



The EverLearner

National Mock Exams 2024

POWERED BY **ExamSimulator**

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 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous AQA GCSE PE Paper 2 exams 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 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Tuesday 28th of May, 16:30-18:00 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 IGCSE 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	Physical Education
Course	AQA GCSE PE 9-1
Time allowed	1 hour 15 minutes

Title	AQA GCSE PE 9-1 Paper 2 National Mock Exam 2024
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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
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1. Which of the following is correct for the **T** in SMART targets?

Marking points (**maximum 1**)

(1) [AO 1] Option A/A/Time-bound

2. Which **one** of these is the accurate definition of **extrinsic** motivation?

Marking points (**maximum 1**)

(1) [AO 1] Option B/B/The drive to perform well or to win in order to gain external rewards.

3. Which of the following is a **mental**-health benefit of exercise?

Marking points (**maximum 1**)

(1) [AO 1] Option D/D/Reduces stress

4. Which of the following athletics events is most suited to an **ectomorph** body type?

Marking points (**maximum 1**)

(1) [AO 2] Option B/B/High jump

5. Which percentage range of **protein** characterises a balanced diet?

Marking points (**maximum 1**)

(1) [AO 1] Option A/A/15 - 20%

6. Sponsorship brands feature heavily on social media.
State **three** types of sponsorship.

Marking points (**maximum 3**)

(1) [AO 1] Financial sponsorship/Payment with money/Financial

(2) [AO 1] Clothing sponsorship/Specialist clothing/Branded clothing

(3) [AO 1] Equipment sponsorship/Equipment

(4) [AO 1] Footwear sponsorship/Specialist footwear

(5) [AO 1] Facility sponsorship/Ground sponsorship/Facilities

7. Social media is a factor influencing the Golden Triangle in modern sport. Discuss the impact that social media might have on a spectator of association football.

Marking guidance

Sub max three marks for positive effects of social media on a spectator and sub max three marks for negative effects.

A "discuss" answer must have a balance of positives and negatives to achieve full marks.

The balance can be three and one.

It is important each point is linked to a spectator or the audience, not a performer, team or sport **and** be specific to **social** media, not other types of media.

Marking points (maximum 4)

(1) [AO 3] A spectator can raise their profile and status on social media to meet other spectators/Social media is essential to be part of a spectator community/Spectator status at live events can increase via social media

(2) [AO 3] Opportunity to purchase the brands associated with their favourite team or sport/Access to immediate advertising

(3) [AO 3] The social media platform can be used to influence others with their messages/Positive messages can be shared and spread quickly/Audience can influence the media narrative directly

(4) [AO 3] The platform allows access to positive role models to influence positive sporting behaviour/Positive role models are visible to everyone/Positive behaviour

(5) [AO 3] Social media can be a platform to learn about the sport and rules/Education available through YouTube/Spectators able to learn more and self teach

(6) [AO 3] Social media will lead to an increase in participation in the sport at grassroots level/Able to see information about community clubs and events/More awareness leads to more participation

(7) [AO 3] However, the spectator is open to targeted abuse/Spectator may receive abusive messages from rival fans/Open to racist abuse

(8) [AO 3] Abusive comments can be made and not be prosecuted/Hard to prosecute for abusive messages/Fans get away with it

(9) [AO 3] Abuse can have a negative impact on mental health

(10) [AO 3] Minority sports may not have the personnel to monitor social media platforms, leading to less coverage

8. Define direct aggression.

Give **two** sporting examples of direct aggression in sport.

Marking guidance

One A01 mark for the correct definition of direct aggression and two A02 marks for correct sporting examples.

Please award the A02 examples if the definition is incorrect.

Accept any alternative examples of direct aggression as long as there is contact between performers.

Marking points (maximum 3)

(1) [AO 1] An aggressive act which involves physical contact with others/Physical contact with the opponent/Physical contact

(2) [AO 2] Punch in a boxing bout

(3) [AO 2] Rugby tackle

(4) [AO 2] Shoulder barge in football

(5) [AO 2] Push in the back in netball

(6) [AO 2] Throw in judo

9. Define indirect aggression.

Give **two** sporting examples of indirect aggression in sport.

Marking guidance

One A01 mark for the correct definition of indirect aggression and two A02 marks for correct sporting examples.

Please award the A02 examples if the definition is incorrect.

Accept any alternative examples of indirect aggression as long as there is no physical contact between performers or the performer is using an object to gain an advantage.

