The EverLearner

National Mock Exams 2025

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Mark Scheme
Eduqas 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 2025 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous Eduqas GCSE PE 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 potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session 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 2025. Many of these questions will be discussed in the live revision show provided by James Simms on **Tuesday 6th of May 2025 at 15:30** (joint WJEC and Eduqas session, available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via ExamSimulator. ExamSimulator is a premium resource available via TheEverLearner.com and provides immediate diagnostics of student writing performance after every exam answer. Get in touch with us to start a free trial.

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

James Simms

The EverLearner

Subject	Physical Education
Course	Eduqas GCSE PE 9-1
Time allowed	2 hours 0 minutes

Title	Eduqas GCSE PE NME 2025

Guidance	• This paper is marked out of 120 marks. • You have 120 minutes (plus additional time for those who have Exam Access Arrangements). • Answer all your questions. • A calculator is permitted for this exam. • If the timer reaches zero prior to you submitting your paper, the software will automatically submit your responses. • Good luck.

Total marks	120

1. Analyse the image to determine **two** functions of the skeleton that are being used **and** how each function is beneficial to a rugby player's performance within the scrum.

Marking points **(maximum 4)**

(1) [AO 3] Movement

(2) [AO 3] Cranium protects the brain from head-to-head contact in the scrum/Ribs protect the heart and lungs from collisions in the scrum

(3) [AO 3] Gives the body shape allowing different positions within the scrum

(4) [AO 3] Red blood cells are vital for the transport of oxygen to the working muscles, to ensure players don't fatigue early and lose strength in the scrum

(5) [AO 3] Muscle attachment on the long bones allows the body to move into the scrum position

(6) [AO 3] Protection

(7) [AO 3] Support

(8) [AO 3] Production of blood cells

2. Fast-twitch muscle fibre types are required in a rugby scrum.
Identify **two** characteristics of fast-twitch muscle fibres.

Marking points **(maximum 2)**

(1) [AO 1] High force production

(2) [AO 1] Low fatigue tolerance

(3) [AO 1] Predominantly anaerobic

3. Describe the function of ligaments.

Marking points **(maximum 1)**

(1) [AO 1] Stabilise joints

(2) [AO 1] Join bone to bone

4. Complete the table, identifying the nutrients described.

Marking points **(maximum 2)**

(1) [AO 1] B: Carbohydrates

(2) [AO 1] A: Minerals/Calcium/Vitamin D

5. Explain the importance of protein for a rugby player's performance.

Marking points **(maximum 2)**

(1) [AO 2] Aids muscle repair to decrease recovery time after training or a match/Aids repair for muscular adaptations to take place

(2) [AO 2] Aids muscle growth to increase strength required when tackling

6. The image shows a rugby player taking a conversion. Identify which letter represents the correct placement on the open/closed continuum.
Justify your answer.

Marking guidance

Award one mark for correctly identifying placement on the continuum and award one mark for a suitable justification.

Marking points **(maximum 2)**

(1) [AO 2] Habitual skill/Repetitive skill

(2) [AO 2] Limited effect of external sources, such as opponents

(3) [AO 2] Little perceptual information/Little decision-making

(4) [AO 2] C

7. The table shows fitness tests that were completed by a rugby player in comparison to the team's average. Analyse the results that were collected.

Marking points **(maximum 4)**

(1) [AO 3] Multi-stage fitness test is above average/MSFT is above average/Covered 2.6 levels above average

(2) [AO 3] Vertical jump test is above average/Jumped 7cm more than average

(3) [AO 3] Sit-and-reach test is below team average/Sit-and-reach is 11cm lower than average

(4) [AO 3] Flexibility and speed are below average

(5) [AO 3] 30m sprint test is below average/Ran 0.20 seconds slower than average

(6) [AO 3] Cardiovascular endurance and power are above average

8. Explain why it is important to cool down after a rugby match.

Marking points **(maximum 4)**

(1) [AO 2] Lower heart rate slowly to avoid fainting/Reduce breathing rate slowly to avoid light-headedness

(2) [AO 2] Stretches muscles to allow muscle relaxation/Includes stretching to aid flexibility

(3) [AO 2] Encourages blood flow to prevent blood pooling

(4) [AO 2] Increases oxygen intake to repay oxygen debt/Allows EPOC to occur due to increased breathing rate

(5) [AO 2] Removes lactic acid to prevent muscle soreness

(6) [AO 2] Gradually decrease body temperature to prevent overheating

9. Identify the antagonistic muscle pair acting at the knee that allows the rugby player to flex at the knee when running with the ball.

