was designed to be demanding, testing a higher order skill. It required candidates to think about the definition of the component of skill-related fitness and to consider when it might be applicable to a gymnast.

The use of the image in the question was designed to aid this thought process, ie the gymnast is shown high above the beam. Previous questions on reaction time have focussed on recall or more obvious applications, and would have been of less demand, eg its use at the start of a 100m race. Candidates needed to understand that reaction time related to the ability to make decisions quickly in response to a stimulus. Those who did were able to provide an appropriate example of when the gymnast may need to use reaction time in the routine.

Incorrect responses were either too vague, eg when she lands, or linked to timing of a practised movement or execution of technique, rather than reaction time.

(b) Give an example of when the gymnast shown in **Figure 3** would need a good reaction time in the routine.

(1)

If she falls she will need to react to the stimulus and improvise to get back in position.

(Total for Question 19 = 5 marks)



### ResultsPlus Examiner Comments

This candidate applies their knowledge of reaction time, recognising that if the performer is falling they will need to react to this and take action to remedy the situation.

Total = 1 mark

(b) Give an example of when the gymnast shown in **Figure 3** would need a good reaction time in the routine.

(1)

If the gymnast jumped into the air and saw that she has not going to land on the beam she has to readjust her position.

(Total for Question 10 = 5 marks)



**ResultsPlus**

**Examiner Comments**

A good response.

The candidate applies their knowledge of reaction time and considers a situation where it might be needed. For instance, if there is an error in the routine and a change of plan is needed, the gymnast could readjust her body position when she realises she is not going to land on the beam.

Total = 1 mark



**ResultsPlus**

**Examiner Tip**

Make sure your example links to the performer given in the question, in this case a gymnast.

## Question 20

The majority of candidates gained one mark for this question, although a significant number achieved two marks.

Candidates were given a small scenario and asked to state two reasons why a coach would apply the principle of individual differences to a training programme. Candidates often gave correct responses such as different levels of fitness or different levels of play/ability or skill.

Common incorrect responses tended to focus on why the individuals were placed in different teams, rather than why their training programmes would be different.

Alternatively, responses focussed simply on gender, rather than thinking about why different genders might mean that individuals needed a different training programme.

Some candidates gave generic links to balanced competition and reduced chance of injury. Other candidates tried to link to different playing position: this alone was insufficient for credit because it was too vague. There needed to be more information, ie a reason why this would mean they needed a different training programme.

**20** Tai and Aran both play hockey. Tai plays for the girls' 1st team and Aran plays in the boys' 2nd team. Tai also plays for a team outside of school.

State **two** reasons why Tai and Aran's school coach applies the **principle of individual differences** to their Personal Exercise Programmes (PEPs).

- 1 they may have different levels of fitness and so one may find an activity too hard while one other may find it too easy
- 2 one may know or have different skills and skill levels so they need to develop different skills at different times



### ResultsPlus Examiner Comments

This candidate gains both available marks.

They provide two different reasons why the principle of individual differences should be applied to a personal training programme. The reasons identified were a difference in fitness levels and a difference in skill level between the players.

Total = 2 marks

20 Tai and Aran both play hockey. Tai plays for the girls' 1st team and Aran plays in the boys' 2nd team. Tai also plays for a team outside of school.

State **two** reasons why Tai and Aran's school coach applies the **principle of individual differences** to their Personal Exercise Programmes (PEPs).

1 Because they are playing the ~~sports~~ same sport, just at different standards.

2 Because they will need to work on different aspects of their performance



### ResultsPlus Examiner Comments

This candidate gives two separate, clear, reasons why individual differences would be applied to a training programme.

The first reason recognises that whilst the school children are playing the same sport they will be playing at different standards, therefore their training should reflect this.

The second stated reason identifies that each individual will have a different set of weaknesses on which they need to work.

Total = 2 marks



### ResultsPlus Examiner Tip

The question asks for two reasons so make sure that you give two **different** reasons.

## Question 21

There was a good distribution of marks for this question across the mark range although candidates experienced difficulty in accessing the top marks. The demands of this question were similar to previous years and the impression from examiners was that more candidates appeared to be accessing Level 2 than in the previous series. There were two common approaches to the question: either approach was acceptable.

The first approach was to discuss the merits of circuit training without reference to other training methods. In these instances, the candidate would identify a characteristic of circuit training and explain how this would benefit a games player. An example was that circuits could be organised to improve an area of skill. For example, one station could be spent dribbling the ball between cones to improve their ability to dribble the ball in the game.

Having identified a positive feature of circuit training, a potential issue was then discussed, eg because of the breaks in between stations there is a rest period to allow recovery. This means that the player is not working continuously and therefore is not likely to improve their cardiovascular fitness, which they will need to sustain play throughout a match.

