

Examiners' Report
June 2014

GCSE Physical Education 5PE03 01

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Introduction

To be successful, students need to recall and apply their knowledge and express their ideas clearly. They need to demonstrate understanding and higher order skills. There is also a need for students to be able to develop their ideas, following a point through in greater depth, rather than providing a more generalised approach to their responses.

Questions are structured to elicit different levels of responses from students: 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, state, identify, whilst other questions will ask for descriptions and explanations or discussions. This format of questioning allows for greater differentiation between students and examiners are better able to test the depth of student knowledge and understanding.

Question 17 (a)

The majority of candidates were unable to name a national governing body. Incorrect responses included names of sports performers (eg David Beckham), names of government ministers (eg David Cameron), names of political parties (eg The Green Party), names of specific initiatives (eg Sainsbury's Active Kids), names of sports brands (eg Nike) or the names of the other agencies (eg Sport England).

Of the correct responses the Football Association was a popular correct response, but a variety of sports featured, eg England Hockey, England Netball, Rounders England, the ASA, World Karate Federation, and Football Association Ireland.

17 National Governing Bodies are involved in developing and implementing sport-related initiatives.

(a) Name a National Governing Body.

(1)

British Gymnastics



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Examiner Comments

The name of the national governing body could be written in full, as in this example, or the appropriate initials given.



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Examiner Tip

Although abbreviations of the name of the national governing body were accepted, it is always a good idea to avoid abbreviations in your answers to demonstrate your knowledge, especially when stating technical terms.

17 National Governing Bodies are involved in developing and implementing sport-related initiatives.

(a) Name a National Governing Body.

(1)

Rugby Football Union



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Examiner Comments

Another popular correct response was the RFU/Rugby Football Union.

Question 17 (b)

This question asked students to consider the common purposes of sport-related initiatives.

A description of two common purposes was required. This made the question more challenging because students needed a good breadth of knowledge to gain maximum marks. Students could have described any of the three common purposes stated in the specification (increase participation, retain people in sport, increase sporting success). In addition to this, the underlying aim of increasing the health of the nation was also credited. Many students correctly identified some of these purposes but often identified, rather than described.

Occasionally, students would identify all four of the common purposes listed above. These students gained two of the available marks. To achieve four marks each 'identification' needed to be elaborated to be considered a description. For example, a response that stated 'to retain people in sport' would be credited with one mark for identifying a common purpose. To gain the second mark the student would need to describe this in more detail, eg 'to retain people in sport through improved club links'. There was a variety of ways that students could access the second mark for each common purpose.

Sport England and Youth Sport Trust are agencies that use initiatives to impact on sport and physical activity in the United Kingdom.

(b) Describe **two** common purposes of a sport-related initiative.

(4)

Common purpose 1

To encourage people to start a sport ~~and~~ / to cooperate in it.

Common purpose 2

To retain people in a sport / keep them playing a sport.



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Examiner Comments

In this example the student gains one mark for each part of their response, ie to encourage people to start a sport (as equivalent to increasing participation), and the second purpose, to retain people in a sport.



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Examiner Tip

If you are asked to provide two examples in a response make sure that the examples you give are varied.

Common purpose 1

To increase participation of physical activity,
with a focus on priority groups.

Common purpose 2

To provide opportunities for talented performers
to achieve their best.



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Examiner Comments

In this example the student achieves 3 marks.

In (a) a mark is achieved for identifying the common purpose of increasing participation and an additional mark for further describing that this is often targeted at priority groups.

In (b) one mark is gained for stating that another common purpose is to provide opportunities for talented performers to achieve.

Common purpose 1

to increase the participation of people in
sport and ~~make~~ ^{encourage} the UK as a Nation to
live a healthier more active lifestyle.

Common purpose 2

to maintain people in sport. Sport England
does this by building new facilities for
people and making them as practical and
efficient for the users as possible.