Marking points (maximum 3)

- (1) [AO 1] Aggression which does not involve physical contact/Aggressive act that is taken out on an object to gain an advantage/Aggression taken out on an object
- (2) [AO 2] Hitting a tennis ball hard
- (3) [AO 2] Smashing a shuttlecock
- (4) [AO 2] Forceful shot in football
- (5) [AO 2] Slam dunk

10. Describe the impact race **and** peers may have on an individual's engagement in physical activity.

Marking guidance

Accept two AO1 marks for race impact on engagement.

Accept two AO1 marks for peer impact on engagement.

Please note that the marking points are written in order to guide students how to achieve marks in their AQA GCSE exams. We are conscious that some of the suggestions such as "Females may be discouraged from taking part in certain cultures" is, broadly, not the case.

Marking points (maximum 4)

- (1) [AO 1] Uneven representation of ethnic minority groups in some sports
- (2) [AO 1] Religious and cultural barriers to taking part in certain sports
- (3) [AO 1] Females may be discouraged from taking part in certain cultures
- (4) [AO 1] Underrepresented groups in elite sport leads to a lack of role models to inspire participation
- (5) [AO 1] Some sports have organised campaigns to encourage ethnic minority engagement
- (6) [AO 1] Peers can act as role models to encourage engagement
- (7) [AO 1] Peers have a positive attitude towards sport which can influence others/Peers can be part of a similar cultural or religious group

11. Explain how sportsmanship **and** gamesmanship displayed by a tennis player in a game can affect an opponent.

Marking guidance

Award one A02 mark for a correct example of sportsmanship **in** tennis. A second A02 mark for a linked reason on how this will impact the opponent.

Repeat this approach for gamesmanship.

Accept any other suitable examples of sportsmanship and gamesmanship. They must be specific to tennis.

Marking points (maximum 4)

(1) [AO 2] Sportsmanship is presented as shaking hands with your opponent before and after a match

(2) [AO 2] Shaking hands represents to the opponent that the unwritten parts of the game will be adhered to

(3) [AO 2] Admitting the ball is out

(4) [AO 2] The point in that match has been played fairly

(5) [AO 2] Applauding and praising your opponent for a good shot

(6) [AO 2] The game is, therefore, played in a positive spirit

(7) [AO 2] Gamesmanship by time-wasting between points

(8) [AO 2] Time-wasting will distract your opponent/Alter their level of performance

(9) [AO 2] Calling out or making a noise when your opponent is about to serve

(10) [AO 2] Calling out can lead to a misplaced serve/ Causes an inaccurate serve/ Lose a point on their serve

(11) [AO 2] Protesting to an umpire or line judge to influence their decisions

(12) [AO 2] Protests can influence their judgement in future points

12. Give an example of a complex skill.

Justify your answer.

Marking guidance

Award one A02 mark for any suitable example of a complex skill. The examples in the marking points are merely suggestions, however please make sure the skill is associated with high levels of decision-making.

The example must be a skill and not a named sport. For example, accept "passing in football" but do not accept "football".

Award one A03 mark for a suitable justification of the complex skill exemplified for the A02 mark.

Marking points (maximum 2)

(1) [AO 2] Goalkeeping save/Cricket batting/Groundstrokes in tennis

(2) [AO 3] A save is complex because it requires decision-making as to when to initiate diving for the ball based on the balls trajectory/Requires precise timing to ensure the body part blocks the ball from entering the goal/Requires decision-making as to whether the goalkeeper stays on their goal line to make the save or runs towards the player to close off the space

13. Give an example of a gross skill.

Justify your answer.

Marking guidance

Award one A02 mark for any suitable example of a gross skill. The examples in the marking points are merely suggestions. However, please make sure the skill is associated with large body movements or the use of large muscle groups.

The example must be a skill and not a named sport. For example, accept "line-out in rugby" but do not accept "rugby".

Award one A03 mark for a suitable justification of the complex skill exemplified for the A02 mark.

Marking points (maximum 2)

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

(2) [AO 3] Involves large muscle groups to sprint such as the quadriceps and hamstrings to flex and extend at the knee joint/Does not rely on accuracy and precision to complete the skill successfully/Involves large movements of the body in order to propel the body forwards

14. Define the term obesity.

Marking points (maximum 1)

(1) [AO 1] A term used to describe people with a large fat content/Excessive fat content

(2) [AO 1] An imbalance of calories consumed to energy expenditure/Eating too many calories/Energy in is greater than energy out

(3) [AO 1] A body mass index over 30/BMI over 30/20% above standard weight for height ratio

15. Explain how obesity leads to a decrease in **social** health.

Marking guidance

Award both A02 marks if the statements are linked. For example, the reason for obesity followed by the impact which causes social health to decrease.

