



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 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous Edexcel 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, 15:00-16:30 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 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	Edexcel GCSE PE 9-1
Time allowed	1 hour 15 minutes

Title	Edexcel 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 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 components of a balanced diet is a micronutrient?

Marking points (**maximum 1**)

(1) [AO 1] Vitamins/B/Option B

2. Which of the following is a **negative** impact of smoking?

Marking points (**maximum 1**)

(1) [AO 1] Bronchitis/D/Option D

3. Identify **one** benefit playing sport can have on emotional health.

Marking guidance

Accept other suitable examples of emotional benefits.

"Improved mental health" is too vague.

Marking points (**maximum 1**)

(1) [AO 1] Improved self-esteem/Improved sense of self/Improved perception of self

(2) [AO 1] Relieve stress/Stress relief/Help you to relax

(3) [AO 2] Helps manage emotions/Self-regulate/Manage feelings

(4) [AO 1] Feel positive/Positive outlook/Positive feeling

(5) [AO 1] Improved self-confidence/Confident

(6) [AO 1] Emotional challenge/Psychological challenge

4. Reduced blood pressure is a physical benefit of participating in sport.
State **two** other physical benefits.

Marking guidance

Accept other suitable physical benefits.

Accept improvements in specific fitness components. For example, improved coordination or improved endurance.

Marking points (maximum 2)

- (1) [AO 1] Less chance of coronary heart disease/Coronary heart disease/Less chance of a heart attack
- (2) [AO 1] Reduced risk of osteoporosis/Increased bone density/Osteoporosis
- (3) [AO 1] Reduced risk of type 2 diabetes/Type 2 diabetes
- (4) [AO 1] Improvement in fitness components/Improvements in fitness/Greater fitness levels
- (5) [AO 1] Improved posture
- (6) [AO 1] Reduced risk of injury/Less likely to get injured/Less injury prone
- (7) [AO 1] Improved body shape/Body changes shape/Body changes shape
- (8) [AO 1] Reduced risk of obesity/Reduced risk of being overfat

5. A high-protein diet is important for a rugby player.
State **two** functions of protein.

Marking points (maximum 2)

- (1) [AO 1] Growth of body tissue/Growth of muscle/Tissue growth
- (2) [AO 1] Repair of body tissue/Repair of muscle/Repair of tissue
- (3) [AO 1] Produces enzymes/Enzymes
- (4) [AO 1] Amino acids/Provide body with amino acids/Provide a source of amino acids

6. Explain why hydration is important for a rugby player.

Marking guidance

Max two marks for explaining benefits of staying hydrated. Max one mark for the impact on performance.

Marking points (maximum 3)

- (1) [AO 2] Avoid early fatigue in a match/Avoids tiring too quickly/Avoid tiredness during match
- (2) [AO 2] Avoid becoming dizzy/Nauseous/Getting a headache
- (3) [AO 2] Taking on fluid maintains temperature/Regulates body temperature/Helps player to keep cool
- (4) [AO 2] Staying hydrated ensures efficient oxygen delivery/Avoids a reduction in oxygen delivery efficiency
- (5) [AO 2] Efficient blood flow to muscles/Makes blood flow to muscles more efficient/Avoids a reduction of blood flow to muscles
- (6) [AO 2] Regulates blood viscosity/Avoids blood becoming too viscous
- (7) [AO 3] Staying hydrated allows player to maintain performance levels/Ensure performance doesn't drop/Perform consistently
- (8) [AO 3] Reduces risk of injury/Illness to the player
- (9) [AO 3] Assists in player maintaining speed/Strength/Endurance
- (10) [AO 3] Player is able to maintain performance levels in extreme heat/Player is able to maintain performance levels in hot conditions/Player is able to maintain performance levels in hot weather

7. Explain how a **sedentary** lifestyle can cause negative impacts on long-term health.

Marking guidance

One A01 mark for definition/description of sedentary lifestyle.

Two A02 marks for examples of negative consequences.

One A03 mark for effect on lifestyle.

Accept other suitable effects of lifestyle.

