

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Physical Education: Short Course
Unit 1: The Theory of Physical Education

Sample Assessment Material
Time: 1 hour

Paper Reference
5PE03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- There are 16 pages in this question paper. Any blank pages are indicated.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer ALL the questions.

For questions 1–16, choose an answer A, B, C or D and put a cross in the box ☒. Mark only one answer for each question. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Physical activity can improve your mental health by helping you 'feel good'.

Which **one** of the following causes this 'feel good' factor?

- A** The perceived status of the activity
- B** An increase in serotonin
- C** An increase in heart rate
- D** An increase in micronutrients

(Total for Question 1 = 1 mark)

2 Exercise is:

- A** a form of physical activity to maintain or improve health and/or physical fitness
- B** training regularly
- C** a state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity
- D** the ability to meet the demands of the environment.

(Total for Question 2 = 1 mark)

3 The FITT principle of training is made up of four parts.

Which **one** of the following statements covers **all** four parts of the FITT principle?

- A** How hard and often you work, making sure you do not do too much, whilst avoiding boredom
- B** How long, hard and often you work, whilst avoiding boredom
- C** How hard and often you work, making sure that your training fits the requirements of the activity, making sure you do not do too much
- D** How long, hard and often you work, making sure that your training fits the requirements of the activity

(Total for Question 3 = 1 mark)



4 If the correct target zone for an endurance athlete is between 120 and 160 bpm, how old is the athlete?

- A 15
- B 20
- C 25
- D 40

(Total for Question 4 = 1 mark)

5 Planning what and when you eat is an important part of leading a healthy, active lifestyle.

Which **one** of the following would be the **most** appropriate amount of time to leave before exercising after a large meal?

- A No need to wait as the food will provide essential energy
- B Five minutes
- C Half an hour
- D Two hours

(Total for Question 5 = 1 mark)

6 Participation in physical activity can improve all aspects of health.

Which **one** of the following lists of possible benefits would provide a physical, social **and** mental benefit of exercise?

- A Physical challenge; playing with friends; making new friends
- B Stress relief; aesthetic appreciation; increased fitness
- C Reduced cholesterol; reduction in blood pressure; making new friends
- D Increase in cardiovascular fitness; physical challenge; increased self-esteem

(Total for Question 6 = 1 mark)



Question 7 relates to **Figure 1** below which shows people taking part in a physical activity.



(Source: Action Plus)

School hockey players

Figure 1

7 Which reason **best** describes why school hockey players, who play to improve their skill, take part in physical activity?

- A Mental
- B Physical
- C Social
- D Aesthetic

(Total for Question 7 = 1 mark)



8 **Figure 2** shows the sports participation triangle.

Which stage represents the performance stage?

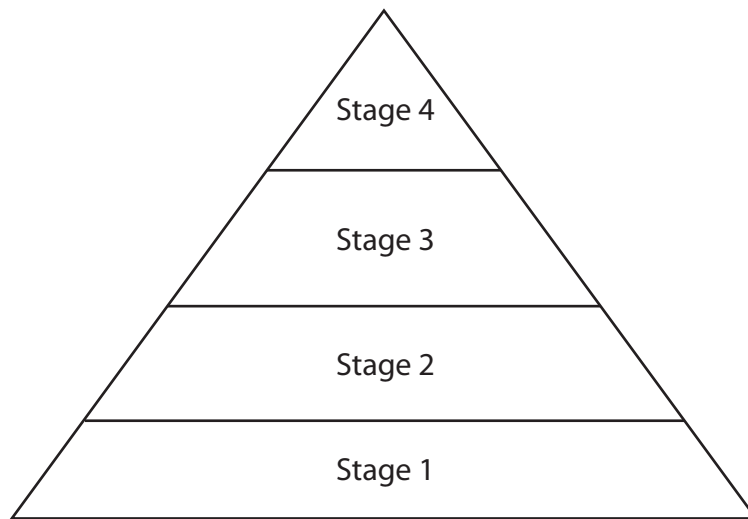


Figure 2

- A Stage 1
- B Stage 2
- C Stage 3
- D Stage 4

(Total for Question 8 = 1 mark)

9 What would be the **most** likely method of training for a 100 m sprinter to use, on the track, to improve his or her performance?