The marking points in this instance do mix and match, but it is important the student gives a **purpose of reason** for a second marking point to be awarded.

Marking points (maximum 2)

(1) [AO 2] Inability to leave home/Shame for one's body/Social isolation due to being at home (2) [AO 2] Therefore, unable to meet friends/Cannot connect with current friends/Feel excluded

(3) [AO 2] Inability to socialise

(4) [AO 2] Leading to poor communication skills/Not able to communicate/Poor cooperation

16. Obesity leads to poor performance in badminton.

Justify this statement.

Marking guidance

An "justify" answer include 'supporting a case with evidence' and be specifically linked to the question context to achieve full marks.

Each supporting point is therefore worth AO3 and must be **linked** to poor performance specifically in badminton.

Marking points (maximum 2)

(1) [AO 3] Lack of stamina means the player will become tired quickly and not be able to maintain a rally/Lack of cardiovascular endurance will lead to the early onset of fatigue and mistakes with shot

(2) [AO 3] Lack of flexibility means the player may not be able to lunge to reach the shuttlecock/Lack of flexibility causes shots to be missed/Lack of flexibility means the player cannot reach to hit the shuttlecock

(3) [AO 3] Lack of agility means the player can't change direction quickly to move to the other side of the court and will lose a point/Lack of agility means the opponent is able to direct shuttles to different areas of the court/Lack of agility means the player can't dart to the front or back of the court to return the shuttlecock

(4) [AO 3] Lack of speed leads to the player not moving quickly enough to return the shuttlecock/Unable to move quickly around the court and lose points quickly

(5) [AO 3] Lack of power means the player cannot hit the shuttlecock with force/Unable to hit the shuttlecock to the back of the court/Lack of power in a smash

17. Look at the image closely.

Using the information provided, calculate the number of respondents who answered with each of the different reasons.

Marking points (**maximum 4**)

(1) [AO 2] Unavailable leisure time is 750/30 % of 2500 is 750

(2) [AO 2] Family commitments is 675/27% of 2500 is 675

(3) [AO 2] Fear of stereotyping is 800/32% of 2500 is 800

(4) [AO 2] Insufficient role models is 275/11% of 2500 is 275

18. Explain how the reasons shown in the diagram are **barriers** for females accessing physical activity.

Marking guidance

Accept any other suitable explanations.

There are many options here. However, it is important the student provides a **reason** why the factor can be a barrier for accessing sport and physical activity.

Marking points (**maximum 4**)

(1) [AO 2] Unavailable leisure time due to work commitments/As parents, females may have childcare duties and not attend an activity/The leisure-time activities are not at suitable times to match with work and parenting duties

(2) [AO 2] Family commitments, because parenting may mean younger children are being taken to their sporting activities/Having to balance parent duties with sporting activities such as dinner and bedtime/Feeling fatigued due to family commitments and having little energy for sport and physical activity

(3) [AO 2] Fear of stereotyping as women lack confidence from sexist comments/Lacking confidence to tackle views around equality in sport and physical activity/Women feel that certain sport environments are male-dominated and uninviting

(4) [AO 2] Insufficient role models, as most media outlets include male-dominated coverage/Female role models balancing parenting and sport are very few/Existing role models are sexualised and not always covered for their sporting achievements

19. State three advantages of spectators being present at a live sporting event.

Marking points (**maximum 3**)

(1) [AO 1] Spectators create an atmosphere at a match/Spectators generate a buzz/Creation of atmosphere

(2) [AO 1] Spectators can help provide a home field advantage/Home teams often do better/Teams win more at home

(3) [AO 1] More income for the event/Spectators spend more money to generate profit/Increased opportunities to buy merchandise to help financially

(4) [AO 1] Professional players want to play in front of spectators/Players have a sense of belonging/Audience feels like a community

(5) [AO 1] Chance to attract tourists/Increase tourism

20. State three disadvantages of spectators being present at a live sporting event.

Marking points (**maximum 3**)

(1) [AO 1] Players might feel pressure/Performance may decrease as a result of pressure/Increased pressure to win

(2) [AO 1] Potential for crowd trouble/Hooliganism could occur at sports event/Hooliganism might occur

(3) [AO 1] Athletes receive abuse/Abusive behaviour/Increased opportunities for abuse

(4) [AO 1] Large crowds can generate safety concerns/Safety concerns for so many people/Some events in the past such as the Hillsborough disaster have occurred at sports grounds

(5) [AO 1] Fewer young people will participate and may simply watch/Fewer young people participating/People watch rather than play

