

Mark Scheme (Results)

Summer 2012

GCSE Physical Education (5PE03)
Unit 1: The Theory of Physical
Education

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Publications Code UG032760

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Question Number	Answer	Mark
1	C – Physical challenge	(1)

Question Number	Answer	Mark
2	D – Cost	(1)

Question Number	Answer	Mark
3	C - Disability	(1)

Question Number	Answer	Mark
4	B - Muscular endurance	(1)

Question Number	Answer	Mark
5	A - The components of the FITT principle are Frequency, Interval, Time, Type	(1)

Question Number	Answer	Mark
6	D – Blood shunting is the term used to describe the redistribution of blood during exercise	(1)

Question Number	Answer	Mark
7	B - Both statements are true	(1)

Question Number	Answer	Mark
8	A - Statement 1 is true, statement 2 is false	(1)

Question Number	Answer	Mark
9	C - Statement 1 is false but statement 2 is true	(1)

Question Number	Answer	Mark
10	C - Elite	(1)

Question Number	Answer	Mark
11	B – Foundation	(1)

Question Number	Answer	Mark
12	A - Strength, Speed, Coordination	(1)

Question Number	Answer	Mark
13	B - Strength, Flexibility, Body composition	(1)

Question Number	Answer	Mark
14	D - Power, Speed, Reaction time	(1)

Question Number	Answer	Mark
15	C - Power, Speed, Balance	(1)

Question Number	Answer	Mark
16	B - Continuous training (on a track)	(1)

Question Number	Answer	Mark
17	D – Weight training (using heavy weights)	(1)

Question Number	Answer	Mark
18	A - Interval (using short intervals)	(1)

Question Number	Answer	Mark
19	D - Cross training including running and swimming	(1)

Question Number	Answer	Mark
20	A – Cooper’s 12-minute run	(1)

Question Number	Answer	Mark
21	C - 30-metre sprint	(1)

Question Number	Answer	Mark
22	B - Progressive overload	(1)

Question Number	Answer	Mark
23	D – Thursday	(1)

Question Number	Answer	Mark
24	B – Tuesday	(1)

Question	Answer	Do not accept	Additional Guidance	Marks	Total
25	<p>An explanation that makes reference to any four of the following:</p> <p>1. Balanced diet should include macronutrients; micronutrients; water and fibre OR Balanced diet should include fats; carbohydrates; proteins; vitamins; minerals; water; fibre (1) -----</p> <p>2. Correct proportions <u>of</u> macronutrients and micronutrients OR Optimal ratio of nutrients OR Correct amounts of nutrients (1) -----</p> <p>3. Macronutrients for energy OR Fats OR Carbohydrates for energy OR Protein for growth and repair (1) -----</p> <p>4. Micronutrients for maintaining body health OR Vitamins OR Minerals for maintaining body health (1) -----</p> <p>5. Water to avoid dehydration OR Fibre to aid/help digestion (1) -----</p>	<p><i>Do not accept carbs in place of carbohydrates</i></p> <p><i>Healthy mix</i></p> <p><i>Do not accept carbs in place of carbohydrates</i></p> <p><i>Do not accept fluid or liquid</i></p>	<p>must be more than simple list for full credit, however, if <i>list is given, provided contains all elements can gain point 1</i></p> <p><i>Point 2: Accept reference to relative size of proportions e.g. correct percentage of nutrients e.g. fats should form smaller part of diet than carbohydrates (1)</i></p> <p><i>Point 4 accept specific example of vitamin or mineral and effect e.g. vitamin D stronger bones</i></p> <p><i>Point 5 accept reference to replacing lost fluids due to exercise. Accept chemical equiv for water (H₂O)</i></p>	<p>4 X 1</p>	<p>4</p>
Total for Question 25					4

Question		Answer	Do not accept	Additional Guidance	Marks	Total
26		<p>Any three different roles in any order maximum one from each point:</p> <ol style="list-style-type: none"> 1. Leadership OR coach OR leader OR captain 2. Volunteering OR specific volunteer role (e.g. first aider) 3. Official OR referee OR umpire OR judge 	<p>Participation Teacher</p> <p>Physio; Organiser Voluntary Fundraiser</p> <p>'Refing'</p>	<p>Accept any specific role, e.g. manager (pt 1); Secretary (pt 2); Timekeeper (pt 3);</p> <p>Point 3: Accept helper if linked with role e.g. helps with organisation of the club.</p>	3 x 1	3
Total for Question 26						3

