



Mark Scheme

AQA GCSE PE – Paper 2

Please read before distributing to students.

Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2023 infographics. We are confident that:

- We believe this mark scheme has a very strong association with the actual external exam in 2023 in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No-one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in May.

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in The EverLearner's National Mock Exams from 2023. The model answers will be available on the 28th April and some of these questions will be discussed in the live revision show provided by James Simms (Tuesday 23rd May, 15:30-17:00 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the AQA GCSE PE topics and skills. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms



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|---------------------|-------------------|
| Subject | |
| Course | AQA GCSE PE |
| Time allowed | 1 hour 15 minutes |

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|--------------|---|
| Title | AQA GCSE PE 9-1 Paper 2 National Mock Exam 2023 |
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| | |
|-----------------|--|
| Guidance | <ul style="list-style-type: none">• This paper is marked out of 78 marks.• You have 75 minutes (plus additional time for those who have Exam Access Arrangements).• Answer all questions.• A calculator is permitted for this exam.• This paper contains both a 6-mark and a 9-mark question.• Good luck. |
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| | |
|--------------------|----|
| Total marks | 78 |
|--------------------|----|

1. Which body type would you associate with wide hips and narrow shoulders?

Marking points (maximum 1)

(1) [AO 1] Option C/Endomorph/Answer C

2. Which of the following effects of a sedentary lifestyle most closely relates to mental health and wellbeing?

Marking guidance

Mark the first answer only.

No mark awarded for any subsequent correct answer if the initial answer is wrong.

Only accept option C as the correct answer. All other answers are wrong.

Marking points (maximum 1)

(1) [AO 1] Option D/High stress levels/Stress levels

3. An aggressive act taken out on an object not a person.
Which type of aggression does this describe?

Marking guidance

Mark the first answer only.

No mark awarded for any subsequent correct answer if the initial answer is wrong.

Only accept option A as the correct answer. All other answers are wrong.

Marking points (maximum 1)

(1) [AO 1] Option A/Indirect aggression

4. Identify the example of a volleyball coach giving feedback as knowledge of performance?

Marking guidance

Mark the first answer only.

No mark awarded for any subsequent correct answer if the initial answer is wrong.

Only accept option D as the correct answer. All other answers are wrong.

Marking points (maximum 1)

(1) [AO 2] Option D/Bend your knees in the dig shot/Bend your knees

5. Which of the following sportspeople is mostly likely to use diuretics to enhance performance?

Marking guidance

Mark the first answer only.

No mark awarded for any subsequent correct answer if the initial answer is wrong.

Only accept option B as the correct answer. All other answers are wrong.

Marking points (maximum 1)

(1) [AO 2] Option B/Jockey/Answer B

6. Outline manual guidance.

Marking points (maximum 1)

(1) [AO 1] Physically guiding a performer into position/Physically manipulating a performer into position/Adjusting a performer's position

7. Give **two** different sporting examples of manual guidance in sport and physical activity.
-

Marking guidance

Credit the first two answers only.

The examples provided in the marking points are not exhaustive. Award credit for other relevant practical examples.

Marking points (maximum 2)

- (1) [AO 2] Handhold for a trampolinist attempting a somersault
- (2) [AO 2] Spotting a landing of a gymnast after a vault
- (3) [AO 2] Adjusting a table tennis player's wrist position
- (4) [AO 2] Moving a swimmer's legs through the breaststroke leg kick technique/Using the hand to keep a swimmer afloat in the water
- (5) [AO 2] Football coach placing a hand on the back of a striker to prevent leaning back
- (6) [AO 2] Rugby player being placed into the correct scrum position
- (7) [AO 2] Moving the hands into the correct shooting position in basketball

8. Identify **three** negative features of verbal guidance.
-

Marking guidance

Credit the first three answers only.