Marking points **(maximum 2)**

(1) [AO 1] Agonist: Hamstrings

(2) [AO 1] Antagonist: Quadriceps

10. BMX is a male-dominated sport.
Discuss **two** barriers which could limit females from participating in BMX riding.

Marking guidance

Award up to two marks for barriers and up to two marks for discussion of how they would limit female participation.

Marking points (maximum 4)

(1) [AO 1] Lack of female role models

(2) [AO 1] Lack of female representation in media such as TV or social media

(3) [AO 3] Poor provision for female BMXing such as a lack of coaches and competitions

(4) [AO 3] Fewer young women are inspired to take up the sport/Harder to break through the glass ceiling without role models

(5) [AO 1] Fewer clubs for women/Male-dominated clubs/Male-dominated parks

(6) [AO 3] Perception that BMX cycling is not an appropriate activity for females/Masculine residue of tradition in BMX cycling

11. Identify a strategy that could increase female participation in BMX riding.

Marking guidance

Award up to two marks for AO1 points and up to two marks for AO3 points.

Marking points (maximum 1)

(1) [AO 1] This Girl Can

(2) [AO 1] Female-only sessions

(3) [AO 1] Female coach-led sessions

(4) [AO 1] Taster sessions for girls at school

12. Explain the importance of visual guidance for cognitive-stage learners attempting to perform a new BMX trick.

Marking points **(maximum 2)**

(1) [AO 2] They need to create an accurate mental picture of the skill/They do not yet have a mental picture of the skill/Mental picture is essential for beginners

(2) [AO 2] They have no intrinsic knowledge of the skill/They have no reliable intrinsic feedback/They have no kinaesthetic sense of the right movements

13. Explain how knowledge of performance would help a young girl who is learning a new BMX trick.

Marking points **(maximum 3)**

(1) [AO 2] Beginners do not know what a successful performance feels or looks like

(2) [AO 2] Does not focus on the end result but the actual process of the performance

(3) [AO 2] Helps a beginner identify strengths and areas for improvement

14. A sedentary lifestyle is a lifestyle lacking in physical activity.
State **two** risks to physical health of not exercising.

Marking points **(maximum 2)**

(1) [AO 1] Obesity

(2) [AO 1] Hypertension

(3) [AO 1] Artherosclerosis

(4) [AO 1] Type II diabetes/Type 2 diabetes

15. Explain the positive **and** negative effects of technological developments for an improving BMX rider.

Marking points **(maximum 4)**

(1) [AO 2] Performance analysis can help riders to visualise the skill

(2) [AO 2] Slow motion can show the breakdown of skills, highlighting areas for improvement

(3) [AO 2] Focus on mistakes rather than positives

(4) [AO 2] Video analysis after competitions can highlight where scores were achieved

(5) [AO 2] Video analysis might put inexperienced riders off due to nerves/Permanence of video analysis might make inexperienced riders lose concentration

(6) [AO 2] Riders can look back at their own skills immediately

(7) [AO 2] Performers become over-reliant on technology rather than learning the feel of the skill

(8) [AO 2] Advanced technology might not be available to all levels of BMX riders due to cost

16. BMX experiences significant media coverage during the Olympics. Evaluate the effect of media coverage on minority sports such as BMX.

Marking guidance

Eduqas GCSE PE 6-mark level descriptors

Reward acceptable answers. Responses may include (but not be limited to) the mark scheme.

Marking points (maximum 6)

(1) [AO 3] Increased sponsorship due to more media coverage

(2) [AO 3] Increased media coverage means that BMX receives money from TV rights

(3) [AO 3] Competitors can earn more money in minority sports

(4) [AO 3] Standard of performance increases due to better coaching, facilities and equipment

(5) [AO 3] May have to change the nature of their sport to suit the media/Competition formats change to become more consumer-friendly

(6) [AO 3] Media may withdraw interest from minority sports suddenly/Passing fad

(7) [AO 3] Raised profile of the sport amongst the public

(8) [AO 3] May drive away traditional fans of the sport/Reliable fans may be put off by changes

(9) [AO 3] Increased participation levels in minority sports/BMX

(10) [AO 3] Increases pressure on athletes to perform in order to retain media interest

(11) [AO 3] Media has ultimate control over minority sports/Start times and rules can be dictated by the media

(12) [AO 3] Negative of increased media coverage is that BMX can become too reliant on income from media coverage

17. David Jack Wilson, a Welsh para badminton player, is currently in the Team GB squad training for the LA Paralympics. At the beginning of his training, he completes a range of different fitness tests.
For the following tests, identify the components of fitness **and** describe the protocols.

