

# Mark Scheme (Results)

June 2011

GCSE Physical Education (5PE03)  
Paper 01

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Publications Code UG028523

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**NB. General Rules/Points to note when marking:**

1. Mark the first answer only
2. If initial part of response is irrelevant, continue to read until correct/incorrect statement made
3. Once correct answer achieved/maximum marks achieved no need to continue to read rest of response
4. If a list is required take first answer per line of list
5. Phonetic spelling is acceptable
6. Underlined words in mark scheme must be included in response
7. Maximum of 1 mark per numbered point on the mark scheme
8. Text in brackets on mark scheme is there for clarification, it does not have to be present in candidate answer

| Question Number | Answer                        | Mark |
|-----------------|-------------------------------|------|
| 1               | B<br>An increase in serotonin | (1)  |

| Question Number | Answer         | Mark |
|-----------------|----------------|------|
| 2               | C<br>Resources | (1)  |

| Question Number | Answer     | Mark |
|-----------------|------------|------|
| 3               | C<br>Speed | (1)  |

| Question Number | Answer                  | Mark |
|-----------------|-------------------------|------|
| 4               | A<br>Sergeant Jump test | (1)  |

| Question Number | Answer         | Mark |
|-----------------|----------------|------|
| 5               | D<br>Two hours | (1)  |

| Question Number | Answer         | Mark |
|-----------------|----------------|------|
| 6               | D<br>Vitamin D | (1)  |

| Question Number | Answer                           | Mark |
|-----------------|----------------------------------|------|
| 7               | A<br>Cooperation and competition | (1)  |

| Question Number | Answer               | Mark |
|-----------------|----------------------|------|
| 8               | C<br>Top Performance | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 9               | A<br>Statement 1 is true, statement 2 is false | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 10              | C<br>Statement 1 is false, statement 2 is true | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 11              | A<br>Statement 1 is true, statement 2 is false | (1)  |

| Question Number | Answer                        | Mark |
|-----------------|-------------------------------|------|
| 12              | B<br>Both statements are true | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 13              | C<br>Statement 1 is false, statement 2 is true | (1)  |

| Question Number | Answer                         | Mark |
|-----------------|--------------------------------|------|
| 14              | D<br>Illinois Agility Run test | (1)  |

| Question Number | Answer     | Mark |
|-----------------|------------|------|
| 15              | B<br>Power | (1)  |

| Question Number | Answer                      | Mark |
|-----------------|-----------------------------|------|
| 16              | A<br>Cardiovascular fitness | (1)  |

| Question Number | Answer       | Mark |
|-----------------|--------------|------|
| 17              | D<br>Protein | (1)  |

| Question Number | Answer            | Mark |
|-----------------|-------------------|------|
| 18              | B<br>Carbohydrate | (1)  |

| Question Number | Answer        | Mark |
|-----------------|---------------|------|
| 19              | C<br>Interval | (1)  |

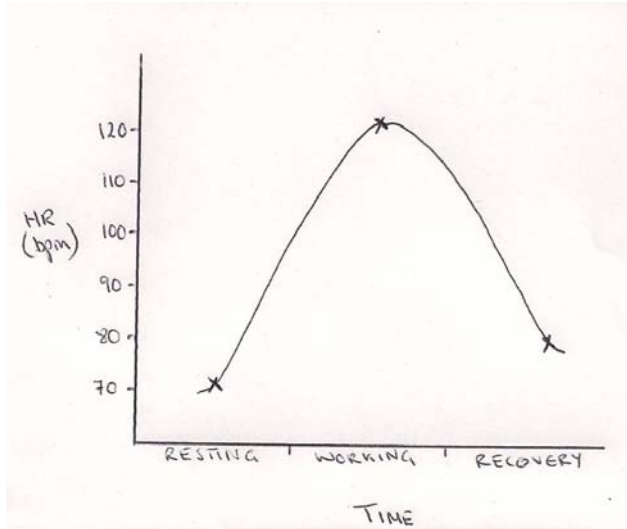
| Question Number | Answer       | Mark |
|-----------------|--------------|------|
| 20              | B<br>Fartlek | (1)  |

| Question Number | Answer          | Mark |
|-----------------|-----------------|------|
| 21              | A<br>Continuous | (1)  |