Marking points (maximum 3)

- (1) [AO 1] Time consuming/Makes less time for practice/Uses up session time
- (2) [AO 1] Can lead to information overload/Performer might be overwhelmed/Too much information too quickly
- (3) [AO 1] Language used can be confusing/Participant might not understand what is being said/Lack of understanding
- (4) [AO 1] Verbal guidance does not provide a mental picture/Lack of a mental picture/No mental picture of the skill
- (5) [AO 1] Does not lead to a feeling of the skills/No kinaesthetic sense/Performer does not know what correct feels like

9. Evaluate the use of visual guidance in rock climbing.

Marking guidance

Sub max three marks for positives relating to visual guidance and sub max three marks for negatives relating to visual guidance. To achieve four marks, the student must write about both positives and negatives.

Marking points (maximum 4)

- (1) [AO 3] Appropriate because it helps to create a mental picture/Performers retain a mental image of the skill/Mental picture is established
- (2) [AO 3] Appropriate because rock climbing normally involves more than one person/Demonstrations are possible in rock climbing/Demonstrations require little or no equipment
- (3) [AO 3] Appropriate when the coach is a respected model/Performer can copy the instructor/Performers respect the instructor
- (4) [AO 3] Demonstration can be done for groups or individuals/Practical because it can be done for a group/Whole-group demonstration
- (5) [AO 3] Less appropriate when the instructor does an inaccurate demo/Demonstration needs to be good quality/Instructor may not have the training to demonstrate effectively
- (6) [AO 3] Less appropriate unless combined with another form of guidance/Needs to be combined with verbal guidance/Verbal coaching points need to be included
- (7) [AO 3] Less suitable when the performer is able to demonstrate better/Using a performer to demonstrate may be more effective/Participant demo may be better

10. Explain how rock climbing is able to improve mental health and wellbeing.

Marking guidance

Do not accept benefits that are social, such as "leaving the house" or "spending time with others."

Marking points (maximum 2)

- (1) [AO 2] Reduces stress/Reduces tension/Catharsis
- (2) [AO 2] Release of feel-good hormones/Serotonin/Feel-good factor
- (3) [AO 2] Better able to control emotions/Increased emotional stability/Fewer mood swings
- (4) [AO 2] Feel more confident/Increased self-esteem/Increased self-worth
- (5) [AO 2] Feeling of achievement/Feeling of personal satisfaction/Feeling of personal pride

11. Define commercialisation in sport.

Marking points (maximum 1)

- (1) [AO 1] Relationship between elite sport, sponsorship and the media/Relationship between sport, sponsorship and the media/Interaction of sport, sponsorship and media
- (2) [AO 1] To manage an organisation or activity to make a profit/Sport used as a commodity for a profit/The process of bringing a new product or service to the general market

12. Television and radio are types of media.
State **two** other types of media and explain how they both have a positive impact on a performer in sport.
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Marking guidance

Sub max two AO1 marks for stating two types of media and sub max two AO2 marks for providing two explanations of the positive impact on a performer in a sport.
Do not accept any explanations referring to any negative impact of media on performers in sport as the question focus is on positive impacts.

Marking points (maximum 4)

- (1) [AO 1] The press/Newspapers/Magazines
- (2) [AO 2] Performers can make an income by writing sporting autobiographies/Generate income from book writing/Able to tell their story through books and magazines
- (3) [AO 2] Performer reads a positive story in a newspaper to help confidence/Increased confidence from positive stories/Increased confidence
- (4) [AO 2] Raise the profile of their performance through press coverage/Younger performers can be educated/Learning about techniques, skills and rules
- (5) [AO 1] Internet/Search engines/Websites
- (6) [AO 2] Able to access information from their National Governing Body/NGBs updates/Access up-to-date information
- (7) [AO 2] Able to access digital training/Online courses and training/Training
- (8) [AO 1] Social media/Twitter/Instagram
- (9) [AO 2] Able to connect directly with their fans/Connect with spectators/Direct contact with fans
- (10) [AO 2] Promote their own brand/Personal branding/Marketing to increase income
- (11) [AO 2] Advocate campaigns such as Free School Meals/Associate with positive campaigns/Promote charity work
- (12) [AO 2] Create a direct link to their sponsors/Promote sponsor/Increase sponsorship

13. Give a sporting example of **clothing** sponsorship and justify the importance of this sponsorship to a performer.
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Marking guidance

Sub max one A02 mark for giving an example of clothing sponsorship. Please accept specific examples. For example "Rory McIlroy wearing Nike clothes" is sufficient. Sub max two A03 marks for providing two justifications of the importance of the sponsorship on the performer. The learner is not expected to provide any negatives about clothing sponsorship.