In the second approach, the focus tended to be on all methods of training, rather than placing the required emphasis on circuit training. A valid method of justifying why circuit training would or would not be the best method of training could be to describe the strengths of each method. There would then need to be a bringing together of this information, ie the justification/comparison of the relative merits of other methods of training compared with circuit training.

This comparison was often missing. Responses tended to describe each method of training, rather than to discuss whether circuit training would be the most effective. Such responses were credited at Level 1 because despite demonstrating much knowledge about each method of training, the response had not addressed the specific question being asked.

**\*21** You need to be skilful and fit to play a game well.

Discuss whether **circuit training** would be the most effective method of training to improve performance in games.

(6)

Circuit training would be the best because in every game you have to be flexible, powerful, have agility, have muscular endurance, muscular strength and speed. if you want to win.

Circuit training makes you <sup>train for</sup> all of these things because you are going a circle & doing one of these at each station for a minute or more then rest for a couple of seconds and move on to the next station and repeat the same process.

It also works on other things at the same time. So at one station you could be working on all of them not just one but on others you could be working on two or three ~~but~~ and on some just on one. But this is good because you are working on more than one at ~~ones~~ one and this will make you fitter.



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Examiner Comments

This response is credited at Level 1, two marks.

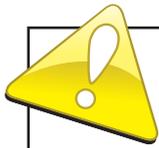
There is clear evidence of knowledge of circuit training. This is most obvious in the second paragraph where several characteristics are given, eg:

- work at stations
- work for a set time
- rest between stations before moving on to the next station

In order for this response to progress to Level 2 or 3 the candidate needs to apply this knowledge to demonstrate how a games player could use a circuit to improve their performance. For example, a link to the work/rest periods could have been made to the movement within games, ie periods of high intensity work followed by low intensity.

In the first paragraph the candidate identifies different components of fitness that can be developed. Any of these could have been expanded by linking to a game and stating how improving that component would lead to improved performance - and also the station that could be used to improve that particular aspect of fitness.

Total = 2 marks



Look at the command words used in a question. This question asks for a discussion therefore you would need to include reasons why circuit training would be an effective method of training to improve performance in games, and reasons why it would not.

\*21 You need to be skilful and fit to play a game well.

Discuss whether **circuit training** would be the most effective method of training to improve performance in games.

(6)

Circuit training would be one of the most effective training methods to improve performance in games. This is because to play a game well, you need to be skilful and fit, and circuit training can be applied to almost any games player/performer.

Circuit training is very flexible, ~~and~~ <sup>as</sup> the player can design their circuit sessions however they like. They can choose their own stations depending on what skills they need for their game and what skills they need to improve on (specificity and individual needs/differences). In a PEP (personal exercise plan) you can choose how many you do and how long you do them for. For example, a footballer may use ~~an~~ an agility run <sup>(Illinois)</sup> to improve their agility.

to dodge other players. However, a tennis player may use the wall-throw test to improve their co-ordination when they use both arms and legs together to serve the

ball. These both would improve their performance in their different games, and they can both improve a range of health-related and skill-related components all in one session, so there is a balance, and focus specifically on what they need.

However, this can be disputed against as circuit training usually involves each activity to be quite short and at maximal intensity. Usually, if you are a games player, you will need to play in games that last a long period of time i.e. a football match lasts 90 minutes. For a player who tires easily/quickly, they would need to improve their cardio-vascular fitness (generally stamina) but circuit training could not massively improve this, as you don't remain at an activity for long, therefore you are not ~~able~~ <sup>improving the ability</sup> to exercise the body for long periods of time (CVF)



## ResultsPlus

Examiner Comments

This response is placed at the top of Level 2 due to the quality of the discussion points.

The candidate gives some characteristics of circuit training and then this knowledge is applied to the correct games context and linked to performance.

The second paragraph discusses a positive use of circuit training in relation to its flexibility/ adaptability, so that it can be adapted to any games player.

This point is supported by giving examples of skills that two different sports performers (a footballer and a tennis player) may need to develop for their game and how they might do this within the circuit.

On the second page of the response there is discussion of a potential negative of circuit training - a reason and justification of why it might not be the most effective method of training that is given.

This discussion focusses on the short, intense nature of the work periods in circuit training. It makes the comparison with games play and comments that games play lasts much longer than these periods. As a result, circuit training would not be the most effective way to develop a games player's cardiovascular fitness.

This is a well-balanced response, discussing why circuit training would and would not be considered the most effective training method for games players.

Any further developed discussion point could have moved this response into Level 3.

Total = 4 marks



## ResultsPlus

Examiner Tip

If a question gives a specific context, in this case games play, make sure that you use this in your answer. Limit your examples to games - rugby, football, hockey, netball and so on - rather than include examples of other activities - such as athletics, boxing, gymnastics - to illustrate or expand on the points you are making.

## 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 examples as clear as possible - so the examiner can picture the example being given - and give the required number
- 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

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