

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE Physical Education (5PE03/01)

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Question Number	Answer	Mark
1	B The ability to meet the demands of the environment	(1)
2	B A tennis player serving an 'Ace' so their opponent can not return the ball	(1)
3	A Gradually making the body work harder to increase fitness	(1)
4	A physical	(1)
5	D physical, mental and social	(1)
6	C social	(1)
7	B mental	(1)
8	B This is a false statement because people may still want to improve their fitness, their health or meet others	(1)
9	C Muscular strength	(1)
10	A Muscular endurance	(1)
11	D None of the components identified in A, B or C	(1)
12	D None of the components identified in A, B or C	(1)
13	B Power	(1)
14	A Agility	(1)
15	D 60% to 80% of the swimmer's maximum heart rate (220 - age)	(1)
16	B The marathon is an aerobic activity. Carbohydrates will be used to provide most of the performer's energy throughout the race	(1)
17	C Jogging, stretching, drills associated with main activity	(1)
18	C Reduces likelihood of injury	(1)
19	D	(1)
20	C Line C as remains constant	(1)
21	B Both statements are true	(1)
22	D Both statements are false	(1)
23	A Statement 1 is true, statement 2 is false	(1)
24	A Statement 1 is true, statement 2 is false	(1)

Question Number	Answer	Mark
25	<p>1. reduce calorie intake/reduce amount eaten/eat fewer fats/equiv</p> <p>2. as they will be expending less energy/not burning as many calories /do not want to gain weight/not doing as much activity/equiv</p> <p>(2 x 1)</p>	(2)
26(a)	Performance	(1)
26(b)	Excellence/elite	(1)
27(a)	<p>1. Different exercises/stations/ separate activities/ range of stations</p> <p>2. Flexible method/work everything or can be tailored to specific muscles/skills/activities.</p> <p>3. set time/number of reps/equiv</p> <p>4. move from station to station/equiv</p> <p>5. allowing time for muscle recovery/work for period then rest/alternating muscle groups worked.</p> <p>6. Credit responses relating to advantages i.e. large numbers in a small space/no specialist equipment required/low cost</p> <p>(3 x 1)</p>	(3)
27(b)	<p>Hope/sprinter more intense/anaerobic stations/equiv</p> <p>Accept reverse re Jade/long distance runner/differences in recovery time/reps</p> <p>NB - allow description but must be clear whether long distant runner or sprinter.</p> <p>NB - Does not need to state for both performers</p> <p>DO NOT ACCEPT - Hope does sprints or Jade does long distance.</p>	(1)
27(c)	<p>Jade/long distance - Continuous/Fartlek</p> <p>Hope/sprinter - Interval/Weight/Resistance</p> <p>(2 x 1)</p>	(2)

Question Number	Indicative content
28	<p><b>PE School Sport Club Links (PESSCL)</b></p> <p>Description:</p> <ol style="list-style-type: none"> <li>1. Support <u>target/equiv</u> set for <u>minimum involvement/equiv</u> in physical activity</li> <li>2. Sets up links between schools and clubs</li> <li>3. <u>Clubs</u> may run taster days/equiv</li> <li>4. Clubs set up teams</li> <li>5. Clubs may send coaches into schools</li> </ol> <p>Explanation:</p> <ol style="list-style-type: none"> <li>6. Schools help children become involved through PE lessons</li> <li>7. And through lunch time clubs/practices/extra curricular</li> <li>8. Clubs provide place to continue to play (once left school)</li> </ol> <p><b>PE &amp; Sport Strategy For Young People (PESSYP)</b></p> <p>Description:</p> <ol style="list-style-type: none"> <li>1. Replaced PESSCL</li> <li>2. to include young people 5-19 year olds (not just school children)</li> <li>3. 5 hour offer by 2011</li> <li>4. 2 hour minimum PE in curriculum (for 5 - 16 year olds)</li> <li>5. 3 hour minimum of sport beyond school day</li> <li>6. Extra-curricular delivered by community (e.g. youth clubs)</li> <li>7. Sets up links between schools and clubs</li> <li>8. <u>Clubs</u> may run taster days/equiv</li> <li>9. Clubs set up teams</li> <li>10. Clubs may send coaches into schools</li> </ol> <p>Explanation:</p> <ol style="list-style-type: none"> <li>11. Schools help children become involved through PE lessons</li> <li>12. And through lunch time clubs/practices/extra curricular</li> <li>13. Clubs provide place to continue to play once left school</li> <li>14. Clubs allow additional participation whilst still at school</li> </ol> <p><b>School Sport Partnerships</b></p> <p>Description:</p> <ol style="list-style-type: none"> <li>1. Set up to help PESSCL strategy/equiv</li> <li>2. Working with other schools</li> <li>3. Schools organised in clusters/equiv</li> <li>4. Around a sports specialist college</li> <li>5. Credit reference to SCo's (School Sports Co ordinator)</li> <li>6. Credit reference to role of PDM's (Partnership Development Manager)</li> <li>7. Credit reference to role of PLT's (Primary Link Teacher)</li> <li>8. Partnership receives additional funding</li> </ol>

Explanation:

9. Staff have time to develop more sporting opportunities
10. Staff work with local primary schools to develop after-school activities
11. Staff given time to develop links with local community and sports clubs/equiv
12. Use of secondary school children to help manage activities with children at primary school
13. access / sharing of more equipment/ facilities within cluster

**PE & School Sport (PESS)**

Description:

1. Strand of PESSCL
2. All schools compulsory 2 hours per week
3. For 85% of 5-16 year olds by 2008
4. Was an investigation into the impact of high quality PE and school sport
5. resulted in redesigning PE curriculum
6. using break and lunch time/ after school/ extra curricular
7. to develop physical skills
8. Opportunity to develop leadership skills/ improving students teaching skills
9. better equipment/receiving equipment/money for facilities
10. emphasis on providing quality
11. Now completed

Explanation:

12. Aim is to have high quality PESS
13. To have a positive impact on aspirations, wellbeing, attitudes and behaviour of young people
14. All children to have access to at least 4 hours PE/equiv and sport each week by 2010
15. Increased number of leaders within community

(6)

Level	Mark	Descriptor
	0	No rewardable material for content therefore no access to QWC
Level 1	1-2	<p><i>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question.</i></p> <p><i>Candidate's writing communicates ideas using everyday language, but lacks clarity and organisation. There will be frequent errors in candidates' spelling, grammar and punctuation.</i></p> <p>1 or 2 content marks, no need for balance 0 or 1 QWC (insufficient correct content to award 2 for QWC)</p>
Level 2	3-4	<p><i>Candidates' responses will be mostly accurate and include relevant factual material. Shows some understanding through description and explanation, although content more reflective of description than explanation</i></p> <p><i>Candidate's writing communicates with accurate use of appropriate terminology, and the organisation of the response shows some direction and control. There will be few errors in candidates' spelling, grammar and punctuation.</i></p> <p>2 or 3 content marks 0,1 or 2 for QWC</p>
Level 3	5-6	<p><i>Candidates will offer factually accurate and sustained responses that relate well to the focus of the question and have successfully addressed all aspects of the question. Shows sound understanding and can provide a clear description and explanation.</i></p> <p><i>Candidate's writing communicates ideas effectively using appropriate terminology, and organises material clearly and coherently. Spelling, punctuation and grammar will be accurate throughout the response.</i></p> <p>4 or 5 content marks Content must span both aspects of question 1 or 2 for QWC</p>

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