

Mark Scheme (Results)

Summer 2012

GCSE Physical Education (5PE01)
Unit 1: The Theory of Physical
Education

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Question Number	Answer	Mark
1a	Q - a physical and mental benefit of a healthy, active lifestyle C – (Physical challenge)	(1)

Question Number	Answer	Mark
1b	Q - a socio-economic key influence that can impact on achieving sustained involvement in physical activity D – (Cost)	(1)

Question Number	Answer	Mark
1c	Q - would be most important to a rower 8 minutes into a 12 minute race B - (Muscular endurance)	(1)

Question Number	Answer	Mark
1d	Q - Which of the following statements is false? A - (The components of the FITT principle are Frequency, Interval, Time, Type)	(1)

Question Number	Answer	Mark
1e	Q - Which of the following statements is true? D – (Blood shunting is the term used to describe the redistribution of blood during exercise)	(1)

Question Number	Answer	Mark
1f	Q - categories performance-enhancing drug is a competitive endurance cyclist most likely to take despite the potential health risks B – (Peptide Hormones (Erythropietin/EPO))	(1)

Question Number	Answer	Mark
1g	Q - Which of the following statements correctly defines the term cardiac output? C – (Cardiac output = HR X SV)	(1)

Question Number	Answer	Mark
1h	Q - Which of the following statements accurately explains an effect of smoking on the respiratory system? C – (If a performer is a heavy smoker it will slow their recovery whatever event they compete in)	(1)

Question Number	Answer	Mark
1i	Q - Which of the following statements correctly explains the term isometric? A – (An isometric muscle contraction does not result in movement)	(1)

Question Number	Answer	Mark
1j	Q - Which of the following is a true statement? A – (Flexion, extension and abduction are all possible at the shoulder)	(1)
Total for Question 1		10

Question	Answer	Additional Guidance	Marks	Total	
	Description of benefit	Category of benefit			
2	<p>Any one description related to response stated in question</p> <p>In question <i>Walk rather than bus</i></p> <p>Description Accept specific relevant health benefit, e.g. could lead to <u>weight loss if overweight</u></p> <p>OR Accept specific relevant fitness benefit, e.g. increase cardiovascular fitness</p> <p>OR increase muscular endurance</p> <p>OR decrease <u>resting</u> heart rate</p> <p>(1)</p>	<p>If first column blank no credit for classification.</p> <p>Physical (1) (if matches description)</p>	<p>Do not accept one word or vague answers e.g. improves health; improves fitness; improves body shape; improves body composition</p> <p>Do not accept Cardiovascular system</p>	1 x 2	2
	<p>In question <i>Play sport as break from revision</i></p> <p>Description Will relieve stress (1)</p>	<p>Mental (1) (if matches description)</p>	<p>Do not accept mental break; Psychological; relax; mind off troubles.</p>	1 x 2	2
	<p>In question <i>Ran on own now run in a club</i></p> <p>Description A chance to socialise OR To make new friends OR To meet friends</p> <p>Increased self-confidence as more friends now joined a club</p> <p>(1)</p>	<p>Social (1) (if matches description)</p> <p>OR Mental (1) (if matches description)</p>	<p>Do not accept socialise in column 2</p> <p>Competition</p> <p>cooperation</p>	1 x 2	2
Total for Question 2				6	

N.B. Do not credit any repeated description

Question		Answer	Do not accept	Additional Guidance	Marks	Total
3		Any three of the following components from: <ul style="list-style-type: none"> • Power • Speed • Balance • Coordination 	<i>Anything else</i>	Accept - Phonetic spelling: Responses in any order: <u>FIRST</u> response per line.	3 X 1	3
Total for Question 3						3