Marking points (maximum 4)

(1) [AO 1] A sedentary lifestyle is sitting or lying around too much/Excessive inactivity/Sitting too much

(2) [AO 2] Risk of becoming obese/Overfat

(3) [AO 2] Risk of depression/Being depressed

(4) [AO 2] Risk of CHD/Heart disease

(5) [AO 2] Risk of high blood pressure/Increased blood pressure/Blood pressure too high

(6) [AO 2] Risk of osteoporosis

(7) [AO 2] Risk of losing muscle tone/Loss of muscle mass/Loss of toned muscles

(8) [AO 2] Risk of poor posture/Posture problems/Change in posture

(9) [AO 3] Lead to difficulty completing everyday tasks/Cannot do normal, everyday activities/Difficulty walking or running to complete everyday tasks

(10) [AO 3] Leads to reduction in fitness levels/Reduced CV endurance/Reduced flexibility

(11) [AO 3] Less social interaction/Lonely existence/Not able to socialise as often

(12) [AO 3] Hospitalisation/Having to go to hospital regularly/Referred to medical services

8. Define obesity.

Marking guidance

Do not accept definitions which refer to only being overweight. The definition must be linked to being overfat/excessive fat accumulation.

Marking points (maximum 1)

- (1) [AO 1] Excessive fat accumulation/Too much fat that poses a health risk
- (2) [AO 1] Being very overfat
- (3) [AO 1] Body mass index in excess of 30/BMI above 30/BMI greater than 30kg

9. Explain why the optimum weight of a shot-putter is different to that of a marathon runner.

Marking guidance

Max two AO2 marks for explaining why they are likely to be different.

Max one AO3 mark for how this affects either of their performances.

Marking points (maximum 3)

- (1) [AO 2] Runner would be lighter than a shot-putter/Runner has lower optimum weight/Runner is lighter
- (2) [AO 2] Shot-putter would be heavier/Shot-putter has higher optimum weight/Shot-putter is heavier
- (3) [AO 2] Runner would have a smaller skeleton/Runner has less muscle mass/Runner has a shorter skeleton
- (4) [AO 2] Shot-putter would have a larger skeleton/Shot-putter has larger muscle mass/Shot-putter has a longer skeleton
- (5) [AO 3] Shot-putter can carry more momentum into a throw/Can apply more force to the release of the shot-put/Can drive their legs with more force when when executing the throw
- (6) [AO 3] Runner able to carry their body weight throughout the marathon/Allows runner to run faster as carrying less of a load/Run faster

10. Which of the following is an example of terminal feedback?

Marking points (maximum 1)

(1) [AO 2] A netball player receives feedback about their shot after the ball has gone through the goal/D/Option D

11. Which of the following sports is **most** associated with participants from a high socio-economic background?

Marking points (maximum 1)

(1) [AO 2] Skiing/C/Option C

12. Review the data of live viewing figures of sports in the UK. Identify which sport has the highest viewing figures.

Marking points (maximum 1)

(1) [AO 1] Football/D/Option D

13. Review the data of live viewing figures of sports in the UK. Calculate the percentage difference in live viewing figures between **athletics** and **golf**.

Marking guidance

Do not accept a range of percentages.

The difference in percentage between athletics and golf must be calculated.

Marking points (maximum 1)

(1) [AO 3] 14 per cent/14%

14. Classify a tennis serve on the **open-closed and **simple-complex** continua. Justify your answers.**

Marking guidance

Award two A02 marks for **each** classification of the tennis serve.

Award a further two A03 marks for **each** justification.

***We have added a tenth and eleventh marking points that allow students to be credited for stating that a tennis serve is complex because it requires lots of thought. Edexcel accepted this as correct in 2021 and, therefore, we are duty-bound to honour this answer if students have made it. HOWEVER, tennis serving is a basic skill and we will work to help Edexcel realign their accuracy on this matter.

