



The EverLearner

**National Mock Exams 2023**

POWERED BY **ExamSimulator**

# Mark Scheme

## WJEC GCSE PE Paper

**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 (Thursday 4th May, 17:00-18:30 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 WJEC 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*



<b>Subject</b>	<b>Physical Education</b>
<b>Course</b>	<b>WJEC GCSE PE 9-1</b>
<b>Time allowed</b>	<b>2 hours</b>

<b>Title</b>	<b>WJEC GCSE PE 9-1 National Mock Exam 2023</b>
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<b>Guidance</b>	<ul style="list-style-type: none"><li>• This paper is marked out of 100 marks.</li><li>• You have 120 minutes (plus additional time for those who have Exam Access Arrangements).</li><li>• Answer all questions.</li><li>• A calculator is permitted for this exam.</li><li>• Good luck.</li></ul>
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<b>Total marks</b>	<b>100</b>
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1. Look at the video clip closely.  
Explain how boxers use the information processing model to dodge punches.
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Marking points (maximum 3)

- (1) [AO 2] Input is the sight of the fist coming towards the body
- (2) [AO 2] Decision-making is the process occurring in the brain to recall the dodging movement from the memory
- (3) [AO 2] Output is the movement of the head to the left or right to dodge the punch
- (4) [AO 2] Feedback is the knowledge that the punch was dodged/Feedback is the feeling of moving out of the way

2. Describe the contribution of both aerobic **and** anaerobic energy during a boxing bout.
- 

Marking points (maximum 4)

- (1) [AO 1] Aerobic energy is released in the presence of oxygen/Glucose + oxygen goes to carbon dioxide + water
- (2) [AO 2] Aerobic energy release allows the boxer to work for the entire bout/Multiple rounds/Recover between rounds
- (3) [AO 1] Anaerobic energy is released in the absence of oxygen/Glucose goes to lactic acid
- (4) [AO 2] Anaerobic energy release allows the boxer to perform explosive movements such as power punches/Dodging movements/Explosive foot movement

3. One function of the skeleton is the protection of soft tissues.  
Identify three other functions of the skeleton.
- 

Marking points (maximum 3)

- (1) [AO 1] Movement/Leverage
- (2) [AO 1] Support
- (3) [AO 1] Production of blood cells

4. Justify the use of plyometrics training for a boxer.

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Marking points (maximum 4)

- (1) [AO 2] Develops power which boxers need for fast movements and punches
- (2) [AO 2] Bounding, hurdling or skipping for the legs which allows efficient movement of a boxer
- (3) [AO 2] Medicine balls for the upper body to make punches more powerful
- (4) [AO 2] Suitable for a boxing gym environment/Equipment is available to the boxer

5. Identify **two** muscles that act at the knee.

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Marking points (maximum 1)

- (1) [AO 1] Hamstring and quadriceps

6. Explain why a boxing coach might advise her fighters to consume protein after training.

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Marking points (maximum 3)

- (1) [AO 3] Protein is used for the adaptation process/Proteins support the body to become stronger
- (2) [AO 3] Protein is needed for repair/Muscle repair/Repair after any bruising
- (3) [AO 3] Protein aids the recovery process/Train again sooner

7. Exercise such as boxing can prevent hypertension.  
Describe hypertension.

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Marking guidance

Only credit responses containing "chronic" or "long-term" blood pressure. Increased blood pressure during exercise is not hypertension.

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Marking points (maximum 1)

- (1) [AO 1] Hypertension is chronic high blood pressure/Chronic high blood pressure

8. Look at the video clip closely.  
Analyse the type of movement occurring at the shoulder **and** elbow joint as the player strikes the ball with their right arm.
- 

Marking points (maximum 2)

- (1) [AO 3] Shoulder flexion/Shoulder circumduction
- (2) [AO 3] Elbow extension

9. Identify the plane **and** axis of movement used by the volleyball player as they land on the ground.
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Marking points (maximum 2)

- (1) [AO 1] Sagittal plane
- (2) [AO 1] Sagittal axis

10. The volleyball performer is demonstrating skilled performance.  
Describe the characteristics of this skilled performance.
- 

Marking points (maximum 3)

- (1) [AO 1] Technique
- (2) [AO 1] Consistency
- (3) [AO 1] Accuracy
- (4) [AO 1] Efficiency
- (5) [AO 1] Effectiveness
- (6) [AO 1] Confidence
- (7) [AO 1] Control
- (8) [AO 1] Aesthetics

11. Blood pressure rises during a volleyball game.  
Identify the **two** measurements given for blood pressure.
- 

Marking points (maximum 2)

- (1) [AO 1] Systolic pressure/Systolic
- (2) [AO 1] Diastolic pressure/Diastolic

12. Justify a volleyball spike being classified as a complex **and** externally paced skill.
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Marking points (maximum 2)

- (1) [AO 2] Complex there are many decisions/High perceptual load/Requires conscious thought
- (2) [AO 2] Externally paced because the position and flight of the ball dictate the skill/Position of the opponents dictate the skill

13.