Question	Answer	Do not accept	Additional Guidance	Marks	Total
4 a	Tuesday	Monday any other day of the week	Accept Tues	1 x 1	1
b	<p>An explanation that makes reference to any four of the following:</p> <p>1. Balanced diet should include macronutrients; micronutrients; water and fibre OR Balanced diet should include fats; carbohydrates; proteins; vitamins; minerals; water; fibre (1) -----</p> <p>2. Correct proportions <u>of</u> macronutrients and micronutrients OR Optimal ratio of nutrients OR Correct amounts of nutrients (1) -----</p> <p>3. Macronutrients for energy OR Fats OR Carbohydrates for energy OR Protein for growth and repair (1) -----</p> <p>4. Micronutrients for maintaining body health OR Vitamins OR Minerals for maintaining body health (1) -----</p> <p>5. Water to avoid dehydration OR Fibre to aid/help digestion (1) -----</p>	<p><i>Do not accept carbs in place of carbohydrates</i></p> <p><i>Healthy mix</i></p> <p><i>Do not accept carbs in place of carbohydrates</i></p> <p><i>Do not accept fluid or liquid</i></p>	<p>must be more than simple list for full credit, however, if <i>list is given, provided contains all elements can gain point 1</i></p> <p><i>Point 2: Accept reference to relative size of proportions e.g. correct percentage of nutrients e.g. fats should form smaller part of diet than carbohydrates (1)</i></p> <p><i>Point 4 accept specific example of vitamin or mineral and effect e.g. vitamin D stronger bones</i></p> <p><i>Point 5 accept reference to replacing lost fluids due to exercise. Accept chemical equiv for water (H₂O)</i></p>	4 X 1	4
Total for Question 4					5

Question		Answer	Do not accept	Additional Guidance	Marks	Total	
5	a	Ectomorph			1 x 1	1	
	b	<p>A description that makes reference to:</p> <ul style="list-style-type: none"> Tall and thin OR Thin OR narrow shoulders OR narrow hips OR long limbs OR not much body fat or visible muscle 	<p><i>Tall on own</i></p> <p><i>Narrow waist</i></p>	Accept alternative descriptions of thin, e.g. lean/slim/skinny	1 x 1	1	
	c	i	<p>One advantage from:</p> <ul style="list-style-type: none"> Lighter therefore easier to lift body weight over bar <p>OR</p> <ul style="list-style-type: none"> Lighter therefore can vault higher 	<p><i>Answers not related to pole vault</i></p>	Needs to be clear why advantage, would expect 'both' aspects of answer	1 x 1	1
	c	ii	<p>One advantage from:</p> <ul style="list-style-type: none"> Longer stride length therefore covers ground quicker <p>OR</p> <p>Lighter therefore can run faster as less weight to carry</p>	<p><i>Answers not related to LDR</i></p> <p><i>Longer legs so longer stride</i></p> <p><i>Not: less weight so run further</i></p>	Needs to be clear why advantage, would expect 'both' aspects of answer	1 x 1	1

Question		Answer	Do not accept	Additional Guidance	Marks	Total
5	d	<p>Any two factors from:</p> <ul style="list-style-type: none"> Height Sex OR Gender Bone structure OR bone density Muscle mass OR muscle size OR muscle girth (allow body composition) 	<p><i>Diet</i></p> <p><i>Training</i></p> <p><i>Age</i></p> <p><i>Body shape</i></p> <p><i>Size</i></p> <p><i>Body type</i></p> <p><i>Muscle density</i></p>	Do not accept genetics unless qualified in relation to height; bone density accept bone size/how tall	2 x 1	2
Total for Question 5						6