21. Describe **two** positives **and two** negative side effects of anabolic agents.

Marking points (**maximum 4**)

(1) [AO 1] A positive is that anabolic agents increase muscle mass/Increased strength of muscular contraction/Increased strength

(2) [AO 1] A positive is that injured athletes recover faster/Increased speed of recovery from injury/Return to play sooner after injury

(3) [AO 1] A side effect is that anabolic steroids cause health problems/Increased chance of heart attack or stroke/High blood pressure

(4) [AO 1] Anabolic agents can lead to liver problems/Kidney problems/Liver damage

(5) [AO 1] Anabolic agents can have an androgynous effect, which might be embarrassing/Men might experience baldness/Male infertility

(6) [AO 1] Women might experience problems with menstruation, facial hair or hair loss/Problems with menstruation/Problems with periods

22. Discuss the use of blood doping on an elite road cyclist.

Marking guidance

Sub max three for positive effects of blood doping and sub max three for negative effects.

A "discuss" answer must have a balance of positives and negatives to achieve full marks.

The balance can be three and one.

Answers must be linked specifically to an elite road cyclist and not just be advantages and disadvantages of blood doping as a performance enhancement.

Marking points (maximum 4)

(1) [AO 3] A positive is an increase in red-blood-cell count, which means more oxygen transportation/Increased oxygen transport to the working muscles/Increased oxyhaemoglobin to the working muscles

(2) [AO 3] This causes a greater delivery of oxygen to the working muscles to delay fatigue/Increased oxygen delivery leads to increased aerobic energy for the race/More oxygen available to the muscles to delay fatigue

(3) [AO 3] Athlete can work at higher intensities aerobically/More aerobic respiration/Less production of lactic acid

(4) [AO 3] Complete a race at a higher intensity/Finish the race in a quicker time

(5) [AO 3] A negative is that blood doping leads to a thickening of the blood/Increased blood viscosity/Increased blood pressure

(6) [AO 3] A negative is that blood transfusions can cause infection leading to reversibility/Risk of infection to impact training/Possibility of catching hepatitis

(7) [AO 3] A negative is there is a potential for heart attack/Heart attacks/Infarction

(8) [AO 3] A negative is there is an increased chance of embolism/Blockage of a blood vessel/Embolism

23. Define **both** the term skill **and** the term ability.

Marking points (maximum 2)

(1) [AO 1] Skill is learned/Skill is developed through experience/Skill is based upon abilities

(2) [AO 1] Ability is innate/Ability is genetic/Ability is predetermined

24. Define performance **and outcome goals.**
Give a sporting example of each type of goal.

Marking guidance

Award 1 A01 mark for the definition and a separate A02 mark for a suitable sporting example. A02 can be awarded with inaccurate A01.

The A02 examples in the marking points are merely suggestions. However, please make sure the goal is clear and specific to a sport.

Marking points (maximum 4)

(1) [AO 1] Performance goals focus on working towards personal standards/No comparison with others/Personal standards

(2) [AO 2] Netball player is set a specific performance goal such as trying to jump higher to reach an interception/Golfer is set a performance goal to swing the club further on the backswing/Gymnast is set a performance goal to point their toes during a balance

(3) [AO 1] Outcome goals focus on the end result only/Outcome goals are end results/Defined by an end product, not a process

(4) [AO 2] Basketball player is told to complete a certain number of interceptions per game/100-metre sprinter is told to complete the race below a target time/Footballer is told to score a target number of goals per season or per match

25. Muscle fatigue and increased body temperature are both consequences of dehydration.

Using a skill from a game, analyse **two** other consequences of dehydration.

Marking guidance

[6 Mark Level Descriptors](#)



A02 is application to a **skill** in a game. Students are expected to apply knowledge of hydration to the performance of this skill.

The making points are indicative content for a tennis serve as an example.

For A03, credit other relevant analytical points about the consequences of dehydration.

There are three consequences in the marking points and the question is only asking for two.