Marking points (maximum 3)

- (1) [AO 2] Branded football kits/Branded netball dresses/Branded golf attire
- (2) [AO 2] Branded training kits
- (3) [AO 2] Personalised football boots/Individualised footwear
- (4) [AO 3] Performer feels a sense of belonging to the team or brand/Sense of belonging/Positive sport image
- (5) [AO 3] Performer has a unified image/Image is arranged on their behalf/Performer does not need to worry about image
- (6) [AO 3] Performer receives free clothing/Access to up-to-date training kit/Able to wear kit with technological advancement
- (7) [AO 3] Promote the sponsor leading to increase in income/More money/Increased earnings
- (8) [AO 3] High-level performers asked to try out new clothing/Be part of clothing research/Research and development

14. State **four** consequences of a sedentary lifestyle.

Marking guidance

Answer the first four marks only.

Marking points (maximum 4)

- (1) [AO 1] Weight gain/Obesity/Overweight
- (2) [AO 1] Heart disease/CHD/Stroke
- (3) [AO 1] Hypertension/High blood pressure/Blood pressure is too high
- (4) [AO 1] Type II diabetes/Diabetes
- (5) [AO 1] Poor sleep/Insomnia/No sleep
- (6) [AO 1] Lower self-esteem/Lack of confidence/Low self-confidence
- (7) [AO 1] Lethargy/Lethargic/No energy

15. This table shows percentages of a balanced diet.
Identify the nutrients A, B and C.

Marking guidance

No mark awarded for a nutrient to the incorrect letter.

Do not accept "carbs".

Do not accept reference to sugar, glycerol, fatty acids or amino acids. These are all derived from nutrients.

Marking points (maximum 3)

- (1) [AO 1] A is carbohydrates/A carbohydrates
- (2) [AO 1] B is fats/B is lipids/B fats
- (3) [AO 1] C is proteins/C proteins

16. Outline **three** consequences of dehydration.

Marking points (maximum 3)

- (1) [AO 1] Reduction in blood plasma/Blood thickening/Increased blood viscosity
- (2) [AO 1] Increase in body temperature/Body temperature rises/Overheating
- (3) [AO 1] Reactions become worse/Increased reaction time/Slower reactions
- (4) [AO 1] Lack of electrolytes from fluids can cause cramp/Cramps/Muscle fatigue
- (5) [AO 1] Increase in heart rate/Heart beats faster/Heart rate moves closer to maximal level

17. A netball player can be motivated extrinsically by rewards.
Identify **two tangible** rewards.

Marking guidance

Credit any other type of realistic tangible reward but do not accept random objects which happen to be tangible. For example, winning a teddy bear.
Do not accept any intangible rewards such as praise or status.

Marking points (maximum 2)

- (1) [AO 1] Certificates
- (2) [AO 1] Trophy/Trophies/Cup
- (3) [AO 1] Medals/Badge/Pin
- (4) [AO 1] Money/Match fee/Goal bonus
- (5) [AO 1] Sweets/Chocolate/Cake

18. Define intrinsic motivation.
Give **two** examples of intrinsic motivation in netball.
-

Marking points (maximum 3)

- (1) [AO 1] Motivation that comes from within/For pride/For self-satisfaction
- (2) [AO 2] Attending netball training for enjoyment/Happy to attend training
- (3) [AO 2] Proud to be representing a netball team/Team representation/Proud to wear the netball team's dress
- (4) [AO 2] Wanting to start a game as it gives a player a buzz/Buzz when playing/Excitement at being selected
- (5) [AO 2] Wanting to see teammates/Happy to play in a team/Working with others
- (6) [AO 2] Setting goals/Working towards goals/Performance-based goals

19. Give **two** examples of **etiquette** when participating in netball.
-

Marking guidance

Credit any other type of realistic tangible reward but do not accept random objects which happen to be tangible. For example, winning a teddy bear.
Do not accept any intangible rewards such as praise or status.