Question		Answer	Do not accept	Additional Guidance	Mark	Total
6	i	<p>A description based on the impact of diet that makes reference to:</p> <p>IF POOR DIET:</p> <ol style="list-style-type: none"> can lead to an increase in cholesterol (1) This causes a narrowing of the arteries OR an increase in blood pressure (1) increasing risk of CHD OR stroke (1) <p>-----</p> <p>IF GOOD DIET:</p> <ol style="list-style-type: none"> contains correct minerals, e.g. iron (1) This increases haemoglobin (1) Therefore less chance of anaemia (1) 	<p><i>May answer from good or bad diet perspective but NOT a mix. I.e. points 1 – 3 OR points 4 – 6</i></p>	<p><i>Accept</i></p> <p><i>Point 1:</i> <i>fatty deposits or Triglycerides or saturated fats or bad cholesterol or LDL in place of cholesterol</i></p> <p><i>Point 2:</i> <i>Clogs/blocks arteries</i></p> <p><i>Point 3:</i> <i>Accept heart attack</i></p>	3X1	3
	ii	<p>A description based on the impact of rest that makes reference to:</p> <ol style="list-style-type: none"> Rest required for adaptation of heart to take place OR need rest for cardiac hypertrophy to take place (1) Rest required for heart rate to recover to <u>resting</u> level OR Recovery heart rate slowly returns to <u>resting</u> heart rate(1) 	<p><i>Point 1</i> <i>Make changes;</i> <i>For heart to get bigger/stronger</i></p> <p><i>Point 2</i> <i>For recovery;</i> <i>for heart to get back to normal</i></p>	<p>Point 1: Accept examples of other relevant training adaptations</p> <p>Point 2 Must state <u>resting</u> HR</p>	2 x 1	2
Total for Question 6						5

Question		Answer	Do not accept	Additional Guidance	Marks	Total
7	(i)	Immediate		Accept: Phonetic spelling	3x1	3
	(ii)	Immediate				
	(iii)	Long term				
Total for Question 7						3

Question		Answer	Do not accept	Additional Guidance	Marks	Total	
8	a	Anaerobic	Aerobic	Accept the answer with or without 'respiration' or within statement	1 x 1	1	
	b	Any one of: <ul style="list-style-type: none"> During recovery OR <ul style="list-style-type: none"> after exercise OR <ul style="list-style-type: none"> at the end of the activity OR <ul style="list-style-type: none"> during a break in the game when not working 	<i>When resting</i> <i>During exercise</i>	Accept Stopped working During rest period	1 x 1	1	
	c	i	Any one example from: <ul style="list-style-type: none"> Sprint finish OR <ul style="list-style-type: none"> sprint within race to move up field 	<i>Example if not clearly anaerobic period</i> <i>At end of race</i>	Must imply/state maximal intensity e.g. accelerating past other runners	1 x 1	1
	c	ii	Any one example from: <ul style="list-style-type: none"> Hard rally OR <ul style="list-style-type: none"> sprinting in a rally to get the ball 	<i>Example if not clearly anaerobic or vague e.g. long rally/game</i>	Must imply/state maximal intensity over time	1 x 1	1
	c	iii	Any one example from: <ul style="list-style-type: none"> <u>series</u> of powerful explosive punches OR <ul style="list-style-type: none"> Throwing a lot of hard punches 	<i>Example if not clearly anaerobic AND sustained (i.e. not just single anaerobic action)</i>	Must imply/state maximal intensity over time	1 x 1	1
Total for Question 8						5	

Question		Answer	Do not accept	Additional Guidance	Marks	Total
9	a	Tricep		Accept Triceps Only accept first answer for each response. Accept phonetic spelling	1 x 1	1
	b	Quadriceps	<i>Quads</i>	Only accept first answer for each response. Accept phonetic spelling	1 x 1	1
	c	Deltoid		Only accept first answer for each response. Accept phonetic spelling	1 x 1	1
	d	Gastrocnemius		Soleus Only accept first answer for each response. Accept phonetic spelling	1 x 1	1
Total for Question 9						4

