

Mark Scheme (Results)

Summer 2016

GCSE Physical Education (5PE03/01)

Unit 1: The Theory of Physical Education

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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.
- For questions worth more than one mark, the answer column shows how partial credit can be allocated. This has been done by the inclusion of part marks eg (1).
- 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.



Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- Write legibly, with accurate spelling, grammar and punctuation in order to make the meaning clear
- Select and use a form and style of writing appropriate to purpose and to complex subject matter

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Section A: Computer Marked

Question Number	Answer	Mark
1 TG	A Physical activity can be fun	1
Question Number	Answer	Mark
2 TG	D Mental	1
Question Number	Answer	Mark
3 TC	B Reduced resting heart rate	1
Question Number	Answer	Mark
4 TG	A Image	1
Question Number	Answer	Mark
5 TG	C Socio-economic	1
Question Number	Answer	Mark
6 TD	C Participation	1
Question Number	Answer	Mark
7 TD	B Strength	1
Question Number	Answer	Mark
8 TF	B Good	1
Question Number	Answer	Mark
9 T	B Standing stork test	1
Question Number	Answer	Mark
10 T	C Three ball juggle	1

Question Number	Answer	Mark
11 T	A Sit and reach test	1
Question Number	Answer	Mark
12 TF	A Specificity	1
Question Number	Answer	Mark
13 T	D Continuous training	1
Question Number	Answer	Mark
14 T	B Sprinting in and out of cones	1
Question Number	Answer	Mark
15 T	D Shuttle runs	1
Question Number	Answer	Mark
16 T	B A games player slowly jogging back into position	1

Section B:

Question 17	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>A linked justification that includes one of the following reasons why Aron would be a good basketball coach:</p> <ul style="list-style-type: none"> • Will have a good knowledge of the <u>rules</u> of the game, (1) therefore can pass these on to his performers <u>so</u> they play fairly/know how to play the game (1) • Will have a good knowledge of the <u>tactics</u> (1) <u>therefore</u> can use these increase chance of success of team (1) • Will be skilful (1) <u>therefore</u> will give good demonstrations/be able to show correct technique/pass skills on to others (1) • Will have good communication skills (through team work) (1) <u>therefore</u> will be able to explain clearly to players (1) • Will know the types of drills/practices needed (1) <u>therefore</u> can use these to make sure his performers develop appropriate skills (1) • Will understand physiological/psychological demands of playing at elite level (1) <u>so</u> can prepare his team 	<p><i>Played a lot of games;</i></p> <p><i>Knows what he is doing</i></p> <p><i>Knowledge/ experience of the sport</i></p> <p><i>External contacts</i></p> <p><i>Motivational/ role model</i></p> <p><i>Knows what it feels like</i></p>	<p>Accept any other appropriate justification response that <u>links</u> qualities of being a performer to a coach.</p> <p>I.e. one mark for quality of an elite level performer relevant to coaching (1) and one further mark for justification of why this would support coaching role (1)</p> <p>Can gain second marking point without first, provided not linked to incorrect point. I.e. if first marking point is absent/too vague.</p> <p>Cannot credit across bullet points.</p>	<p>1x2</p>	<p>(2)</p>

		so they can cope mentally/physically (1)				
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Question 18	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>Any one representation of the remaining common purpose:</p> <ul style="list-style-type: none"> • Development of talented performer • Progress talented individuals to elite • Increase talent • Provide opportunities to excel • Talent ID • Increase number at elite level • More medals/<u>international</u> success 	<p><i>Increase participation</i></p> <p><i>Retain people in sport</i></p> <p><i>Improve performance</i></p> <p><i>Increase success</i></p>	<p>Accept reference to talent ID, performance pathways if in context of increasing a talented person's chance of becoming elite.</p>	<p>1x1</p>	<p>(1)</p>

Question 19	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>A linked description of use of RT by a 800m runner:</p> <ul style="list-style-type: none"> • If someone overtakes/opponent speeds up (1) they need to respond quickly by running faster (1) • If something unexpected happens/something went wrong/competitor <u>falls</u> in front of the 800m runner (1) so they can take evasive action (1) • If the runner trips (1) they need to quickly correct their movement so they do not fall/can get up quickly (1) 	<p><i>Responses linked to the start of the race as in question.</i></p> <p><i>Responses linked to pre-planned race tactics, e.g. dip for line, increased speed at bell</i></p>	<p><i>Description should include a clear stimulus (1) and relevant response (1)</i></p>	<p>1x2</p>	<p>(2)</p>