Explain why **flexibility**, **power** and **balance** are important components of fitness for the volleyball spike.

Marking guidance

[6-Mark Guidance](#)



Marking points

- (1) [AO 1] Flexibility is range of movement at a joint
- (2) [AO 3] Flexibility is crucial as it allows the shoulder to move through a wide arc/Shoulder can generate more power
- (3) [AO 3] Flexibility is crucial as it allows the player to get low in their preparation for the jump
- (4) [AO 3] Flexibility is crucial because it helps a volleyball player avoid injury
- (5) [AO 3] Flexibility is less crucial because it is not as important as power
- (6) [AO 1] Power is the ability to undertake strength performances quickly/Strength x speed
- (7) [AO 3] Power is crucial as it allows the player to jump high and achieve a better angle when spiking
- (8) [AO 3] Power is crucial because it allows the player to strike the ball with a greater outgoing velocity
- (9) [AO 1] Balance is being able to keep the body stable whilst at rest or when moving/Keeping the body stable whilst moving/Keeping the body stable at rest
- (10) [AO 3] Balance is crucial as a stable base will allow them to jump with more accuracy
- (11) [AO 3] Dynamic balance is crucial because the player needs to stay in position whilst in the air
- (12) [AO 3] Balance is less crucial because it is not as important as power

14. Identify **two** short-term effects of exercise a **and** explain how both impact the volleyball spike.

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Marking points (maximum 4)

- (1) [AO 1] Increased heart rate
- (2) [AO 1] Increased stroke volume
- (3) [AO 1] Increase in tidal volume
- (4) [AO 2] Greater delivery of nutrients to the arms
- (5) [AO 1] Increase in respiratory rate
- (6) [AO 2] Greater delivery of oxygenated blood to the muscles of the arm
- (7) [AO 1] Increased temperature
- (8) [AO 2] Increased muscle elasticity in the arms
- (9) [AO 1] Sweating/Redness
- (10) [AO 2] Sweating helps the body to cool and be prepared to spike

15. Look at the image of Frankie Jones performing a movement in her floor routine. Analyse the image and answer A, B and C.

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Marking points (maximum 3)

- (1) [AO 3] A is a ball-and-socket joint/A ball and socket
- (2) [AO 3] B is a second class lever/B second class/B 2nd class
- (3) [AO 3] C is extension of the elbow/C extension



16. Skeletal muscles are responsible for Frankie's movement in her routine. Assess the contribution of **two** other types of muscles to Frankie's performance.
- 

Marking points (maximum 4)

- (1) [AO 1] Cardiac muscle
- (2) [AO 2] Provides the heart with contractile force
- (3) [AO 1] Smooth muscle
- (4) [AO 2] Constriction and dilation of muscles around blood vessels/Churning muscles in the stomach wall

17. Identify the muscle fibre type used in this movement **and** one function of it.
- 

Marking points (maximum 2)

- (1) [AO 1] Type II/Fast twitch
- (2) [AO 1] Function is for anaerobic movements/Quick/Powerful

## Marking guidance

### [6-Mark Guidance](#)



## Marking points

- (1) [AO 1] Whole practice is presenting a skill as a full movement
- (2) [AO 3] Whole practice is excellent for Frankie when working through an entire routine
- (3) [AO 3] Whole practice is excellent for Frankie when perfecting transitions between moves
- (4) [AO 3] Whole practice is not effective when Frankie wants to overlearn individual elements
- (5) [AO 1] Part practice is breaking a skill into its subroutines and presenting them separately
- (6) [AO 3] Part practice is excellent for Frankie when wanting to overlearn individual skills
- (7) [AO 3] Part practice is excellent for Frankie when she wants to work on a specific weakness
- (8) [AO 3] Part practice is limited for Frankie as it does not develop the transitions between moves
- (9) [AO 1] Fixed practice is presenting the skill in the same conditions every time
- (10) [AO 3] Fixed practice is essential for Frankie because the performance environment is consistent/Essential for closed skills
- (11) [AO 1] Varied practice is presenting a skill in a changeable environment
- (12) [AO 3] Varied practice is not effective for Frankie as the environment is not changeable/Varied practice is not relevant for closed skills/Only relevant for open skills

19. Identify **one** mental and **one** social benefit to Frankie of a lifelong involvement in gymnastics.
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### Marking guidance

The marking points are not exhaustive. Please accept suitable mental health and social health benefits of participation in exercise.