Question Number	Answer	Mark								
10	<table border="1" data-bbox="402 300 1262 1339"> <tr> <td data-bbox="402 300 767 443">Function of the skeletal system during physical activity</td> <td data-bbox="767 300 1262 443">Example of use during a basketball game</td> </tr> <tr> <td data-bbox="402 443 767 730"> Accept Movement (1) Do not accept </td> <td data-bbox="767 443 1262 730"> Accept Any relevant court movement e.g. dribbling the ball towards the basket (1) Do not accept Example not linked to basketball e.g. running </td> </tr> <tr> <td data-bbox="402 730 767 1016"> Accept Support OR shape OR structure (1) Do not accept Stability </td> <td data-bbox="767 730 1262 1016"> Accept Any movement or technique requiring upright position e.g. when pivoting with ball OR when taking a set shot. Do not accept Example not linked to basketball </td> </tr> <tr> <td data-bbox="402 1016 767 1339"> Accept Protection (1) Do not accept </td> <td data-bbox="767 1016 1262 1339"> Accept Prevents damage to (vital) organs during play if collision with others OR protects brain if ball strikes the head (1) Do not accept Example not linked to basketball </td> </tr> </table> <p data-bbox="268 1339 1390 1554"> Marking guidance Do not accept blood production as question references during physical activity In the first column - Accept any order If no credit for column one no mark for column two (except stability unless support already credited). </p>	Function of the skeletal system during physical activity	Example of use during a basketball game	Accept Movement (1) Do not accept	Accept Any relevant court movement e.g. dribbling the ball towards the basket (1) Do not accept Example not linked to basketball e.g. running	Accept Support OR shape OR structure (1) Do not accept Stability	Accept Any movement or technique requiring upright position e.g. when pivoting with ball OR when taking a set shot. Do not accept Example not linked to basketball	Accept Protection (1) Do not accept	Accept Prevents damage to (vital) organs during play if collision with others OR protects brain if ball strikes the head (1) Do not accept Example not linked to basketball	(6)
Function of the skeletal system during physical activity	Example of use during a basketball game									
Accept Movement (1) Do not accept	Accept Any relevant court movement e.g. dribbling the ball towards the basket (1) Do not accept Example not linked to basketball e.g. running									
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Accept Protection (1) Do not accept	Accept Prevents damage to (vital) organs during play if collision with others OR protects brain if ball strikes the head (1) Do not accept Example not linked to basketball									

Question		Answer	Do not accept	Additional Guidance	Marks	Total
11	a	<p>Any three different roles in any order maximum one from each point:</p> <ol style="list-style-type: none"> 1. Leadership OR coach OR leader OR captain 2. Volunteering OR specific volunteer role (e.g. first aider) 3. Official OR referee OR umpire OR judge 	<p>Participation Teacher</p> <p>Physio; Organiser Voluntary Fundraiser</p> <p>'Refing'</p>	<p>Accept any specific role, e.g. manager (pt 1); Secretary (pt 2); Timekeeper (pt 3);</p> <p>Point 3: Accept helper if linked with role e.g. helps with organisation of the club.</p>	3 x 1	3
	b	<p>Any one from</p> <ol style="list-style-type: none"> 1. Checking participants are healthy enough to start physical activity <p>OR</p> <ol style="list-style-type: none"> 2. To establish a baseline of intensity for physical work 	<p><i>Establish training goals</i></p> <p><i>How fit they are/physical readiness</i></p> <p><i>Their ability</i></p>	<p>Accept reference to safe to exercise or medical conditions</p>	1 x 1	1
	c	Foundation	Anything else	First answer only	1 x 1	1