Marking points (maximum 4)

- (1) [AO 2] Tennis serve is a closed skill/Closed/Towards the closed end of the continuum
- (2) [AO 3] Tennis serve is consistent and repetitive/Repetitive action/Repeats over and over
- (3) [AO 3] Tennis serve is self-paced/Performer initiates the execution of the skill
- (4) [AO 3] Tennis serve is performed in a stable environment/Predictable environment
- (5) [AO 3] There are few environmental stimuli/Few environmental factors
- (6) [AO 2] Tennis serve is a simple skill/Simple/Towards simple end of continuum
- (7) [AO 3] Tennis serve has low perceptual load/Low perception
- (8) [AO 3] Tennis serve requires few decisions/Little decision-making/Not many decisions need to be made
- (9) [AO 3] Tennis serve has low problem-solving requirement
- (10) [AO 3] ***Because (according to Edexcel) it requires lots of thought and decision-making
- (11) [AO 3] ***Tennis serve is complex (according to Edexcel)

15. Praise from a coach is one example of extrinsic feedback. State **two other examples.**

Marking guidance

Accept other suitable examples of extrinsic feedback.

Marking points (maximum 2)

- (1) [AO 1] Information from a teammate/Praise from a teammate/Criticism from a teammate
- (2) [AO 1] Information from a crowd/Praise from spectators/Criticism from spectators
- (3) [AO 1] Tactics/Tactical analysis/Team talk from a coach
- (4) [AO 1] Information from a referee/Official's decision/Decision from a referee
- (5) [AO 1] Non-verbal gesturing/Signalling from a teammate or coach

16. Explain one advantage and one disadvantage of using extrinsic feedback for an elite performer.

Marking guidance

Accept other suitable advantages/disadvantages.

For **both** the advantage and disadvantage, there should be a **link** to how extrinsic feedback affects the elite performer.

Marking points (maximum 4)

- (1) [AO 2] Extrinsic feedback can be from the crowd/Extrinsic feedback can be from the coach/Extrinsic feedback can be from other players
- (2) [AO 3] This can motivate the performer/Focus the performer
- (3) [AO 2] Extrinsic feedback can be praise or criticism
- (4) [AO 3] Praise can give the performer self-confidence/Reassurance/Criticism can demotivate the performer
- (5) [AO 2] Extrinsic feedback could be through instructions/Tactics
- (6) [AO 3] Performer will gain confidence through successful deployment of a tactic/Successfully following instructions
- (7) [AO 2] Extrinsic is less advantageous/Less effective for an elite performer/More advantageous for a beginner
- (8) [AO 3] Elite performers are able to use intrinsic feedback/Feedback intrinsically to optimise performance
- (9) [AO 2] Extrinsic feedback can be difficult to understand/Not clear/Inaccurate
- (10) [AO 3] Extrinsic feedback is, therefore, not as useful to optimise performance

17. The table shows two elements of SMART target-setting a swimming coach could use to optimise performance.

Describe each element **and** give a sporting example from swimming.

Marking guidance

Award two A01 marks for a description of **each** element.

Award a further two A02 marks for a suitable example **specific** to swimming.

Accept other suitable **measurable** or **achievable** targets relevant to swimming.

Marking points (maximum 4)

(1) [AO 1] If a target is measurable, there is a way of telling whether the target has been achieved/Makes the target objective/Makes the target completed or failed

(2) [AO 2] Swimmer aims for a specific time/Aims to swim each length of the pool at a steady split time/Aims to swim first 200m faster than the second 200m

(3) [AO 1] If a target is achievable, it is at the right level of challenge/Not too easy but not too hard either

(4) [AO 2] Swimmer aims to bring their time down gradually each week/Move up the age-related rankings steadily/Improve their reaction time at the start of a race by fractions of seconds each week

18. Other than socio-economic group and gender, identify **two** factors which influence participation in sport.

Marking points (maximum 2)

(1) [AO 1] Age/How old you are

(2) [AO 1] Ethnicity/Ethnic Background/Ethnic minority

(3) [AO 1] Disability/Disabled

19. Explain how socio-economic group **and** gender can affect participation in Association football.

Marking guidance

Max two A02 marks for explaining how socio-economic status **and** gender link to Association football.

Two further A03 marks which are linked to the impact **each** has on participation in Association football.