- A Cross
- B Weight
- C Continuous
- D Interval

(Total for Question 9 = 1 mark)



10 Which method of training would a tri-athlete use to help develop the variety of fitness components necessary for this sporting activity?

- A** Cross
- B** Weight
- C** Continuous
- D** Interval

(Total for Question 10 = 1 mark)

11 Before starting a Personal Exercise Programme, which **one** of the following would you use to assess your suitability for the programme?

- A** PAS-Q
- B** PAR-Q
- C** Physical activity
- D** PAT-Q

(Total for Question 11 = 1 mark)

12 Which **one** of the following participants is **least likely** to use agility in their performance?

- A** High jumper
- B** Football goalkeeper
- C** 100 metre sprinter
- D** Tennis player

(Total for Question 12 = 1 mark)

13 Which **one** of the following statements accurately describes reaction time?

- A** The time taken to respond to a stimulus. It is a component of skill-related fitness
- B** The time between a stimulus and deciding how to respond
- C** It is a component of health-related exercise, the lower your reaction time the better
- D** If you improve your reaction time it increases

(Total for Question 13 = 1 mark)



14 Which group of nutrients can **all** be used to provide energy for physical activity?

- A** Fat, protein, carbohydrate
- B** Fat, carbohydrate, minerals
- C** Protein, carbohydrate, vitamins
- D** Carbohydrate, fat, fibre

(Total for Question 14 = 1 mark)

15 Which statement is correct in relation to a warm-up or cool-down?

- A** The first stage of the warm-up is used to raise heart rate
- B** The most suitable activity for raising heart rate is stretching
- C** A cool-down increases the amount of lactic acid in the blood
- D** An increase in lactic acid reduces the chance of muscle soreness

(Total for Question 15 = 1 mark)

16 Why is water provided for charity marathon runners during a race?

- A** To contribute to their general wellbeing
- B** Because they are running for charity
- C** To stop their throat from getting dry
- D** To prevent dehydration

(Total for Question 16 = 1 mark)



17 Apart from the 'feel good' factor, describe **two** ways in which regular participation in physical activity can improve **mental** health.

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(Total for Question 17 = 4 marks)

18 Laura enjoyed participating in Physical Education lessons at school. She has now left school and is interested in becoming a coach.

A successful coach must be a good motivator.

Explain why this quality is needed to be a successful coach.

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(Total for Question 18 = 2 marks)



Question 19 relates to components of health-related exercise and skill-related fitness, which are used in physical activity to contribute to a balanced, healthy lifestyle.

19 (a) Select a component of **health-related exercise** to complete the following statement. (1)

..... is the percentage of body weight which is fat, muscle and bone.

(b) Select a component of **skill-related fitness** to complete the following statement. (1)

Squash players need to move the racket to the right place to strike the ball.

(Total for Question 19 = 2 marks)

20 The wheelchair fencers in **Figure 3** require good flexibility at the shoulder to be successful in their sport.



Figure 3

Explain how you would apply **one** of the principles of training to improve their flexibility at the shoulder.

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(Total for Question 20 = 2 marks)



21 Principles of training can be applied when planning a balanced, healthy lifestyle.

When would a performer experience the principle of **reversibility**?

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.....

(Total for Question 21 = 1 mark)

22 Teachers will set targets with you to help you improve in all aspects of physical education. They will use the SMART principle to help you set effective targets.

(a) Why do targets need to be **measurable**?

(1)

.....
.....

(b) Give an example of a **measurable** target that a sprinter may set.

(1)

.....
.....

(Total for Question 22 = 2 marks)



23 George is a 16-year-old GCSE PE student. As part of his Personal Exercise Programme (PEP) George measures his heart rate to check on his fitness levels.

The graph in **Figure 4** shows George's heart rate at three points during two training sessions.