Question			Answer	Do not accept	Additional Guidance	Marks	Total												
11	d	i	<p>An explanation that makes reference to:</p> <p>The ability to meet the demands of the environment</p>		Does not need to be word for word definition	1 x 1	1												
		ii	<p>Two points from any one numbered row</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 25%;">Fitness can improve health (1)</td> <td style="width: 25%;">By reducing cholesterol (1)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Fitness can decrease health (1)</td> <td>Through overuse injuries Through drop immune system (1)</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse</td> <td>Poor diet therefore no energy to maintain fitness (1)</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Cannot increase/maintain fitness without healthy lifestyle (1)</td> <td>As without regular exercise fitness will not improve (1)</td> </tr> </table>	1	Fitness can improve health (1)	By reducing cholesterol (1)	2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)	3	Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)	4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)		<p>Point 1 accept other specific health benefits e.g. drop in blood pressure.</p> <p>Can achieve second listed point in row without first</p>	1 x 2	2
1	Fitness can improve health (1)	By reducing cholesterol (1)																	
2	Fitness can decrease health (1)	Through overuse injuries Through drop immune system (1)																	
3	Without healthy <u>lifestyle</u> fitness will drop (1) Accept converse	Poor diet therefore no energy to maintain fitness (1)																	
4	Cannot increase/maintain fitness without healthy lifestyle (1)	As without regular exercise fitness will not improve (1)																	
11	e		<p>1. Harvard step test</p> <p>2. Cooper's 12-minute run</p>		<p>Any order</p> <p>Point 2: Accept <i>12 min Cooper run;</i> <i>Cooper run</i></p>	2 x 1	2												

Question		Answer	Do not accept	Additional Guidance	Marks	Total
11	f	<p>Name: Progressive overload (1)</p> <p>Explanation: To gradually increase the amount of work (so that injury does not occur) (1)</p>	<p><i>Other principles of training e.g. overload</i></p> <p><i>Explanation that does not imply need for <u>gradual increase in intensity</u>; Explanation that relies on use of word <u>progress/progressively</u></i></p>	Accept: Gradually building up training	1 x 2	2
	g	i	<p>Most relevant: Continuous training</p>	Any other training method	1 x 1	2
		<p>Least relevant: Weight training (using heavy weights)</p>	Any other training method, e.g. resistance	Accept weight training; weights	1 x 1	
		ii	Any relevant activity/performer based on candidate selected method of training in (gi), e.g. weight lifting if weight training selected.	Activity selected in (ii) MUST relate to training method selected in (i)	1 x 1	1
Total for Question 11						15

Question	Answer
12	A discussion of the use of target setting to improve performance that makes reference to:
1.	<p>The individual principles of SMART targets: (all correctly listed = simple statement) Specific, Measurable, Achievable, Realistic, Time-bound</p>
2.	<p>A brief description of the individual principles of SMART: (simple statements unless linked to examples/performance) Specific, goals clear so performer knows what they are trying to achieve Measurable, quantifying aim Achievable, make sure the target is realistic, i.e. it is possible for the performer to complete Realistic, making the target challenging but not too hard Time-bound, you should have completion dates for targets</p>
3.	<p>Examples of the application of the principles of SMART targets: (first half simple statement; whole statement - developed) Specific, work on weakness x to give my training appropriate focus for improvement Measurable, improve 100m sprint time by 100th sec so clear to see when I achieve Achievable, if I can already clear 2m setting a target of 2.1m should ultimately be achievable so motivates me to continue (must have current and future value to gauge if 'achievable') Realistic, if I normally score 1 rounder per game increasing to 2 would be realistic, but 6 would not and would be demotivating Time-bound, I will achieve this goal by May 2012 so I check I am progressing at the right rate and alter target or set new one to continue improving</p>
4.	<p>Makes reference to the value of the use of target setting to improve performance: (first half simple statement; whole statement - developed) TS provides focus - so work on what is relevant leading to improvement TS allows you to measure progress so you can monitor effectiveness of training programme -and change if not getting results required TS increases motivation -so more likely to maintain training and continue to improve TS can decrease stress on the performer as only small target or steps-focused on in order to achieve harder long term goal TS gives a framework to build on, progressing and setting new targets each time an old target is achieved-so you are continually working to improve TS Can hinder if poorly set targets as they will not be achieved -and lead to demotivation/dropping out therefore drop in performance</p>
5.	Concludes value based on discussion points raised