Marking points (maximum 4)

- (1) [AO 2] Football is a relatively cheap sport to play/Not as expensive as some other sports/Football not comparatively expensive to play
- (2) [AO 2] Football does incur costs for clothing/Boots/Equipment
- (3) [AO 3] Those from low socio-economic backgrounds are able to access football due to it being relatively cheap
- (4) [AO 3] Playing football at a local club means less cost for transport/Travelling, so people from low socio-economic backgrounds can access
- (5) [AO 3] Becoming an elite footballer can change your socio-economic status, so would encourage people from low socio-economic/High socio-economic backgrounds to play
- (6) [AO 3] Some people from low socio-economic backgrounds may still be excluded from playing due to cost
- (7) [AO 2] Gender inequality in football
- (8) [AO 3] Males generally have greater opportunity to play/Play more/Have more competitions to play in
- (9) [AO 3] Females generally have limited opportunity to play/Less opportunity to play/Less competitions to play in than males
- (10) [AO 3] Recently there has been greater opportunity for females to take part in football/More opportunities are being provided for females/There is a gradual move towards gender equality
- (11) [AO 3] There is still a gender pay gap in elite football, so females may be less likely to play for financial gain/Less chance to make a living from football for females

20. Look closely at this image. Describe **one** advantage of using mechanical guidance for the trampolinist.

Marking guidance

Accept other suitable advantages of mechanical guidance.

Marking points (maximum 1)

(1) [AO 3] Increases safety/Safer/Less dangerous

(2) [AO 3] Increase rate of learning/Learn quickly/Rapid learning occurs

(3) [AO 3] Builds confidence of the performer/Performer confidence/Performer feels confident

(4) [AO 3] Assists in feel for the whole skill/Assists kinaesthesia of the whole skill/Able to perform whole skill early

(5) [AO 3] Assists in performance of complex skills/Allows performer to learn complex skills/Good for complex skill practice

21. Describe **one** disadvantage of the trampolining coach using verbal guidance.

Marking guidance

Accept other suitable disadvantages of verbal guidance.

Marking points (maximum 1)

(1) [AO 3] Terminology too technical/Terminology too advanced/Advanced terminology can confuse performer

(2) [AO 3] Can cause information overload/Too much information/Too many instructions in one go

(3) [AO 3] Requires high levels of concentration/Good listening skills/Requires performer to concentrate on instructions

(4) [AO 3] Don't get to see demonstration/Perfect model/How skill should be performed

(5) [AO 3] Instructions can be misinterpreted/Instructions might not be clear/Instructions confusing

(6) [AO 3] Boring/Performer can get bored easily/Not engaging as a form of guidance

22. Video analysis is one example of guidance used to optimise sporting performance.

Identify this type of guidance **and** a different sporting example.

Marking guidance

Award one. AO1 mark for identification of of visual guidance.

Award one AO2 mark for a suitable example. Accept other suitable examples of visual guidance.

Marking points (maximum 2)

(1) [AO 1] Visual/Visual guidance

(2) [AO 2] A gymnastics coach uses a video camera to replay technique to a performer in slow motion

(3) [AO 2] A netball coach asks their player to watch a professional player in part of a match

(4) [AO 2] A hockey coach uses a tactics board to draw out positions and different runs that players are expected to make

(5) [AO 2] A rugby coach show a performer still images/Photos of different stages of scrummaging

(6) [AO 2] An athletics coach demonstrates hurdle technique to a performer

23. Describe the benefits of using mental rehearsal for a sprinter prior to the race.

Marking points (maximum 2)

(1) [AO 2] Visualise a successful performance/Picture a successful race/See himself

(2) [AO 2] Increases familiarity/Familiar feeling

(3) [AO 2] Reduces stress/Anxiety/Lowers anxiety levels

(4) [AO 2] Improves concentration/Helps maintain focus/Helps to get "in the zone"

(5) [AO 2] Less likely to make a mistake/Ensure a good start to the race/Mistakes less likely

24. Define deviance.

Marking points (maximum 1)

- (1) [AO 1] Behaviour that differs from perceived social/Moral/Legal norms
- (2) [AO 1] Unacceptable behaviour within a culture
- (3) [AO 1] Behaviour involving misuse of drugs/Doping/Violent acts