There must be one mental benefit and one social benefit.

Do not accept physical health benefits.

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### Marking points (maximum 2)

(1) [AO 1] Mental benefit would be reduced stress/Lower levels of confidence/More happiness

(2) [AO 1] Social benefit would be meeting new people/Being able to integrate socially/Stronger relationships

20. Look closely at the data in this image.  
Analyse the relationship between gender and football spectatorship in Wales.
- 

### Marking points (maximum 3)

(1) [AO 3] Men attend football matches more commonly than women in all formats

(2) [AO 3] Attendances at women's matches shows almost equality/Only a 4% difference in attendance at women's matches/Only a 2% swing required for equality

(3) [AO 3] Very few women are attending men's football matches/32% fewer women attend men's matches

(4) [AO 3] Men's football matches are dominated by male fans/32% more men at men's matches compared to women's matches

21. Define sportsmanship.
- 

### Marking points (maximum 1)

(1) [AO 1] Conforming to the rules, spirit and etiquette of a sport/Following the written and unwritten rules/Playing to the rules and spirit of the sport

22. Explain **two** examples of sportsmanship in football.

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Marking points (maximum 2)

(1) [AO 2] Shaking hands with opponents after a football match when it is safe to do so/Shaking hands with opponents after the match/Shaking hands with opponents

(2) [AO 2] Stopping play for an injured opponent/Kicking the ball out when an opponent is injured/Stopping play for an injury

(3) [AO 2] Helping an opponent from the floor after a tackle/Lending a hand to an opponent on the floor

(4) [AO 2] Applauding the opposition/Praising an opponents free kick

23. Explain why a strong fan base for Welsh international football might have a positive impact on participation in football in Wales.

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Marking guidance

Sub max two marks AO1. Sub max two marks AO2.

Accept any combination of AO1 and AO2 points. For example, if a student writes about role models (AO1) and then links this to family support (AO2), this is correct.

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Marking points (maximum 4)

(1) [AO 1] Welsh footballers are role models/Role modelling/Social learning

(2) [AO 2] Fans may copy the model of elite footballers and join a club

(3) [AO 1] There are elite teams for both women's and men's football

(4) [AO 2] Both girls and boys may be encouraged to take up football

(5) [AO 1] Football is a relatively cheap sport to play

(6) [AO 2] Very few barriers to a wide range of people

(7) [AO 1] Family environment at football matches

(8) [AO 2] Families are likely to support their children to take part in football

24. Discuss the use of technology for a football performer.

Marking guidance

[6-Mark Guidance](#)



Marking points

- (1) [AO 1] Objective data/GPS tracker
- (2) [AO 3] Gathers accurate information on movement and performance/Clear knowledge of the body systems/Tailor accurate training programmes
- (3) [AO 3] Data can often be different to the coach's perception which hinders motivation
- (4) [AO 1] Specific game analysis/Slow motion replays/Split-screen analysis
- (5) [AO 3] Provides quicker feedback/Feedback is appealing/Can use playback often to fully understand the feedback
- (6) [AO 3] Technology can sometime fail/Technology cuts out
- (7) [AO 1] Identify strengths and weaknesses/Identify areas for improvement
- (8) [AO 3] Able to monitor progress effectively/Set goals accurately
- (9) [AO 1] Support rehabilitation/Helps recovery/Injury prevention
- (10) [AO 3] Players able to manage workload/Can be fully assessed to prevent further injury/Screen and check for preexisting pain and imbalance
- (11) [AO 3] Type of technology is expensive/Not accessible to all
- (12) [AO 1] Training equipment
- (13) [AO 3] Makes training interesting/Mimics real game play/Devise accurate tactics and strategies
- (14) [AO 3] Technology may undermine the coach

25. Justify the importance of intrinsic motivation for an elite football performer.

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Marking points (maximum 3)

- (1) [AO 3] Intrinsic motivation is more important than extrinsic motivation
- (2) [AO 3] Without intrinsic motivation, the player may not have the commitment to train fully
- (3) [AO 3] If they only compete for extrinsic rewards they may not be able to lose gracefully
- (4) [AO 3] Intrinsic motivation leads to being more engaged with the team
- (5) [AO 3] Praise and encouragement may fluctuate at the elite level of the game so players can not rely on it
- (6) [AO 3] Performance is likely to improve more if the player is driven intrinsically/Work harder with more intrinsic motivation

26.

Look at the image of the crowd at a World Cup 2022 fixture.

Evaluate the impact of commercialisation on a global event such as a football World Cup.