Marking points (maximum 2)

- (1) [AO 2] Shaking hands at the end of a netball match/Shaking hands with the opposition Centre/Hand shake from the person you marked
- (2) [AO 2] Thanking the umpire at the end of the game/Saying "Thank you" to the opposition coach/Thanking the table officials
- (3) [AO 2] Respecting the umpires' decision on court/Not arguing with a footwork call/Not arguing about a penalty pass awarded against you
- (4) [AO 2] Congratulate the opposition if they win/Three cheers at the end of the game/Lose gracefully
- (5) [AO 2] Respect each teams warm-up space/Allow both teams to warm up
- (6) [AO 2] On court captains shake hands when performing the toss/Shake hands at the start of the game/Captains respect
- (7) [AO 2] Check on a player if injured/If a player falls, check they are ok/Support other players

20. Being physically active affects how many calories a skier needs to consume per day. Identify **three** other factors that influence the amount of daily calories required.
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Marking points (maximum 3)

- (1) [AO 1] Male or female/Sex/Man or woman
- (2) [AO 1] Height/How tall you are/Being tall
- (3) [AO 1] Age/How old they are/Older

21. A skier uses positive self-talk before a race to control arousal. Identify **two** other stress management techniques and explain how **one** can be used by the skier.
-

Marking guidance

Sub max two AO1 marks for stating two stress management techniques and sub max one AO2 mark for providing an explanation of how this would be used by a skier
Do not accept any generic explanations or explanations from a different sport.

Marking points (maximum 3)

- (1) [AO 1] Mental rehearsal/Visualisation/Imagery
- (2) [AO 2] At the top of the mountain play out the perfect race in your mind/Imagine turning around the poles with no mistakes/Visualise using the edges of the skis on all turns
- (3) [AO 2] On the ski lift take the mind somewhere else/Calming thoughts before the race/Skier takes themselves to a relaxing place
- (4) [AO 1] Deep breathing/Breathing more deeply than normal/Centring the breath
- (5) [AO 2] Use a breathing cycle at the top of the mountain/Deep breaths on the ski lift/Monitoring breathing whilst waiting in the start gate

22. Explain the importance of protein **and** vitamins and minerals to a skier.

Marking guidance

Sub max two marks for AO1 and sub max two marks for AO2.

Accept specific reference to a named vitamin or mineral. This is not a requirement of AQA and, therefore, not explicit in our marking points but is a correct response to this question which students should be credited for. For example 'iron is a mineral and increases red-blood-cell production' is a good answer for AO1. This could be developed into 'more red blood cells means the skier can ski at higher intensity without fatigue', as this is a good development for AO2.

Marking points (maximum 4)

- (1) [AO 1] Protein helps the muscle tissue to grow/Proteins repair muscle tissue/Growth and repair of muscle tissue
- (2) [AO 2] Muscular strength to control the skis/Core is strong enough to maintain skiing posture/Strength in the legs to be able to turn the skis without losing balance
- (3) [AO 1] Vitamins and minerals promote health/Efficient immune system/Maintain efficiency of body systems
- (4) [AO 2] Skier has better health so can they train without interruption/Good health prevents reversibility/Skier does not feel ill

23. Outline the difference between a gross and a fine skill.
Use sporting examples in your answer.
-

Marking guidance

Sub max two AO1 marks for outlining both gross and fine skills.

Sub max two AO2 marks for providing two accurate sporting examples. One of each.

Do not accept a named sport. It must be a skill within the sport. For example, 'a tackle in rugby' is creditworthy as an example of a gross skill. However, just stating 'rugby' is insufficient for a mark.