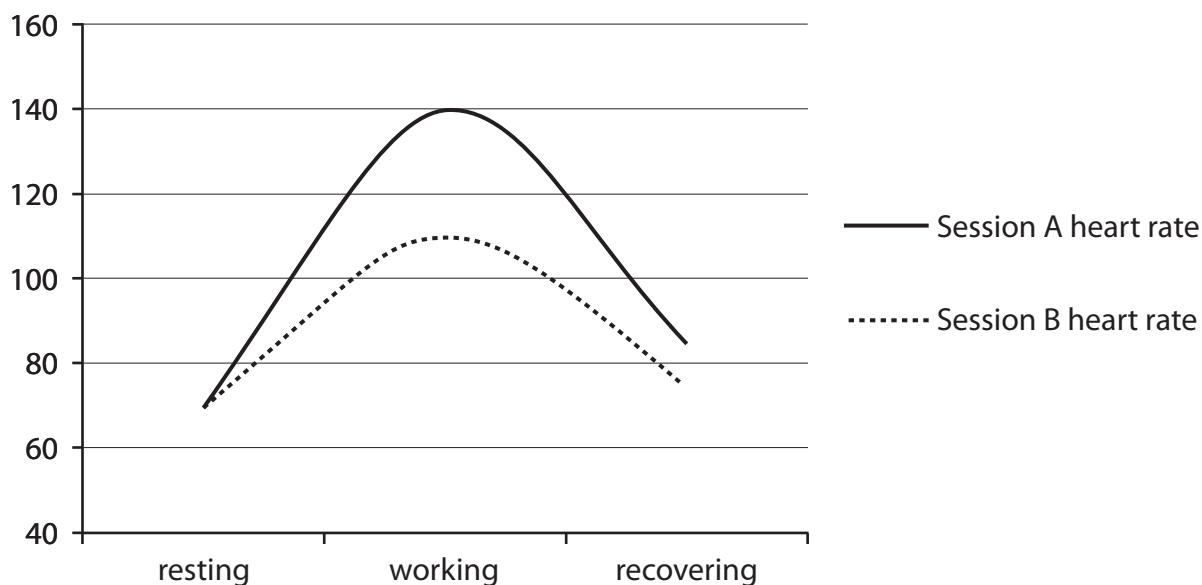


Figure 4

Using the information in the graph, compare the impact of both training sessions on George's future fitness.

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(Total for Question 23 = 3 marks)



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***25 Figure 5** shows **three** different types of participant engaging in exercise and physical activity.



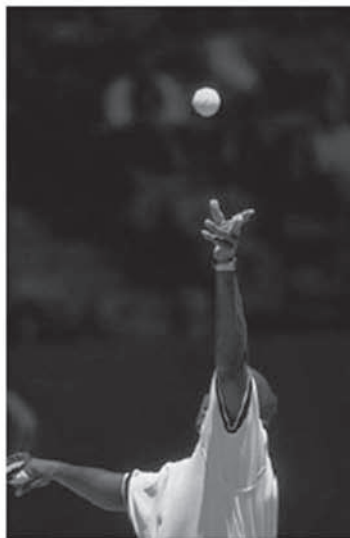
(Source: Abraham Menashe/Alamy)

Javelin thrower



(Source: L. Scott)

Long distance runner



(Source: Clipart.com)

Tennis player serving

Figure 5



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Mark Scheme

Sample Assessment Material

GCSE Physical Education (5PE03/01)
Unit 1: The Theory of Physical
Education

Edexcel and BTEC Qualifications

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Sample Assessment Material

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Question Number	Answer	Mark
1	B	(1)

Question Number	Answer	Mark
2	A	(1)

Question Number	Answer	Mark
3	D	(1)

Question Number	Answer	Mark
4	B	(1)

Question Number	Answer	Mark
5	D	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	B	(1)

Question Number	Answer	Mark
8	C	(1)

Question Number	Answer	Mark
9	D	(1)

Question Number	Answer	Mark
10	A	(1)

Question Number	Answer	Mark
11	B	(1)

Question Number	Answer	Mark
12	C	(1)

Question Number	Answer	Mark
13	B	(1)

Question Number	Answer	Mark
14	A	(1)

Question Number	Answer	Mark
15	A	(1)

Question Number	Answer	Mark
16	D	(1)