| Question Number | Answer                         | Mark |
|-----------------|--------------------------------|------|
| 22              | D<br>Both statements are false | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 23              | A<br>Statement 1 is true, statement 2 is false | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 24              | A<br>Statement 1 is true, statement 2 is false | (1)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 25 (a)          | <p>1. One mark for resting HR lower than recovery rate<br/> 2. One mark for correct style (line graph) and shape as shown below</p>  <p>If bar chart / no line, can access point 1 but no access to point 2.<br/> DO NOT FORGET TO SCROLL DOWN FOR REST OF QUESTION.</p> <p style="text-align: right;">(2 x 1)</p> | (2)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 25 (b)          | <p>Working - highest value, (as heart has to work harder to supply more blood carrying oxygen to working muscles / heart beats faster when working)</p> <p>Recovery - higher than <u>resting</u> HR / as insufficient time to return to resting HR/not enough time to recover /repaying oxygen debt / equiv</p> <p style="text-align: right;">(2 x 1)</p> | (2)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 26(a)           | <p>Any one of following:</p> <ol style="list-style-type: none"> <li>1. Improve fitness (eg increased strength / increased muscular endurance)</li> <li>2. Accept any fitness adaptation - e.g drop in resting heart rate / cardiac hypertrophy</li> <li>3. Accept any possible physical health gain - e.g reduction in risk of osteoporosis / weight loss <u>if overweight</u></li> </ol> <p>Accept any regular or long-term effects identified in Q15.</p> <p>Do not accept mental / social benefits</p> <p style="text-align: right;">(1 x 1)</p> | (1)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 26(b)           | <p>Performance, Elite, Professional, Excellence</p> <p>Do not accept Performer, Performs, Performing, Participant, Semi-pro</p> <p style="text-align: right;">(1)</p> | (1)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 26(c)           | <p>Specificity</p> <p>Do not accept specific / specify</p> <p style="text-align: right;">(1)</p> | (1)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 26(di)          | <p>Any two from:</p> <ol style="list-style-type: none"> <li>1. Motivates therefore likely to continue to train / push / makes them work harder / reduces boredom / task persistence / challenge yourself / increase self-esteem when achieved.</li> <li>2. Gives clear/specific goals / aims to achieve so once achieved can aim higher / gives focus / something to work towards</li> <li>3. Allows them to monitor progress / analyse progress / decrease stress / know that you have improved</li> <li>4. Encourages training to be planned/structured to achieve targets so therefore more effective training</li> </ol> <p>Do not accept improves performance unless qualified</p> <p style="text-align: right;">(2 x 1)</p> | (2)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 26(dii)         | <p>Credit any appropriate example, e.g. beat PB by 10 seconds/ complete race within 25 min/equiv</p> <p>NB. Need to consider individual candidate response as alternative acceptable answers could be given based on distance of race</p> <p>NB Needs numbers/ equivalent</p> <p>NB Accept answers relating to Imran</p> <p>Do not accept measure how fast he can run</p> | (1)  |



## Question 27

Use indicative content on next page to place into correct level

| Level   | Mark                       | Descriptor   |
|---------|----------------------------|--|
| Level 0 | 0                          | No rewardable material   |
| Level 1 | 1-2 max<br>(including QWC) | <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><b>1 or 2 content marks, no need for balance</b><br/>0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>   |
| Level 2 | 3-4 max<br>(including QWC) | <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><b>2 or 3 content marks</b><br/>If 3 content must span <b>two aspects</b> of question<br/>0,1 or 2 for QWC</p>   |
| Level 3 | 5-6 max<br>(including QWC) | <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><b>4 or 5 content marks</b><br/>Content must span <b>all three aspects</b> of question, if not remains in Level 2<br/>1 or 2 for QWC</p> <p>NB Can only credit maximum of 5 content marks regardless of indicative content achieved</p> |

NB To access QWC marks-

1. 4 lines of text minimum (to give sufficient text to access)
2. Must also have minimum of one relevant content mark
3. Must be continuous writing, not bullet points / lists of text (unless in level 3 where 1 mark can be awarded for QWC)

| Question Number | Indicative content   |
|-----------------|--|
| 27              | <p><b>Types of roles</b></p> <ol style="list-style-type: none"> <li>1. Participant/performer/player/competitor/equiv<br/>Do not accept reference to different player positions as a role as wrong context</li> <li>2. Leadership/manager/captain/equiv</li> <li>3. Official/equiv</li> <li>4. Coach/play worker/assistant/volunteer/sports coordinator/personal trainer/ teacher/equiv</li> </ol> <p>Maximum two content marks<br/>Do not accept spectator</p> <p><b>Personal qualities for each role</b><br/>Do not credit if not achieved any from points 1 - 4</p> <ol style="list-style-type: none"> <li>5. Type 1 - fitness; motivation; determination; ability; opportunity; knowledge of activity; allow other appropriate attribute / skilled / focused on improving</li> <li>6. Type 2 - motivational; organised; good communicator; ability; enthusiastic; ability to analyse performance; allow other appropriate attribute</li> <li>7. Type 3 - fair; fit; calm; knowledgeable about the rules; confident; patient; good communicator; allow other appropriate attribute / authoritative</li> <li>8. Type 4 - knowledge of activity; ability to analyse performance; patient; good communicator; enthusiastic; allow other appropriate attribute / organised</li> </ol> <p>NB personal qualities must be linked to specific role<br/>Do not accept qualities such as good leadership / management / coaching skills</p> <p><b>How this provides opportunity for all</b><br/>Can access points 9 - 11 even if no previous points accessed</p> <ol style="list-style-type: none"> <li>9. (Become) If not good enough to perform or doesn't like to perform to get involved in physical activity / Don't all have to be good at sport to get involved / wouldn't make it as a player but can still be involved / Might know a lot about the sport but unable to participate so could take on role of coach/manager/</li> <li>10. (Remain) Variety of roles over time (e.g. was a player, now too old, so becomes a coach) / equiv</li> <li>11. Accept response that identifies range of roles gives people <u>choice</u> about how they want to become involved</li> </ol> <p>Do not accept still involved in sport</p> |

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Order Code UG028523 June 2011

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