



The EverLearner

National Mock Exams 2023

POWERED BY **ExamSimulator**

Mark Scheme

Edexcel 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 Edexcel 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



Subject	
Course	Edexcel GCSE PE 9-1
Time allowed	1 hour 15 minutes

Title	Edexcel 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 60 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 a 9-mark question.• Good luck.
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Total marks	60
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1. Which of the following sports performers is most likely to have a larger proportion of protein in their diet?
-

Marking guidance

Only accept option A. Do not accept option B, C or D. Only option A is correct.

Marking points **(maximum 1)**

(1) [AO 2] Option A/A/Weightlifter

2. Which of the following is a possible consequence of a sedentary lifestyle?
-

Marking guidance

Only accept option C. Do not accept option A, B or D. Only option C is correct.

Marking points **(maximum 1)**

(1) [AO 1] Option C/C/Increased risk of osteoporosis

3. Look closely at the image.
Which **two** factors affecting optimum weight are being described in statement A **and** statement B?
-

Marking points **(maximum 2)**

(1) [AO 1] A is height/A height/Height

(2) [AO 1] B is bone structure/B bone structure/Bone structure

4. Look closely at the data in the image.
Analyse the relationship between age and alcohol consumption including the impact of COVID-19.
-

Marking points (maximum 4)

- (1) [AO 3] Teenagers tend to drink the least alcohol
- (2) [AO 3] 19-25 year olds tend to drink the most
- (3) [AO 3] During COVID, teenagers drank far less
- (4) [AO 3] COVID limited the freedoms of teenagers to drink alcohol
- (5) [AO 3] COVID caused adults to drink more heavily
- (6) [AO 3] During COVID, many adults had fewer work responsibilities so drank more
- (7) [AO 3] Post-COVID, adults drank less alcohol
- (8) [AO 3] Post-COVID, teenage drinking reached its highest point for four years

5. Look closely at the data in the image.
Give **one** reason why the data for alcohol consumption for 16-to 18-year-olds may not be reliable.
-

Marking points (maximum 1)

- (1) [AO 3] Alcohol consumption is largely illegal for teenagers and they may not answer honestly to the survey/Not answering honestly/Teenagers may not tell the truth about drinking

6. Jackie has returned to playing netball in her 40s and is making new friends at her club. Explain **two** further social health benefits of being part of a netball team.
-

Marking guidance

A02 points are closely linked and are interchangeable. Accept as correct students writing about teamwork and supporting others, for example.

Marking points (maximum 6)

- (1) [AO 1] Cooperation/Cooperating with others/Collaboration
- (2) [AO 2] Jackie is playing in a team sport
- (3) [AO 2] So needs to work with the strengths and weaknesses of others/To support other people/To encourage others
- (4) [AO 1] Teamwork/Working in a team
- (5) [AO 2] Jackie needs to communicate effectively with her teammates
- (6) [AO 2] To achieve a common goal/To win the game/To keep possession

7. Milk is rich in calcium.
Explain **one** way in which a calcium-rich diet can positively impact sports performance.
-

Marking points (maximum 3)

- (1) [AO 1] Makes bones stronger/Increased bone density/Stronger bones
- (2) [AO 2] Stronger bones can withstand more force/More force applied via tendons/Bones can withstand more impact
- (3) [AO 2] Helps to prevent breaks/Prevents fractures/Prevent bone injuries

8. Which of the following is an accurate description of commercialisation?

Marking guidance

Only accept option B. Do not accept options A, C or D. Only option B is correct.

Marking points (maximum 1)

(1) [AO 1] Option B/B/Sport as a commodity used for profit

9. Which of the following is an example of **manual** guidance in swimming?

Marking guidance

Only accept option B. Do not accept options A, C or D. Only option B is correct.

Marking points (maximum 1)

(1) [AO 2] Option B/B/Using the palm of their hand to keep the swimmer afloat

10. Look closely at the image.
Analyse the type of media which has experienced the largest growth between 2018 and 2021.

Marking points (maximum 1)

(1) [AO 3] Live streaming apps/Live streaming/Apps

11. Look closely at the image.
Analyse the type of media which is likely to be the **least** popular in 2022.
-

Marking points (maximum 1)

(1) [AO 3] Radio

12. Explain how a professional road cyclist is able to receive **both** concurrent **and** terminal feedback.
-

Marking guidance

The list of examples of the A02 points is not exhaustive.

Accept other appropriate A02 examples.

Do not accept A02 points linked incorrectly to either concurrent or terminal feedback.

For example, receiving finishing position during the race for concurrent is wrong.

Marking points (maximum 4)

(1) [AO 1] Concurrent is feedback that occurs during the performance/Whilst the performance is taking place/During performance

(2) [AO 2] Cyclist uses their trip computer to view their wattage/Coach speaks to the cyclist through their earpiece/Teammates talk to each other in the peloton

(3) [AO 1] Terminal feedback occurs after the performance ends/Once the performance has finished/After performance

(4) [AO 2] Cyclist receives their finishing time after crossing the line/Finds out finishing times/Receives split time for the last loop

13. Evaluate the use of mechanical **and** visual guidance for a beginner in trampolining.

Marking guidance

The list of examples of the A02 points is not exhaustive.

Accept other appropriate A02 examples.

Do not accept A02 points linked incorrectly to either concurrent or terminal feedback.

For example, receiving finishing position during the race for concurrent is wrong.