Accept examples from activities that are not on the AQA activity list. Using examples such as a darts throw is absolutely fine for an AQA exam, even though it is not named by AQA as an assessed activity.

Marking points (maximum 4)

(1) [AO 1] Gross skill involves big movements of the body/Large muscle groups/Do not require high levels of accuracy or precision

(2) [AO 2] For example sprinting 100m/Turning the pedals when road cycling/Clean and jerk in weightlifting

(3) [AO 1] Fine skill involves small movements of the body/Small muscle groups/High levels of precision and accuracy

(4) [AO 2] Net shot in badminton/Playing a snooker in snooker/Darts throw

24. Give a sporting example of an externally paced skill.
Justify your choice.
-

Marking guidance

Sub max one A02 mark for giving an example of an externally paced skill. Do not accept a named sport as an example.

Sub max two A03 marks for providing two justifications of why that named skill is externally paced. Both A03 marks must be linked back to the sporting example provided by the learner.

Please note, the term 'batsman' remains the accepted terminology of the ICC in relation to a batter in cricket.

Marking points (maximum 3)

- (1) [AO 2] Taking a catch in cricket/Saving a shot in hockey/Responding to the gun in a sprint start
- (2) [AO 3] Timing of the catch is controlled by the speed of the ball/Catch controls the speed of the ball/Angle of the save is dependent on the speed of the shot
- (3) [AO 3] Action of the batsman determines how the catch must be made/Striker's action determines how the shot needs to be saved/Decision of the starter in athletics determines when the sprinter moves

25. Give an example of positive feedback to a beginner in swimming. Justify the importance of positive feedback to the beginner.
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Marking guidance

Sub max one A02 mark for giving an example of positive feedback for a beginner in swimming. The example provided must be specific to swimming. Do not accept 'well done'. However, if the learner states 'well done for completing a length of the pool', this is sufficient.

Sub max three A03 marks for providing three justifications of why the positive feedback is important to the beginner.

The learner is not expected to provide any negatives about positive feedback.

Marking points (maximum 4)

(1) [AO 2] Praising the beginner for using the correct leg kick/Saying "well done" when the swimmer keeps the hips high in the water/Informing the swimmer that the arm action was completed correctly

(2) [AO 3] Helps the beginner to learn about the correct techniques/Beginner is able to learn/Helps the beginner to learn

(3) [AO 3] Beginner does not know what correct feels like/Lack of kinaesthetic feel/Lack of intrinsic feedback

(4) [AO 3] Provides encouragement so they are motivated to continue/Increased motivation/Sense of achievement

(5) [AO 3] Beginner tries even harder to achieve more positive feedback/Continued effort/Swimmer tries even harder

Modern athletics stadia provide multiple big screens.
Evaluate the impact of this technology on the **spectators** in the stadium.

Marking guidance



Refer to 6-mark level descriptors:

A02 is application to athletics. Students are expected to apply to athletics only. There is no A02 credit for other named sports or for discussing the impact on performers, the sport, officials or sponsors. There is no credit for any other technology. The question is specific to big screens.

For A03, credit other relevant evaluative points about the use of big screens in athletics stadia for spectators.

The marking points are indicative content. Please accept any suitable application and evaluation points and apply a level and a mark as per the level descriptions.