Marking guidance

[6-Mark Guidance](#)



Marking points

- (1) [AO 1] Commercialisation is the use of sport as a vehicle for profit
- (2) [AO 3] Positive is that money makes the experience better for players/Makes the experience better for supporters
- (3) [AO 3] Negative is that players are treated as products/Spectators are treated as consumers
- (4) [AO 1] Commercialisation involves a relationship between elite sport, the media and sponsors/Golden triangle
- (5) [AO 3] Elite sport becomes accessible to a global audience
- (6) [AO 3] However, sports like football become dominant over other sports
- (7) [AO 3] Media companies broadcast the fixtures and are able to sell advertising space
- (8) [AO 3] However, spectators may be less likely to attend fixtures in person
- (9) [AO 3] Sponsors are able to get their brands seen by the world community
- (10) [AO 3] However, TV spectators are sold to within their own homes
- (11) [AO 3] Overall, commercialised sport becomes better quality and exciting
- (12) [AO 3] However, sport can lose its tradition and values in order to make money

27.

Look at the image closely.

A spinter requires reaction **and** power to push away from the blocks quickly.  
Identify an appropriate test for **both** components of fitness.

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### Marking guidance

Accept any other named fitness tests.

They must be appropriate for reaction time and power.

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### Marking points (maximum 2)

(1) [AO 1] Reaction time is tested by the ruler-drop test/Ruler drop test

(2) [AO 1] Power is tested by vertical jump/Vertical-jump test



28. Describe the protocol for the test of power that you provided in the previous answer.

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### Marking guidance

The marks awarded are for a full description of either the ruler-drop test **or** the vertical-jump test.

As previous question, accept any other descriptions of an accurately named fitness that is appropriate for reaction time and power.

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### Marking points (maximum 3)

- (1) [AO 1] Use chalk to mark the full height of the individual with arms stretched above the head/Slide the tip-to-tip board to full reach height
- (2) [AO 1] Sideways onto the wall
- (3) [AO 1] Jump as high as possible and mark the wall/Chalk on the fingers and jump to mark the tip-to-tip board
- (4) [AO 1] Measure the height of the jump/Measure the jump height from the reach height/Measure the jump
- (5) [AO 1] Partner holds a ruler above the open hand/Partner holds the ruler/Between outstretched index finger and thumb
- (6) [AO 1] 0 cm mark must be directly between the thumb and index finger/0 cm mark above the thumb
- (7) [AO 1] Drop the ruler with no warning/Ruler dropped with no warning/Drop ruler with no trigger
- (8) [AO 1] Catch it as soon as possible/Catch the ruler
- (9) [AO 1] The score is taken from where the top of the thumb hits the ruler/Measure from the top of the thumb/Distance dropped recorded
- (10) [AO 1] Measured in cm/Centimetres

29. Explain why the sit-and-reach test might not be a valid test of flexibility for a sprinter.

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### Marking points (maximum 2)

- (1) [AO 2] Only measures the lower back and hamstrings/Not a whole-body measurement/Does not measure flexibility of the hip flexors, for example
- (2) [AO 2] Measures static flexibility not dynamic flexibility/Sprinting requires dynamic flexibility

30. Visualisation and imagery are mental preparation techniques. Identify one other technique a sprinter can use before race.
- 

Marking points (maximum 1)

(1) [AO 1] Mental rehearsal

31. Justify the use of mental preparation techniques for a sprinter to achieve a fast sprint start.
- 

Marking points (maximum 2)

(1) [AO 2] Helps the sprinter to focus on the gun

(2) [AO 1] Helps the sprinter ignore other stimuli

(3) [AO 2] Helps the sprinter to focus inwardly on what they have to do

32. A sprinter will use SMART targets to focus attention in training. Identify the M **and** R of SMART principle.
- 

Marking points (maximum 2)

(1) [AO 1] M is measurable

(2) [AO 1] R is realistic

33. Explain why a spinter will use an ice bath at the end of a high intensity training session.
- 

Marking points (maximum 4)

(1) [AO 2] Reduce inflammation

(2) [AO 2] Reduce post-session soreness/Reduce DOMS

(3) [AO 2] Flush muscles with oxygenated blood

(4) [AO 2] Remove lactic acid

34. Identify **two** long-term adaptations of regular sprint training.

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Marking points (maximum 2)

- (1) [AO 1] Increased bone density
- (2) [AO 1] Increased elasticity of muscles
- (3) [AO 1] Muscle hypertrophy
- (4) [AO 1] Improved energy systems
- (5) [AO 1] Increased stroke volume
- (6) [AO 1] Decreased resting heart rate
- (7) [AO 1] Decreased resting blood pressure
- (8) [AO 1] Decreased resting breathing frequency
- (9) [AO 1] Increased vital capacity