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

Marking points (**maximum 6**)

- (1) [AO 1] Dehydration is the excessive loss of water/Excessive loss of body water/Excessive fluid loss
- (2) [AO 1] Dehydration interrupts functions of the body/Interrupting the function of the body/Affects bodily function
- (3) [AO 1] Dehydration results in slower reaction time/Reactions can become worse/Increased reaction time
- (4) [AO 2] In tennis, reaction time is required in order to return a serve /Return a serve
- (5) [AO 3] Slow reaction time will mean the ball is not returned
- (6) [AO 3] No return leads to loss of a point/Loss of a set/Loss of a game
- (7) [AO 3] Opponent has the psychological advantage as they will see the slower reactions to the serve as a weakness to exploit
- (8) [AO 1] Dehydration results in blood thickening/Increased viscosity/Slow blood flow
- (9) [AO 2] A tennis serve is an explosive movement with anaerobic energy release
- (10) [AO 2] The player uses aerobic respiration between each serve
- (11) [AO 3] Viscous blood leads to less oxygen being received by the working muscles

(12) [AO 3] The player will feel fatigued earlier in the game and not be able to execute a powerful serve

(13) [AO 3] Early fatigue makes the recovery process between serves more difficult

(14) [AO 3] Lactic acid will build up quicker and the technique of serving the ball will not be maintained

(15) [AO 3] Slow blood flow may cause the player to suffer from a headache

(16) [AO 3] Headaches can cause a loss of concentration and reduce the accuracy of the serve

(17) [AO 3] Poor decision-making on serve placement due to loss of concentration

(18) [AO 1] Dehydration results in an increase in heart rate/Heart has to work harder/Irregular heart rate

(19) [AO 2] Tennis games are played over a long duration/Each set is first to six games/Men is best of five sets

(20) [AO 3] Increased heart rate causes early fatigue and serve performance deteriorates quicker throughout the game

26. Analyse the use of different types of guidance for a beginner in trampolining.

Marking guidance

[9 Mark Guidance](#)



Marking points (**maximum 9**)

- (1) [AO 1] Manual guidance is the use of a physical support to assist learning/Physical support/Physical manipulation
- (2) [AO 2] Beginner could be lifted by the coach into the required position/Coach lifts/Lifting
- (3) [AO 2] A coach can be on the trampoline in order to catch a performer/On the trampoline with the jumper/Both on the trampoline
- (4) [AO 3] Manual guidance provides a beginner with confidence/Feel safe on the trampoline/Increased confidence
- (5) [AO 3] Feeling of safety means a beginner is motivated/Confidence leads to motivation/Motivated to learn more, so quicker progression
- (6) [AO 3] Helps to stay calm/Sense of calmness/Not worrying
- (7) [AO 3] Risk is reduced and the coach is safeguarded/No accidents/Injuries don't occur
- (8) [AO 3] Manual guidance develops kinaesthesia/Beginner can feel the correct movement/Kinaesthetic awareness
- (9) [AO 3] Beginner is able to understand the movement patterns and, therefore, develop the skills required
- (10) [AO 1] Verbal guidance is giving instructions/Coaching points/Teaching points
- (11) [AO 2] A beginner could listen to teaching points about a seat drop/Coaching points about arm position/Coaching points about head position
- (12) [AO 3] Verbal guidance leads to accurate understanding/Better understanding/Provides details
- (13) [AO 3] Instructions motivate the beginner/Instructions are motivational
- (14) [AO 3] Verbal guidance does not cost money/Practical/Can be done in all situations
- (15) [AO 1] Mechanical guidance is use of a physical aid to assist learning/Physical aids/Physical objects
- (16) [AO 2] Harness to help rotate/Belt for rotation/Bungee device

- (17) [AO 3] Mechanical guidance gives confidence/Feel safe in the air/Ensures the beginner will land a skill
- (18) [AO 3] Feeling of safety means a beginner is motivated/Can take on teaching points/Feel confident
- (19) [AO 3] Risk is reduced/Lower chance of an incident/No risk of injury
- (20) [AO 1] Visual guidance is use of demonstration/Video/Wallchart
- (21) [AO 2] Watch a more experienced trampolinist perform a demonstration/Watch a club member perform
- (22) [AO 2] Coach could demonstrate the arm action on the side of the trampoline/Coach demonstrates
- (23) [AO 2] Show a video/Refer to a wallchart/Laminated images of the components of the skill
- (24) [AO 3] Visual guidance means the beginner can create a mental image/Mental picture/Beginner can copy the demo
- (25) [AO 3] Seeing the technique in its correct form leads to an accurate understanding of the movements required/Demos help understanding/Beginner knows what they are aiming for
- (26) [AO 3] Demonstration motivates the beginner to improve/Try harder
- (27) [AO 3] Visual guidance does not cost money/Completed quickly/Practical
- (28) [AO 3] Basic information processing is required to be able to complete a skill on the trampoline
- (29) [AO 3] Beginners need to be in an optimum level of arousal to be able to perform well/Under-arousal may lead to low motivation/Over-arousal could lead to over-rotation
- (30) [AO 3] Beginners may prefer to set goals so the correct type of guidance is selected
- (31) [AO 3] The type of guidance used is vital for the input stage of the basic information processing model