Marking points

- (1) [AO 1] Screens bring spectators closer to the action/Feel part of the action/Closer shots of the action
- (2) [AO 2] Spectators can see a long jump close up even if they are on the other side of the stadium
- (3) [AO 3] Spectators are more involved in every event/Field events get more attention
- (4) [AO 3] However, spectators might get distracted and not focus on one event
- (5) [AO 1] Screens provide information to the spectator about the competition
- (6) [AO 2] Race results are available on the screen/Jump heights are immediately shown on the screen/Current rankings in a javelin competition are displayed
- (7) [AO 3] Spectators are better informed of outcomes/Increased understanding of what happened/Less confusion
- (8) [AO 1] Screens are sponsored by businesses
- (9) [AO 2] Spectators consume the adverts/Spectators become aware of a new watch brand/Spectators learn about new sports drinks
- (10) [AO 3] Spectators make informed choices as consumers/Spectators may choose to buy the product and increase profit
- (11) [AO 3] However, adverts might disrupt the viewing experience/Spectators have not attended to be sold to
- (12) [AO 1] Instant replays are provided on the screens
- (13) [AO 2] Photo finishes are displayed for the spectators/Close up shots of long jumpers overstepping the board/Close up shots of relay batons being dropped
- (14) [AO 3] Replays create a more immersive experience/Increased excitement/Spectators are more involved

26. Modern athletics stadia provide multiple big screens.
Evaluate the impact of this technology on the **spectators** in the stadium.
-

- (15) [AO 3] Spectators debate the outcomes/Differing opinions can be shared
- (16) [AO 1] Screens can stream the competitions in real time
- (17) [AO 2] Spectators can watch a race but also watch a field event on the screen
- (18) [AO 3] Spectators get to see the event from different angles no matter where they are seated
- (19) [AO 3] Spectators make an informed choice of how to watch
- (20) [AO 3] However, live stream may have a slight delay/Live action and streaming are not precisely synchronous

27. Analyse the impact of personality **and** arousal on the performance of a tackle in rugby union.

Marking points (maximum 9)

- (1) [AO 1] Performers can be either extroverted or introverted
- (2) [AO 1] Introverts tend to be shy/Quiet in social scenarios/Not overly sociable
- (3) [AO 1] Introverts tend to be thoughtful/A deep thinker/Cognitive
- (4) [AO 1] Introverts tend to enjoy being on their own/Tends to be solitary/Enjoys alone time
- (5) [AO 1] Extroverts enjoy interactions with others/Tend to be sociable/Aroused by others
- (6) [AO 1] Extroverts tend to be enthusiastic with lots of obvious energy/Tend to be talkative/High levels of enthusiasm
- (7) [AO 1] Extroverts prone to boredom when isolated/Gets bored when alone/Needs to be stimulated by others
- (8) [AO 1] Arousal is the level of activation and alertness experienced by a performer/Level of activation/Level of alertness
- (9) [AO 1] Inverted U summarises the relationship between arousal and performance quality/Relationship between arousal and performance quality/Impact of arousal on performance quality
- (10) [AO 1] Inverted U curve shifts depending on the nature of the skill
- (11) [AO 2] Rugby union is a team sport/Has 15 players plus subs/Team game
- (12) [AO 2] Tackling in rugby is a gross skill/Involves large muscle groups/Based on strength and power
- (13) [AO 2] Tackling is an anaerobic movement/Tackling is explosive/Involves speed of movement
- (14) [AO 3] Extrovert likely to be more suited to a tackle as it involves physical contact with others
- (15) [AO 3] Tackling suits extroverts because it is an open skill required throughout the game not allowing boredom
- (16) [AO 3] Introverts less likely to suit tackling because of the physical contact
- (17) [AO 3] Introverts less likely to suit tackling because it is an open skill that constantly changes
- (18) [AO 3] Practising tackling involves working with others and would suit an extrovert/Requires good communication skills

- (19) [AO 3] Tackle requires higher levels of arousal because it's gross
- (20) [AO 3] If arousal is too low, the tackle might be missed
- (21) [AO 3] Low arousal is associated with fine skills and tend to suit introverts
- (22) [AO 3] Descriptions of the shape of the inverted U should be accepted and linked to this point
- (23) [AO 3] Low concentration in extroverts could lead to mistimed tackle
- (24) [AO 3] Synoptic link 1/Extroverts can use stress management techniques to maintain concentration
- (25) [AO 3] Synoptic link 2/Tackling in rugby involves direct aggression so the athlete must not be over-aroused
- (26) [AO 3] Synoptic link 3/Introverts may benefit from SMART targets when improving their tackling