

Mark Scheme

Sample Questions

GCSE Physical Education (5PE01/ 5PE03)  
Paper 01

## Extended writing Example 1 (Discussion)

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of <b>simple statements</b> that identify the impact on health. E.g. an active lifestyle can improve (mental) health by relieving stress. (No need to reference 'how' achieved).</p> <p>ii) Simple statements from a range of <b>identified</b> aspects of health. (I.e. named correct category of benefit)</p> <p>iii) One <b>developed</b> statement i.e. simple statement with explanation of 'how' benefit achieved. E.g. an active lifestyle can give (mental) benefits such as stress relief by taking your mind off of other problems.</p> <p>Candidate's writing is legible and communicates ideas using everyday language, but lacks clarity and organisation. There will be errors in candidates' spelling, grammar and punctuation.</p>
Level 2	3-4	<p>i) A number of <b>developed statements</b>,</p> <p>ii) Developed statements will provide a range of responses across <b>all</b> aspects of health.</p> <p>iii) Basic (but accurate) conclusion in line with previous points.</p> <p>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows direction. There will be few errors in candidates' spelling, grammar and punctuation.</p>
Level 3	5-6	<p>i) Developed statements <b>balanced</b> and <b>succinct</b>.</p> <p>ii) <b>Conclusion</b> provided based on points raised</p> <p>Candidate's writing communicates ideas effectively using appropriate terminology, material clearly organised. Spelling, punctuation and grammar are accurate throughout the response.</p>

**NB** Question is about health NOT fitness. A simple statement relating to increased fitness or training adaptation is not relevant to this question unless placed in context of impact on health.

Question Number	Indicative content
1	<p data-bbox="368 342 1410 412"><i>Physical activity as part of a healthy, active lifestyle can improve an individual's health.</i></p> <p data-bbox="368 454 1227 488"><i>Discuss how physical activity may improve an individual's health.</i></p> <p data-bbox="368 562 627 591"><b>Indicative content</b></p> <p data-bbox="368 629 576 658"><b>General points</b></p> <ol data-bbox="368 663 1422 797" style="list-style-type: none"> <li>1. Health comprises social; physical and mental aspects</li> <li>2. However, need to allow appropriate rest/recovery to ensure health is improved</li> <li>3. E.g. potential for injury to muscles/joints which impact in later life/equiv</li> </ol> <p data-bbox="368 835 552 864"><b>Social health</b></p> <ol data-bbox="368 869 1445 969" style="list-style-type: none"> <li>4. Participation in teams or within clubs gives opportunity for social mixing allowing development of social skills</li> <li>5. 'Credit' alternative relevant example provided links to social health benefit</li> </ol> <p data-bbox="368 1037 564 1066"><b>Mental health</b></p> <ol data-bbox="368 1070 1445 1305" style="list-style-type: none"> <li>6. Improved due to providing opportunity to 'feel good' e.g. due to increase in serotonin</li> <li>7. E.g. if good at physical activity can increase self esteem</li> <li>8. E.g. if overcoming difficult <u>physical challenge</u> can bring satisfaction/feel good</li> <li>9. 'Credit' alternative relevant example provided links to mental health benefit</li> </ol> <p data-bbox="368 1344 584 1373"><b>Physical health</b></p> <ol data-bbox="368 1377 1445 1682" style="list-style-type: none"> <li>10. Training adaptations (as a result of regular exercise) can result in increased physical health, E.g. increased bone density as a result of exercise can reduce the chance of osteoporosis</li> <li>11. E.g. reduction in resting blood pressure reducing chance of strokes/heart attacks</li> <li>12. E.g. if <u>overweight</u> can lead to weight loss which can reduce risk of heart attack</li> <li>13. 'Credit' alternative relevant example provided links training effect to physical health benefit</li> </ol>

## Extended writing Example 2 (Evaluation)

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p>i) Identify a <b>number</b> of simple <b>pros or cons</b> relating to circuit training (CT). E.g. good for the netball team as they can practice their skills. E.g. can be used to improve fitness as well as skill</p> <p>ii) One <b>developed</b> simple statement E.g. good for the netball team as they can set up a variety of stations to practice their skills, <b>for example</b> shooting.</p> <p>iii) Basic (but accurate) conclusion <b>IF</b> discussion of other methods of training.</p> <p>Candidate's writing is legible and communicates ideas using everyday language, but lacks clarity and organisation. There will be errors in candidates' spelling, grammar and punctuation.</p>
Level 2	3-4	<p>i) <b>Developed statements</b> identifying pros <b>and</b> cons of circuit training but there may be more pros than cons</p> <p>ii) <b>Direct comparison</b> of <b>merits</b> of CT vs other <b>stated</b> methods of training</p> <p>iii) Accurate conclusion based on comparison of merit of CT vs other method(s).</p> <p>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows direction. There will be few errors in candidates' spelling, grammar and punctuation.</p>
Level 3	5-6	<p>i) Developed statements <b>balanced and</b> succinct.</p> <p>ii) <b>Justified</b> conclusion based on points raised</p> <p>Candidate's writing communicates ideas effectively using appropriate terminology, material clearly organised. Spelling, punctuation and grammar are accurate throughout the response.</p>

**NB Do not credit descriptions of other training methods unless specific comparisons being made to merits/disadvantages of CT**

Question Number	Indicative content
2	<p data-bbox="365 333 1369 405"><i>Miss Saunders is coaching the school netball team and has designed a circuit training programme for the team to follow.</i></p> <p data-bbox="365 445 1437 517"><i>Evaluate whether circuit training would be the most appropriate choice of training method for the netball team.</i></p> <p data-bbox="371 591 627 622"><b>Indicative content</b></p> <p data-bbox="371 658 831 689"><b>Positives (why most appropriate)</b></p> <ol data-bbox="371 692 1433 931" style="list-style-type: none"> <li data-bbox="371 692 1219 723">1. Use of different stations provides a flexible training method</li> <li data-bbox="371 725 1007 757">2. E.g. players can work on fitness and/or skill</li> <li data-bbox="371 759 1433 826">3. E.g. players can work at different intensities within same circuit by altering number of repetitions/equiv</li> <li data-bbox="371 828 1433 893">4. E.g. netball players may need to work on agility to improve ability to dodge so 'tailor' station to reflect this</li> <li data-bbox="371 896 847 927">5. Accept other relevant examples</li> </ol> <p data-bbox="371 999 871 1030"><b>Discussion of other possible choices</b></p> <ol data-bbox="371 1032 1445 1236" style="list-style-type: none"> <li data-bbox="371 1032 1437 1099">6. Games players would benefit from Fartlek training as this can be adapted to match the changing pace of the game/equiv</li> <li data-bbox="371 1102 1437 1133">7. Cross training could be used to combine circuit training with Fartlek training</li> <li data-bbox="371 1135 1445 1202">8. Although skills can be included in the circuit not all players require the same skills e.g. shooting/equiv</li> <li data-bbox="371 1205 1307 1236">9. Accept other relevant examples relating to other training methods</li> </ol> <ol data-bbox="371 1270 983 1337" style="list-style-type: none"> <li data-bbox="371 1270 644 1301">10. Conclusion given</li> <li data-bbox="371 1303 983 1335">11. Relevant justification for conclusion given</li> </ol>

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