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Examiner Comments

This response gains four marks. The student makes an initial statement and develops this by giving further information.

In (a) the student identifies a common purpose as increasing participation, adding that this is to improve the health of the nation.

In (b) the student identifies the need to retain people in sport, adding that this could be achieved through providing facilities.

Question 18 (a)

This question was well-answered, with the majority of students gaining both available marks. The required responses were cardiovascular fitness (or equivalent) and muscular endurance. Incorrect responses included cardiovascular system, muscular strength or aspects of skill-related fitness such as speed and agility.

18 Usman and Tony enjoy participating in athletics.

(a) Which **two** components of health-related exercise is Tony most likely to improve through regular training sessions using Fartlek training? (2)

- 1 Speed
- 2 Agility



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Examiner Comments

In this example, the response did not gain credit because the student identified components of skill-related fitness, rather than health-related exercise.



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Examiner Tip

Read through the information in the question carefully to make sure that you meet the needs of the question - in this case, health-related exercise rather than skill-related fitness.

18 Usman and Tony enjoy participating in athletics.

(a) Which **two** components of health-related exercise is Tony most likely to improve through regular training sessions using Fartlek training? (2)

- 1 muscular strength
- 2 ~~Card~~ cardiovascular muscular endurance



ResultsPlus

Examiner Comments

In this example the student gains 1 mark for identifying muscular endurance correctly but no credit for muscular strength. This would not be one of the most likely components of health-related exercise to be improved through Fartlek training.

18 Usman and Tony enjoy participating in athletics.

(a) Which **two** components of health-related exercise is Tony most likely to improve through regular training sessions using Fartlek training?

(2)

1. Cardiovascular fitness

2. Muscular Endurance.



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Examiner Comments

This student achieved both available marks for identifying cardiovascular fitness and muscular endurance correctly.

Question 18 (b) (i)

Question (Q) 18 (b). In the first part of this question students had to supply the missing component of health-related exercise based on the information given in the question. The majority of students interpreted this information correctly, identifying flexibility as the missing word. The second part of the question required students to name a fitness test that would test this component of health-related exercise. Therefore, the student had to link a fitness test to whatever they had given as their answer in the first part of the question.

Question 18 (b) (ii)

The response to the second part of the question was marked in relation to the student answer to the first part of the question. If an alternative component of health-related exercise were identified in (b)(i) and the correct fitness test for this component were given in (b)(ii), credit was given. However, as stated above, most students identified flexibility correctly and went on to identify the test as the sit and reach. Occasionally, some students stated the incorrect name of the test, eg stand and stretch, or stretch toes test.

Some students were unable to access any marks even though they had chosen the correct test for their answer in (b)(ii) because they had stated a skill-related component of fitness in (b)(i) rather than a health-related component of exercise. This requirement was repeated in both parts of the question so no credit could be given.

(b) Complete the statement below about Usman's training.

(1)

(i) Usman has a short stride length. To improve his range of movement he works on

his cardiovascular fitness, a component of health-related exercise.

(ii) Name a fitness test that Usman could use to monitor improvement in this component of health-related exercise.

(1)

Harvard Step Test



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Examiner Comments

In this example the student achieves 1 mark in (b)(ii). In (b)(i) no credit is given because the incorrect component of health-related exercise is stated (cardiovascular fitness is given, rather than flexibility).

However, in (b)(ii) the Harvard step test is cited. This is the correct fitness test to measure cardiovascular fitness and therefore can gain credit.



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Examiner Tip

Look out for key words or phrases in a question. In this example 'improve his range of movement' and 'component of health-related exercise' are key pieces of information required to make sure that you give the correct answer.

(b) Complete the statement below about Usman's training.

(1)

(i) Usman has a short stride length. To improve his range of movement he works on his cardiovascular endurance, a component of health-related exercise.

(ii) Name a fitness test that Usman could use to monitor improvement in this component of health-related exercise.