Question 20	Answer	Do not accept	Additional Guidance	Marks	Total
(a)	Individual needs Or Individual differences Or Individual needs/differences Or Individual differences/needs	<i>Individuality</i> <i>Individual</i> <i>Specificity</i>		1x1	(1)
(b)	Rest and recovery		<i>Must have both parts, i.e. reference to recovery as well as rest.</i>	1x1	(1)

Question 21	Answer	Do not accept	Additional Guidance	Marks	Total
(a)	Achievable Accept phonetic spelling	<i>Achievement</i> <i>Achieves</i> <i>Accessible</i>		1x1	(1)
(b)	Time-bound Time-phased	<i>Time-line</i> <i>Time frame</i> <i>Time</i> <i>Time based</i>		1x1	(1)
(c)	Any one of the following: (S, A, R) - Gives an aim/focus/something to work towards/provides a <u>clear</u> target; (M, A, R) - Motivates/increases confidence if progressing/helps you to maintain training/more determined;	<i>Goal</i> <i>Responses related to general improvement in performance, as this would be down to training programme</i>		1x1	(1)

	(M) - Allows a check on progress/see improvement/ aids amendment to training/planning.	<i>Feel good</i>			
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Question 22	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>A linked description that makes reference to the following means of using interval training for a 10,000m runner and a 100m sprinter to a max 4 marks:</p> <ul style="list-style-type: none"> 10,000m runner would use <u>repeated</u> (or equivalent) sets of long work intervals (1) at low/aerobic/moderate/race pace (1) 100m sprinter would use <u>repeated</u> (or equivalent) short work intervals, (1) at high intensity/sprint/fast bursts/anaerobically (1). 	<p><i>'Run'</i></p> <p><i>'With breaks' - not equivalent to repeated</i></p> <p><i>Description of Fartlek</i></p> <p><i>Longer/lower unless qualified</i></p> <p><i>Shorter/higher unless qualified</i></p>	<p>1 mark for length of work period that is <u>repeated</u> and 1 mark for level of intensity of work period.</p> <p>Only credit second marking point if relevant understanding of interval training is demonstrated</p> <p>10,000m - Credit specific examples of sets/reps that clearly show repeated duration and intensity e.g. 5 X 1k at race pace, jog/walk 800m then repeat NB credit responses describing elite athletes working at high intensity/anaerobic OR responses describing fun runners working at low/moderate pace</p> <p>100m - Credit specific examples of sets/reps that</p>	2x2	(4)

				clearly show repeated duration and intensity e.g. sprint 100m, walk back, sprint 100m, walk back, repeat.		
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Question 23	Answer	Do not accept	Additional Guidance	Marks	Total
	<p>A linked explanation that includes two of the following explained reasons for carrying out a warm up:</p> <ul style="list-style-type: none"> To practice the skills used in the game (1) therefore ready to execute these skills in the match/increased accuracy of skill performance (1) To increase flexibility/mobility/ give a better range of movement/<u>increase muscle temperature</u> (1) so can execute effective/correct techniques/skills (1) Reduce possibility of cramp (1) so do not need to temporarily stop playing (1) To <u>increase</u> pulse rate/<u>raise</u> pulse/<u>increase heart rate</u>/ <u>increase</u> blood flow/<u>increase</u> oxygen delivery (1) so ready to work at <u>high</u> intensity/<u>muscles</u> can work <u>hard</u> /ready for <u>higher</u> level of exercise (1) To reduce anxiety/increase confidence/concentration/focus/mentally prepare (1) so standard of play 	<p><i>Warm up muscles</i> <i>Stretch</i></p> <p><i>Loosen joints</i></p> <p><i>Less likely to get injured</i></p> <p><i>Gets blood flowing/pumping</i></p> <p><i>Lactic acid</i></p> <p><i>Motivation</i></p> <p><i>To win</i></p>	<p>One mark for reason (first marking point), second mark for appropriate <u>link to benefit for performance/play</u> (second marking point)</p> <p>Maximum two marks for 'reasons'.</p> <p>Can gain second marking point without first PROVIDED there is an attempt to link to first marking point. I.e. no credit for simply saying 'to perform technique correctly'. However, could gain credit for 'to stretch (0) so can perform technique correctly' (1). OR 'to get blood flowing' (0), so ready to play at high intensity (1).</p>	2x2	(4)

		is not affected at start of game/ they can think about tactics/ game play (1)				
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Question	Answer
24	Discuss why elite sports performers will make sure they eat a balanced diet.