Question Number	Answer	Mark
17	<ol style="list-style-type: none"> 1. performers can gain stress relief (1) by focusing on the activity rather than on their problems (1) 2. they can gain increased self esteem (1) if they are good at a sport and receive status from others as a result (1) 3. They can have fun if they enjoy (1) physical activity because they are doing something they like (1) <p style="text-align: right;">(2 X 2)</p>	(4)

Question Number	Answer	Mark
18	<p>Coaches will need to make people do things they don't necessarily want to do (1) therefore they need to be able to motivate them to encourage them to do what the coach wants, (1) for example, to continue to train even though they just lost/feel like they can never win. equiv</p> <p style="text-align: right;">(1 X 2)</p>	(2)

Question Number	Answer	Mark
19(a)	Body composition	(1)
19(b)	Coordination	(1)
		2

Question Number	Answer	Mark
20	<p>Any one application plus explanation.</p> <ol style="list-style-type: none"> 1. specificity (1)- make sure the exercises <u>focus</u> (1) on flexibility of the shoulder 2. individual needs/differences (1)- establish a base line for the individual's flexibility and set targets around that (1) 3. rest and recovery (1)- make sure the ratio of work to rest was appropriate for progress without causing or leading to injury of the shoulder (1) <p>If FITT principle selected needs full explanation of frequency; intensity; time and type - making sure train often enough (but not too often) progressively overloading through increasing the intensity or time and ensuring matches needs of fencers</p>	(2)

Question Number	Answer	Mark
21	If they were injured, ill or de-motivated and stopped training/ equivalent.	(1)

Question Number	Answer	Mark
22(a)	So it is possible to see whether progress has been made	(1)
22(b)	To reduce times by 1/100 of a second/equivalent (answers must include a measurement) Notes Accept any similar realistic answer	(1)
		2

Question Number	Answer	Mark
23	<ol style="list-style-type: none"> 1. Session A has a HR which is within the target zone for George's age range and should help to increase his fitness. 2. Although session B HR reaches 110 bpm this will not be within his target zone. If this is the intensity George normally works at he is unlikely to increase fitness 3. Session A is better exercise than session B for future fitness. <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
24(a)	1. Accept specific comment eg eat too much become overweight which places strain on vital organs equiv 2. Eg Don't eat enough become anorexic/equiv (1 × 1)	(1)
24(b)	1. accept reference to carbohydrates/fats for energy for activity 2. accept reference to balanced diet to provide all nutrients in correct proportions so physically able to perform (1 × 1)	(1)

2

Question Number	Indicative content	
25 QWC (i-iii)	<p><u>Importance of power to participants:</u></p> <ul style="list-style-type: none"> Tennis player - uses power in serve/ground strokes/equiv <ul style="list-style-type: none"> - use of power to give opponent less time on ball - doesn't use power continuously (need to recover, use of 'touch' shots) Javelin thrower - use of power to throw javelin as far as possible <ul style="list-style-type: none"> - maximum power needed for maximum force - most important component of fitness/has biggest outcome on event Long distance runners - does need power for final sprint for line <ul style="list-style-type: none"> - needs power to get away from other runners at start or end of race - power not most important component of fitness (will also need cardiovascular and muscular endurance) <p><u>Power in relation to other shown participants:</u></p> <ul style="list-style-type: none"> All use power, the ability to carry out strength performances quickly But varying levels of importance to their performance Rank order - javelin thrower/tennis/long distance runners 	
Level	Mark	Descriptor
0	0	No rewardable material.
1	1-2	<p>A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Only one aspect considered. Points made will be superficial/generic and not applied/directly linked to the situation in the question.</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>
2	3-4	<p>Some points identified, or a few key points described. Consideration of more than one aspect but there will be more emphasis on one of them. The answer is unbalanced. Most points made will be relevant to the situation in the question, but the link will not always be clear.</p> <p>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>

3	5-6	<p>Range of points described, or a few key points explained in depth. All sides of the case are considered and the answer is well-balanced, giving weight to all aspects. The majority of points made will be relevant and there will be a clear link to the situation in the question.</p> <p>Candidates' writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</p>
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