(1)

12 minute cooper run.



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Examiner Comments

In this example the student gains 1 mark for identifying correctly that the 12 minute Cooper run is used to test cardiovascular endurance, even though the incorrect response was given in (b)(i).

(b) Complete the statement below about Usman's training.

(1)

(i) Usman has a short stride length. To improve his range of movement he works on his flexibility, a component of health-related exercise.

(ii) Name a fitness test that Usman could use to monitor improvement in this component of health-related exercise.

(1)

sit and reach Test



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Examiner Comments

This response gains both available marks. In (b)(i) the student has identified flexibility correctly and in b(ii) that this can be tested using the sit and reach test.

Question 18 (c)

This question asked students to explain how one of the principles of SMART could be used to help motivation to train. Three marks were available. In order fully to explain, students needed to identify one of the principles, state a fact about this principle, and then link this to motivation, ie give a reason why this was motivating someone to continue to train.

The full range of marks was accessed by students. SMART was well known, with the majority of students achieving at least one mark for correct identification of one of the principles of SMART. All aspects of SMART were offered, although 'Time-bound' and 'Measurable' were most popular. Often, those candidates that opted for these principles gave full explanations regarding how these may increase motivation. For example, for Time-bound, by having a deadline that motivated a person to complete rather than put off training, or for Measurable, by seeing progress which would motivate them to continue because they were getting nearer to their goal.

Incorrect responses included components of skill-related fitness (agility, power) and cardiovascular fitness or the principles of training. In particular, there was confusion over specificity and specific. Where Achievable was used as the principle often the explanation was impeded because students tended to repeat (rather than explain) that an achievable target was achievable therefore motivating. Some students listed more than one aspect of SMART. Where this occurred examiners looked for the aspect best explained and marked in relation to that principle.

If a student failed to identify a named principle of SMART correctly but it was clear from their response to which aspect they were referring, they could still gain some credit.

(c) Targets are often used to improve motivation.

Explain how **one** of the principles of SMART target setting could help Usman and Tony maintain their motivation to train.

(3)

If their targets are measurable then they can see whether they are improving and going towards their goal. This would therefore keep them motivated as they realise they are improving and it's working.



ResultsPlus Examiner Comments

This response gains the maximum 3 marks available. The student identifies 'measurable' as a principle of SMART.

They explain that this means that progress can be tracked, which in turn would keep the people motivated because they can see this progress and so would want to continue because they can see the training is working.



ResultsPlus Examiner Tip

Do not forget to link your answers to the question. The question asked how this would improve motivation so this must be included in your answer to obtain full marks.

(c) Targets are often used to improve motivation.

Explain how **one** of the principles of SMART target setting could help Usman and Tony maintain their motivation to train.

(3)

One principal of SMART target setting is time bound. By having a time bound target, they will have either a date or a length of time in which to complete their target. This will motivate them as they will want to ~~work~~ achieve their target within the time that they have, making them want and want to train.



ResultsPlus

Examiner Comments

This example also gains 3 marks.

Here, 'Time-bound' is identified as the SMART principle. There is an explanation that this means that there is a date by which the people have to complete their targets. This would be motivating because they will want to achieve the target within the time frame, making them want to work.

Question 19 (a) (i)

Q19 showed two different images of people participating in sport. Students were asked to explain how the people in the images applied two aspects of skill-related fitness within their respective sports.

Q19 (a)(i) was answered correctly by the large majority of students. Students could respond to this question by referencing the quick change of direction being made by the ball handler, or provide a description of this type of movement, eg sidestepping, dodging their opponent, or avoiding the tackle. Providing it was clear that there was a change of direction at speed or that the player needed to avoid the opposition, credit was given.

(a) (i) Using **Figure 2**, state how the rugby player with the ball is using agility in his sport.

(1)

he is turning at high speed to avoid the defending player.