Level	Mark	Descriptor (Question 12)
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of simple statements identifying the principles of SMART targets. E.g. targets should be specific; measureable; can be motivating; give you an aim</p> <p>ii) A number of simple statements identifying examples. E.g, measureable for example improve my sprint time by 1/10th of a second</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 principles or values of target setting. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to discuss the use of target setting to improve performance</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 with explanation or additional information (linking principle with value). E.g. a measureable target will give the performer something to aim for so they keep trying to achieve this aim</p> <p>ii) Developed statements will provide examples from physical activity to support responses and illustrate impact on performance.</p> <p>iii) 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 target setting. Candidates will have addressed the requirement of the question to discuss the use of target setting to improve performance with some success. 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>

Question 12

<p>Level 3</p>	<p>5-6</p>	<p>i) Developed statements (using relevant examples) balanced and succinct.</p> <p>ii) Conclusion provided 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. Sound knowledge and understanding of SMART targets and their value. The discussion will be supported by accurate factual material that is relevant to the question. The value of goal setting in improving performance will be fully discussed with appropriate conclusions reached. 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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Question	Answer	
13	An explanation of the how to reduce risks associated with an activity to maintain health that makes reference to:	
<p>1. Explanation takes into account general risks: Not healthy enough – must be explicitly stated not inferred Not fit enough Poor technique Uneven match Fall or trip</p> <p style="text-align: center;">NOT Somatotyping</p> <p>2. Explanation takes into account different safety measures to reduce general risk: PAR-Q Fitness tests to set baseline Balance competition Check facilities Check equipment (accept in context of prior to match/activity) Warm up</p> <p style="text-align: center;">NOT First Aid staff/hospital</p> <p>3. Explanation takes into account potential injuries linked to specific activity: Muscle strain Graze Fracture Head injury</p> <p>4. Explanation takes into account different methods to reduce risk: Wear protective clothing (accept list as simple statement) Use of protective equipment (accept list as simple statement) Apply specific safety rules, or relevant example of specific safety rules Safety rules for activities such as archery; throwing events; trampolining</p> <p>5. Explanation clearly identifies why and how these measures reduce risk: By warming up you are mentally prepared therefore will commit appropriately to tackles therefore less likely to mistime the tackle and become injured</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<p>i) A number of simple statements identifying or describing protective measures. E.g. in football wear shin pads to protect shin; in hockey have a ref to enforce rules</p> <p>Candidates will produce brief and narrative responses, making a limited number of simple statements, probably with limited reference to the question. Responses produced by candidates will be mostly generalised, and may not fully address the requirement of the question to explain how risks may be reduced in a specific sport.</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>

Question 13

<p>Level 2</p>	<p>3-4</p>	<p>i) Developed statements, i.e. simple statements with explanation or additional information (linking corrective measure to correct risk and <u>reason</u> how risk reduced). E.g. in rugby wear <u>shin pads</u> so that if kicked in the shin <u>during a tackle</u> the shin is protected by <u>padding</u> and less likely to <u>bruise or break</u> E.g. in rugby <u>balanced competition</u> is used to reduce risk of injury, e.g. <u>broken bones</u>, if one team is significantly older than another. By playing against people your own age; level or gender you are more likely to be a similar size and therefore less prone to injury due to imbalance.</p> <p>ii) Developed statements will provide a range of examples of risks or risk reduction measures for named activity (general and specific to activity).</p> <p>Candidates' responses will be mostly accurate and include relevant factual material. Some knowledge and understanding of risk reduction measures. Candidates will have addressed the requirement of the question to explain how to reduce risks in a specific activity with some success.</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>
<p>Level 3</p>	<p>5-6</p>	<p>i) Developed statements (using relevant examples) balanced and/or succinct.</p> <p>ii) Conclusion provided 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 explanatory demands. Sound knowledge and understanding of risk assessment. The discussion will be supported by accurate factual material that is relevant to the question. The strategies to reduce risk will be fully explained with appropriate conclusions reached.</p> <p>Candidate's writing communicates ideas effectively using appropriate terminology, material clearly organised. Spelling, punctuation and grammar are accurate throughout the response.</p>

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