25. State **two** ways in which the media can increase the chances of deviant acts occurring in sport.

Marking points (maximum 2)

- (1) [AO 2] Media highlights negative acts/Highlights doping/Highlights violence
- (2) [AO 2] Media hypes up big matches/Performances are hyped/Bouts are hyped to be sold
- (3) [AO 2] Media interest can increase pressure on performers/Media coverage leads to a win-at-all-cost attitude/Pressure of media spotlight can lead to deviant decisions being made
- (4) [AO 2] Media coverage can lead to spectators committing deviant acts to get in the spotlight/Media coverage can allow fans to air their grievances/Protest
- (5) [AO 2] Events with high media coverage are more likely to attract terrorism/Terrorist acts more likely to occur if there is high media coverage
- (6) [AO 2] Evening kick-off times due to media coverage increases chances of excessive spectator drug/Alcohol use/Spectators more likely to be drunk due to kick-off times being changed to the evening

26. Modern sport is highly commercialised.

Using a range of sporting examples, evaluate the impact of sponsorship **and** advertising on performers in the 21st century.

Marking guidance

[9 Mark Level Descriptors](#)



A01 is knowledge and understanding of sponsorship and advertising.

A02 is applying that knowledge to a performer.

A03 is making reasoned judgements and including the positive and negative impacts of both sponsorship and advertising for a performer.

Reward all acceptable answers and responses which are not limited to the marking points.

Learners only providing A01 points can not move beyond the level 1 descriptors.

Marking points (maximum 9)

(1) [AO 1] Sponsorship and advertising generate income for the performer/Performer makes money from sponsorship and advertising/Performer uses sponsorship and advertising to make money

(2) [AO 2] Performer is paid money by a sponsor to wear their clothing brand or footwear/Performer is paid by a company to endorse their product in a TV/Radio

(3) [AO 3] Performer will be financially secure as a result/Performer will not need another job

(4) [AO 3] Financial security allows performer to concentrate/Focus on their training/Performance

(5) [AO 1] Sponsorship and advertising can help to enhance individual profile/Personal brand/Their team's profile by being sponsored or being part of advertising campaigns

(6) [AO 2] David Beckham has improved his personal brand through sponsorship and advertising/Leah Williamson has endorsements for fashion brands outside football, which has raised her profile/Serena Williams has raised her profile by advertising her own clothing brand

(7) [AO 3] Raising profile/Individual brand can lead to opportunities outside the sport/Opportunities when retired

(8) [AO 3] Raising profile/Personal brand can lead to performer having greater influence over the governance of their sport/Allow them to shine their sport

- (9) [AO 1] Sponsorship and advertising can help turn the performer into a role model/Hero/Someone people look up to
- (10) [AO 2] Marcus Rashford has become a role model in football and has been given lots of sponsorship and advertising deals as a result/Rafael Nadal is seen as a role model in tennis, so sponsors are keen to associate him with their brand/Serena Williams endorses her own fashion brand and uses role model status to advertise this
- (11) [AO 1] Sponsors can add pressure to win/Pressure to win from being associated with a brand/Pressure to win from being associated with a company
- (12) [AO 2] Performer might be given a performance bonus from the sponsor/Performer can be dropped by a sponsor if performance declines/Performer dropped from advertising campaign if performance declines
- (13) [AO 3] Leads to added stress/Anxiety/Overarousal so performance declines further
- (14) [AO 3] Can lead to a win-at-all-costs attitude/Cheating to win by the performer/Increases likelihood of committing deviant act
- (15) [AO 1] Sponsors can be controlling/Performer may have to take time out of schedule to make appearances for the sponsor
- (16) [AO 3] Leads to loss of focus on performing/Loss of focus/Lack of concentration
- (17) [AO 1] Performer may have to advertise unethical products/Advertising products seen negatively by the public/Perform in countries seen negatively
- (18) [AO 2] Football players often wear gambling sponsors due to club's sponsorship deals/Performers take part in an event sponsored by a tobacco /Alcohol company
- (19) [AO 3] Endorsing unethical products/Processes can lead to negative exposure for the performer/Loss of role-model status