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Examiner Comments

This response gained 1 mark for identifying the use of agility correctly - to 'turn at high speed to avoid the defending player'.

(a) (i) Using **Figure 2**, state how the rugby player with the ball is using agility in his sport.

(1)

To dodge the opposition



ResultsPlus
Examiner Comments

To 'dodge the opponent' is an appropriate alternative to 'quickly changing direction' due to the applied nature of the question, ie in this example the player would have needed to change direction quickly in order to dodge the oncoming defender.

Question 19 (a) (ii)

Although this part of the question tested the same type of knowledge as required for (a) (i) students found this question more challenging than Q19 (a)(i). The definition of balance appeared less well-known than that of agility. It is also possible that students are less familiar with applying this component of fitness to games play.

This question focussed on the player without the ball. Despite this, some students talked about the player taking the shot. A simple description of the body position of the player without the ball was insufficient for credit: this did not state how they were using balance. In order to gain credit there needed to be a statement about the player maintaining their position, not falling forward, or similar.

(ii) Using **Figure 3**, state how the netball player without the ball is using balance in her sport.

she's balancing on her toes in order to block the shot from the other woman (1)



ResultsPlus
Examiner Comments

In this example the student describes the image but does not tell us how balance is being used, therefore does not gain the mark for this question.

(ii) Using **Figure 3**, state how the netball player without the ball is using balance in her sport.

This netball player is balancing on her tip-toes to get as high as possible. She needs balance to maintain this position without losing balance and possibly falling (1)



ResultsPlus
Examiner Comments

Compare this response with that above. There is a very similar description, however, this student adds that 'She needs balance to maintain this position without losing balance and possibly falling.'

Given the context of this question this response states clearly how balance is being used and therefore gains the available mark.

Question 19 (b)

The complete range of marks was achieved for this question. Students were required to carry out several tasks before arriving at a suitable response. First of all, students needed to identify the components of skill-related fitness, discounting agility and balance (because they had been used in the previous part of the question). Then they had to think of a relevant game activity where this component would be important. Finally, they had to explain why it was important within that game.

Some students gave excellent responses, gaining full mark, others failed to gain credit because they selected components of health-related exercise (rather than skill-related fitness) to base their explanations on, eg strength, whilst others repeated the use of agility or balance. Despite the requirement in the question to apply the responses to games, some candidates used athletics (100 m sprint) or swimming, especially when speed and reaction time were the selected components of fitness.

Occasionally students would define the components of fitness, rather than apply their knowledge as required by the question and therefore failed to gain credit.

A variety of games was used and popular correct choices of components were speed and power, although all remaining components of skill-related fitness were used successfully to address this question.

The question required an explanation, therefore developed responses were sought to gain the available two marks for each explanation.

Successful students often used the format 'x' is important in 'sport y' because so that

(b) Explain the importance of **two** components of skill-related fitness other than agility and balance for any games player.

Name of component of skill-related fitness 1

Speed

Explanation

(2)

Games players need speed to either outrun the opponent or give them less time to react. For example hockey needs speed to run with the ball to the goal.

Name of component of skill-related fitness 2

~~Reaction time~~ Power

Explanation

(2)

Games players need power in ~~ex~~ different ^{parts} of their body to complete movement with force. For example a tennis player

needs to put power into their serve so the opponent has less time to react. (Total for Question 19 = 6 marks)



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Examiner Comments

In this example the student gains maximum marks.

The explanation of the importance of speed within hockey is credited with 2 marks: 'speed' is important in 'hockey' because they need to 'outrun the opponent' so that 'they can run with the ball towards the goal'.

The explanation of the importance of power within tennis is credited with 2 marks: 'power' is important in 'tennis' because 'using power in a serve gives the opponent less time to react'.

- (b) Explain the importance of **two** components of skill-related fitness other than agility and balance for any games player.