Marking points (maximum 6)

(1) [AO 1] Mechanical guidance is the use of a physical aid to assist learning/Physical aid

(2) [AO 2] Harness to complete complex rotations/Use of belts to perform new skills/Crash mat is pushed underneath the athlete when landing from a somersault

(3) [AO 3] Mechanical guidance gives confidence/Feel safe to try more complex moves/Appreciates how the skill is performed fully

(4) [AO 3] Reliance can delay progression/Cause a learning plateau/Cost money

(5) [AO 1] Visual guidance is the use of demonstration/Video guidance/Wall chart

(6) [AO 2] Watch a fellow trampolinist perform a demonstration/Watch a video demonstration of the skill

(7) [AO 3] Visual guidance means the gymnast can create a mental image/Helps to develop understanding of the skill/Can be completed quickly and easily with groups

(8) [AO 3] Demonstration could be an inefficient use of time/Too much information/Information overload

14. State **two** characteristics of a closed skill.

Marking guidance

Do not accept any reference to the weather. Edexcel have, in the past, accepted weather conditions as an environmental factor but should not do so.

Marking points (maximum 2)

- (1) [AO 1] It is performed in a consistent environment/A skill performed in a stable environment/Consistent environment
- (2) [AO 1] Habitual skill/Repetitive skill/Habitual
- (3) [AO 1] Few decisions/Less decision-making/Less decisions
- (4) [AO 1] It can be overlearnt/Overlearning

15. Discuss the use of gamesmanship in football.

Marking guidance

One mark for AO1.
One mark for AO2.
One mark for AO3.

Marking points (maximum 3)

- (1) [AO 1] Gamesmanship is when the performer tries to bend the rules/Bend the rules/Gain an advantage without breaking the rules
- (2) [AO 2] Footballers may take longer than necessary if they have cramp/Delaying play/Leaving the pitch slowly when substituted
- (3) [AO 2] Exaggeration of contact to win a penalty/Exaggerating a foul
- (4) [AO 2] Appealing decisions/Calling the referee for a decision which favours your team
- (5) [AO 3] Negative impact as younger players will copy this behaviour/Seen and copied by others/Encourages poor behaviour at grassroots sport
- (6) [AO 3] Coach might use negative examples to prevent their own players following this culture

16. Explain how a person's gender can influence their participation in sport.

Marking guidance

Two marks for AO1.

Two marks for AO2.

The explanations for each factor are interchangeable.

Marking points (maximum 4)

(1) [AO 1] Fewer female role models/More male role models

(2) [AO 2] On average, females are less inclined to follow sporting examples/On average, males are more inclined to follow sporting examples

(3) [AO 1] Less media coverage of female sport/More media coverage of male sport

(4) [AO 2] Females are less likely to be exposed to women's sport/Males are more likely to be exposed to male sport

(5) [AO 1] Fewer clubs for female participation in most sports/More clubs for male participation in most sports

(6) [AO 2] Females have less defined progression routes in sport/Males have more defined progression routes in sport

(7) [AO 1] Less sponsorship of female sport/More sponsorship of male sport

(8) [AO 2] Females are less likely to receive financial assistance/Males are more likely to receive financial assistance

17. Explain how mental rehearsal can optimise performance in middle-distance running.

Marking points (maximum 4)

(1) [AO 1] Visualisation of good running technique/Visualisation of a strong sprint finish/Visualisation of an acceleration

(2) [AO 2] So the runner is more familiar with the correct technique/So they know the correct technique better/They are more likely to perform the technique correctly

(3) [AO 1] It improves focus/It improves concentration/Better focus and concentration

(4) [AO 2] So they can block out the crowd in the stadium/Less likely to make an error in the stroke/Concentrate on the execution of the action

(5) [AO 1] Reduces stress/Reduces anxiety/Stress and anxiety go down

(6) [AO 2] Sense of confidence to run harder in the race/Growing confidence encourages more determination/Confidence increases so the runner can challenge themselves more

18. Assess the use of massed **and** distributed practice when working with a group of beginners in rugby.

Marking guidance

For each type of practice, award one mark for an accurate description and a maximum of two marks for appropriate expansion of how it is used and the impact this will have on a group of beginners in rugby .

Marking points (maximum 6)

(1) [AO 1] Massed practice has no breaks

(2) [AO 2] Continuous passing drill

(3) [AO 3] Beginners can learn the skill faster/More passes within the training session

(4) [AO 3] However, massed practice may fatigue beginners

(5) [AO 1] Distributed practice contains breaks

(6) [AO 2] Practising on the tackle bags with rests between progressions

(7) [AO 3] Breaks provide time for feedback from the coach/Coaching points can be given in breaks

(8) [AO 3] However, breaks may cause a loss of flow/Players may get bored

19.

Using SMART targets can improve a runner's performance in a 5km Parkrun.

Evaluate the use of **measurable**, **achievable** and **time-bound** targets to improve 5km running performance.

Marking guidance

Refer to 9-mark level descriptors



Marking points

- (1) [AO 1] Measurable is a way to tell if the target has been achieved/Makes the target objective/Makes the target completed or failed
- (2) [AO 2] Runner aims for a specific time/Aims to run each km at a steady rate/Aims to run the fifth km faster than the first km
- (3) [AO 3] Measurable targets give a very clear focus to the runner/Not distracted by other runners or their position in the race/Improves motivation to keep going
- (4) [AO 1] Achievable is the target being the right level of challenge/Not too easy but not too hard either
- (5) [AO 2] Runner aims to bring the time down gradually each week/Move up the age-related rankings steadily
- (6) [AO 3] Runner is able to believe they can achieve it/Feels like the goal is within their control/Provides confidence to the performer
- (7) [AO 1] Time-bound is setting a deadline/End point/Specific achieve-by dates
- (8) [AO 2] Runner wants to achieve the new personal best within six weeks
- (9) [AO 3] Helps the runner to monitor progress over time/Allows new goals to be set after the time is up/Supports measurability of the goal
- (10) [AO 3] However, this type of goal setting might burden the runner/Feels restricted by the goal/Takes away the pure fun of running