Indicative content: This is indicative content only; candidates should be credited for all relevant accurate statements related to the question.

A –Simple statements linking a list of items making up balanced diet or what a balanced diet means e.g.

- Minimum of two elements of balanced diet from: Fats, carbohydrates, proteins, vitamins, minerals, fibre and water, **or** macronutrients, micronutrients, fibre and water
- The right mix/ratio/proportions/amounts of the required nutrients in a diet
- Require a balanced diet to maintain correct/healthy body weight

B –Simple statements linking food group with function e.g.

- Carbohydrates/fats for energy ('carbs' does not demonstrate required technical language)
- Protein for growth/repair
- Vitamins/Minerals to reduce deficiency diseases/maintain health (accept specific examples as simple statements, e.g. calcium/vitamin D for bone density/strength, vitamin C helps heal wounds)
- Water for hydration
- Fibre to aid the digestive system

C – Developed statements linking simple statement re diet to performance e.g.

- Carbohydrates/fats for energy (S) so they can continue to work throughout the activity/**not get fatigued** (S+) so quality of play is not affected (D)
- Fats for long term energy use (S) so they can continue to provide energy to work aerobically (S+) throughout the activity (D)
- Protein for repair (S) of muscle tears after training (S+) so they can continue with training programme (DS)
- Protein for growth (S) so that adaptations can take place (S+) increasing the strength of the muscle (D)
- Water to remain hydrated (S) preventing dehydration (S+) otherwise exercise becomes more difficult due to elevated heart rate/unable to regulate body temperature (D)
- Calcium for increased bone density (S) making the bone stronger (S+) reducing risk of breaks in contact sports (DS)

Accept other accurate statements demonstrating ability to apply knowledge of aspects of balanced diet to importance when playing sport.

D – Developed discussion points re why a balanced diet is important e.g.

Elite play is physically demanding (S) therefore need to make sure they eat the right foods, in the correct quantities (S+) to allow them to meet the demands of the sport (D)

During match play muscles could be damaged (S) therefore it is essential they eat protein to repair the damage (S+) so they can play the next game/train (D)

A balanced diet is the correct mix of carbohydrates, fats, proteins, vitamins, minerals, water and fibre, (S) if the ratio was incorrect the body could not function at its optimum level (S+) e.g. too much fat would mean additional 'dead weight' to carry slowing the player down /increasing energy usage so they tire more quickly (D).

Nutritional requirements for activity may mean that the performer needs a different ratio of nutrients (S), for example, increased a power athlete may need increased protein intake

(S+) compared to an endurance athlete (D).

Accept other accurate statements that discuss why a balanced diet is important in sport.

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p>(i) A number of simple statements that link the items required to make a balanced diet/describe a balanced diet. (Indicative content area A)</p> <p>(ii) A number of simple statements that link food groups to function. (Indicative content area B)</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 range of requirements. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss why an elite sports performer will make sure they eat a balanced diet.</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 that progress to explain the link between the function of the food group and performance in the activity. (Indicative content area C)</p> <p>(ii) Developed statements, i.e. simple statements that progress to explain the link between a balanced diet and an aspect of performance. (Indicative content area D)</p> <p>(iii) May contain a 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 the requirements of a balanced diet for an elite sports performer. Candidates will have some success in addressing the requirement of the question to discuss why an elite sports performer will make sure they eat a balanced diet.</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>
Level 3	5-6	<p>(i) Developed statements (using relevant examples) balanced and succinct. (Indicative content areas C and D)</p> <p>(ii) Probably provides a conclusion 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.</p> <p>Sound knowledge and understanding of the requirements of a balanced</p>

		<p>diet and why it is important for specific sport performance. The discussion will be supported by accurate factual material that is relevant to the question. Both function of food groups and relevance to sporting performance will be evident with appropriate conclusions reached.</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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