Speed
Strength
Coordination

Name of component of skill-related fitness 1

Speed Coordination

Explanation

A ^{free kick taker} ~~winger~~ in football needs ^{good foot-eye coordination} speed to be able to get past to score free kicks or play a long ball to a player on the opposite side of the pitch. (2)

Name of component of skill-related fitness 2

Speed

Explanation

A ~~winger~~ in football needs good speed to be able to get past a defender and produce a cross/opportunity to score. Without speed the winger would have no pace and would find it harder to get past the defence making it harder to create opportunities. (Total for Question 19 = 6 marks)



In this example the student achieves 3 marks.

The first example of co-ordination scores 1 mark for the example of how foot-eye co-ordination is used 'to play a long ball'.

Two separate examples are given, rather than a development of one, therefore the response gains 1 mark rather than 2. To gain the additional mark the student could have added that the pass will be more accurate if they have good co-ordination.

There is a good explanation of speed, however: 'to get past a defender' 'to produce a cross/opportunity to score'. Further explanation is given but all available marks are already achieved.

Name of component of skill-related fitness 1

Speed

Explanation

(2)

So a sprinter can cover a certain distance at a certain rate so speed is the rate at which an individual covers a certain distance.

Name of component of skill-related fitness 2

Reaction time

Explanation

(2)

The time between the presence of a stimulus and the movement of the body in reaction to the stimulus for example for a runner when the gun is shot (Total for Question 19 = 6 marks) to start that is the stimulus and when they start running that is the movement.



The question required application of knowledge to games, therefore responses that related to other types of activities did not gain credit.



Make sure you read the question carefully and apply your knowledge as directed by the question.

principles of training, asking how they could be used to improve fitness and also asking students to include examples to support their discussion. The extended answer question is marked using a levels-based mark scheme, rather than points-based, which differentiates these questions from the rest of the paper.

To progress through the levels students need to show evidence of the ability to write coherent discussion points that relate to the question. In this example, that would be in the form of linked points that showed progression of an argument that links the application of the principles of training to an increase in fitness. This means that a student could write a lot of facts about the principles of training, describing them in detail, but still remain at Level 1 due to a lack of linkage and application of their knowledge to the question context.

A Level 3 response (gaining 5 or 6 marks) would need to show developed discussion points about a number of different principles of training and how they can be used to improve an aspect of fitness, whilst a Level 1 response (1 or 2 marks) might simply describe the principles of training without applying them to demonstrate how they could increase aspects of fitness. For example, a Level 1 response might say that rest and recovery, which is making sure that a person does not train hard every day, was needed to give the body time to adapt to increased fitness, compared with a Level 3 response, which would extend this idea through inclusion of an appropriate example. For example, after a hard strength training session it is important to allow time to rest and recover so that the tiny micro-tears as a result of the training can repair and undergo hypertrophy so that strength gradually increases due to the increase in muscle size.

A Level 2 response would also include these types of developed discussion points but would not cover as many aspects as a Level 3 response. For example a Level 2 response may focus on two aspects of the FITT principle, rather than broadening the response to include a greater variety of principles. Although in most cases students knew what the principles of training were (possible over-reliance on FITT) and could describe them, responses failed to show how these principles caused adaptations to occur so the GCSE PE students became fitter from applying them.

Where students moved into Level 2 they were able to provide developed statements, linking the principles of training with their impact on improvement in specific areas of fitness. In some cases, students often made the point that increased fitness (often strength) came from the adaptations that occurred after appropriate rest and recovery or from progressive overload.

There were some very good answers that were concise and included several developed discussion points plus simple statements to enable the students to access the full six marks.

In some cases students had written almost two sides in their response but scored zero marks because they had misread the question. They discussed the components of fitness or SMART targets rather than the principles of training and therefore failed to address the question requirements.

Many students have difficulty with the discursive demands of these extended questions. As a result, the majority achieve 2 marks for good knowledge recall.

*20 Discuss, using examples, how the principles of training can improve the fitness of a group of GCSE PE students.