Question	Answer	Do not accept	Additional Guidance	Marks	Total												
27	<p>Two points from any one numbered row</p> <table border="1"> <tr> <td>1</td> <td>Fitness can improve health (1)</td> <td>By reducing cholesterol (1)</td> </tr> <tr> <td>2</td> <td>Fitness can decrease health (1)</td> <td>Through overuse injuries Through drop immune system (1)</td> </tr> <tr> <td>3</td> <td>Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse</td> <td>Poor diet therefore no energy to maintain fitness (1)</td> </tr> <tr> <td>4</td> <td>Cannot increase/maintain fitness without healthy lifestyle (1)</td> <td>As without regular exercise fitness will not improve (1)</td> </tr> </table>	1	Fitness can improve health (1)	By reducing cholesterol (1)	2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)	3	Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)	4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)		<p>Point 1 accept other specific health benefits e.g. drop in blood pressure.</p> <p>Can achieve second listed point in row without first</p>	1 x 2	2
1	Fitness can improve health (1)	By reducing cholesterol (1)															
2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)															
3	Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)															
4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)															
Total for Question 27					2												

Question	Answer	Do not accept	Additional Guidance	Marks	Total
28	<p>Any one from</p> <ul style="list-style-type: none"> Checking participants are healthy enough to start physical activity <p>OR</p> <ul style="list-style-type: none"> To establish a baseline of intensity for physical work 	<p><i>Establish training goals</i></p> <p><i>How fit they are/physical readiness</i></p> <p><i>Their ability</i></p>	Accept reference to safe to exercise or medical conditions	1 x 1	1
Total for Question 28					1

Question	Answer
29	A discussion of the use of target setting to improve performance that makes reference to:
1.	<p>The individual principles of SMART targets: (all correctly listed = simple statement) Specific, Measurable, Achievable, Realistic, Time-bound</p>
2.	<p>A brief description of the individual principles of SMART: (simple statements unless linked to examples/performance) Specific, goals clear so performer knows what they are trying to achieve Measurable, quantifying aim Achievable, make sure the target is realistic, i.e. it is possible for the performer to complete Realistic, making the target challenging but not too hard Time-bound, you should have completion dates for targets</p>
3.	<p>Examples of the application of the principles of SMART targets: (first half simple statement; whole statement - developed) Specific, work on weakness x to give my training appropriate focus for improvement Measurable, improve 100m sprint time by 100th sec so clear to see when I achieve Achievable, if I can already clear 2m setting a target of 2.1m should ultimately be achievable so motivates me to continue (must have current and future value to gauge if 'achievable') Realistic, if I normally score 1 rounder per game increasing to 2 would be realistic, but 6 would not and would be demotivating Time-bound, I will achieve this goal by May 2012 so I check I am progressing at the right rate and alter target or set new one to continue improving</p>
4.	<p>Makes reference to the value of the use of target setting to improve performance: (first half simple statement; whole statement - developed) TS provides focus - so work on what is relevant leading to improvement TS allows you to measure progress so you can monitor effectiveness of training programme -and change if not getting results required TS increases motivation -so more likely to maintain training and continue to improve TS can decrease stress on the performer as only small target or steps-focused on in order to achieve harder long term goal TS gives a framework to build on, progressing and setting new targets each time an old target is achieved-so you are continually working to improve TS Can hinder if poorly set targets as they will not be achieved -and lead to demotivation/dropping out therefore drop in performance</p>
5.	Concludes value based on discussion points raised

Level	Mark	Descriptor Q29
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of simple statements identifying the principles of SMART targets. E.g. targets should be specific; measureable</p> <p>ii) A number of simple statements identifying the value of target setting. E.g. can act as a motivator</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 principles or values of target setting. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss the use of target setting to improve performance</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 with explanation or additional information (linking principle with value). E.g. a measureable target will give the performer something to aim for so they keep trying to achieve this aim</p> <p>ii) Developed statements will provide examples from physical activity to support responses.</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 target setting. Candidates will have addressed the requirement of the question to discuss the use of target setting to improve performance with some success. 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	<p>i) Developed statements (using relevant examples) balanced and succinct.</p> <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 SMART targets and their value. The discussion will be supported by accurate factual material that is relevant to the question. The value of goal setting in improving performance will be fully discussed with appropriate conclusions reached.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling,</p>

		punctuation and grammar will be accurate throughout the response.
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Order Code UG032760 Summer 2012

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