Candidates are not expected to use all the space provided.

Principles of training can improve fitness of a group of GCSE students because it gives the students a target to set themselves and to reach it. SMART target's would be a good way of improving fitness because you set your self a realistic goal and you try your hardest to reach it, this would help the physical ~~and~~ mental, and social benefits of exercise. The fitness of students would either increase if they had been working hard or decrease if they haven't been doing any exercise at all.



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Examiner Comments

Some students confuse SMART targets with the principles of training and therefore cannot access the marks available for this question.

Frequency: Finding a suitable frequency of training to improve fitness without injury or becoming overly fatigued.



ResultsPlus

Examiner Comments

This example represents a standard Level 1 response.

The candidate demonstrates knowledge of the principles of training but is unable to apply their knowledge to the context of the question.

There is an introduction where several principles are listed and then there is an attempt to describe each in turn. For example, progressive overload is identified and we are told what this means but no further discussion is presented regarding how this can be applied.

The candidate could have said 'therefore the students wishing to increase their cardiovascular fitness would need to increase the distance they covered once the initial distance became too easy, compared with those who wished to increase their strength who would lift a heavier weight.'



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Examiner Tip

Make sure you apply your knowledge to the context given in the question.

Also, it is required for the students to train specific to their sport for example a person training for boxing should use weight training as a training method because this would enable to improve his/her strength which could boost his/her performance and to also be fitt enough for that particular sport.



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Examiner Comments

This is an extract from a Level 3 response.

The candidate identifies the principle of specificity at the start of their response, and applies this within this extract.

They link the need for fitness gains to be linked to the relevant sport. In this example, a boxer would need to take part in weight-training to increase strength to improve their boxing performance.

*20 Discuss, using examples, how the principles of training can improve the fitness of a group of GCSE PE students.

Candidates are not expected to use all the space provided.

The principles of training are used to improve fitness levels. Rest and recovery is a vital part because it allows a performer to rest so that adaptations can take place to improve fitness, rest and recovery also allows time for your muscles to repair. Individual needs allow you to base a training program around your weaknesses. For example if in football you are easily pushed off the ball, you'd base your training around muscular strength so that you can stay on the ball longer. Progressive overload is gradually increasing the amount of work done to improve fitness levels. An example is that in circuit training each session you could change the amount of work done on each station, like changing the amount of time from 30 seconds to 33 seconds and maybe reducing the time for rest in between stations. Specificity is specific to your sport, in football you need to have high levels of cardiovascular fitness to cope with all the running therefore planning training around cardiovascular fitness would be advisable in order to play football at high levels. Reversibility means that if you stop training any adaptations will be lost. In

order to maintain these adaptations we did training on a weekly basis so that all improvements would be maintained. So overall by taking in account the principles of training you will be able to ~~improve~~ achieve your targets and improve your performance.



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Examiner Comments

This is an example of a Level 3 response.

There are clear discussion points demonstrating the candidate's ability to apply their knowledge of the principles of training to improve specific aspects of fitness.

Applying the principle of individual needs so that weaknesses can be focussed on, an example is given to illustrate this, linking to a specific aspect of fitness (strength). The concept of this is sound - to illustrate the point being made even if not technically accurate for the activity.

The principle of specificity is linked to the demands of football. The candidate discusses the need to work on cardiovascular fitness in order to cope with the physical requirements of the game and that therefore this should be the element of fitness that forms the focus of the training.

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 eg Q19 (b) applying responses to a games situation
- Identify key words in a question. Sometimes these are in bold to draw attention to them but this will not always be the case
- Make examples as clear as possible so the examiner can picture the example being given
- Pay attention to the command words used in the question and the mark allocation - *describe, explain, discuss*, will need more detailed responses and will be allocated more marks
- When answering the extended answer question (6 mark question) make sure points are linked to demonstrate the development of an argument.

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