Marking guidance

Award up to two marks for identifying components of fitness and up to four marks for describing each protocol.

Marking points (maximum 6)

(1) [AO 1] Stork protocol: Hands on hips and one foot on inside knee of opposite leg

(2) [AO 1] Ruler drop: Ruler is dropped and the performer has to catch between the two fingers

(3) [AO 1] Ruler drop: Ruler held at 0cm between the thumb and index finger

(4) [AO 1] Stork: Balance

(5) [AO 1] Stork protocol: Score is total time the participant held the balance successfully

(6) [AO 1] Ruler drop: Reaction time

(7) [AO 1] Ruler drop: Distance dropped is measured in cm

(8) [AO 1] Stork protocol: Timer starts when participant raises heel, when the heel touches the ground or balance is lost, the timer is stopped

18. When the Welsh national badminton squad train together, they focus on plyometrics.
Using examples of upper- **and** lower-body exercises, describe plyometrics.

Marking guidance

Award up to two marks for description and up to two marks for examples. To gain two marks for examples, repsonses must include upper and lower body plyometric exercises. Accept any other suitable examples.

Marking points **(maximum 4)**

(1) [AO 1] Eccentric contractions followed by larger concentric contractions

(2) [AO 2] Upper body: Press-up claps/Medicine ball throws

(3) [AO 2] Lower body: Box jumps/Leaping, hopping, bounding/Depth jumps

(4) [AO 1] Develops power

19. As a promising para badminton player, David Jack Wilson would like to improve his speed and agility. Using sporting examples, explain why **both** components of fitness are important to a badminton player.

Marking guidance

Award up to two marks for explaining why **each** component of fitness is important in badminton.

Marking points (maximum 4)

(1) [AO 2] Leg speed is required to quickly reach the shuttle before it hits the ground in order to maintain the rally

(2) [AO 2] Agility is required to quickly change direction within a rally

(3) [AO 2] Without arm speed, shots will be less powerful and opponents will be able to attack the shots, winning the points

(4) [AO 2] Without agility, the player will not be able to return more than one or two shots in the rally, losing most points

(5) [AO 2] Without leg speed, a player would not cover enough of the court and would leave gaps for the opposition to hit into and win the point

(6) [AO 2] Arm speed is required when combined with strength to create power and hit the shuttle deep into the opponent's side of the court, making it hard to return

20. Analyse **two** muscular contractions that occur during a badminton match and their impact on performance.

Marking guidance

Eduqas GCSE PE 6-mark level descriptors

Reward acceptable answers. Responses may include (but not be limited to) the mark scheme.

Marking points (maximum 6)

(1) [AO 3] Eccentric contractions include a braking action within a lunge for a shot/Landing after jumping from a smash

(2) [AO 3] Isometric contractions work to maintain balance/Keep a performer still

(3) [AO 3] Isotonic contractions predominantly used due to constant movement during fast points

(4) [AO 1] Isometric contractions occur when a pair of muscles remain stationary under tension

(5) [AO 3] Concentric contractions include flexion at the elbow before hitting the shuttle

(6) [AO 1] Isotonic concentric contractions create movement by shortening the muscle length

(7) [AO 3] Limited use in badminton due to the constant movement required and fast-paced games

(8) [AO 3] Isotonic eccentric contractions used to maintain speed and agility around the court to return the shuttle

(9) [AO 3] Isometric contractions occur when holding the racket out before a net shot

(10) [AO 1] Isotonic eccentric muscle contractions exert a force while lengthening

21. Identify the **two** different lever systems occurring at the shoulder **and** ankle as the badminton player hits the shuttle.

Marking points (maximum 2)

(1) [AO 1] Shoulder: Third-class lever/3rd class lever/3rd

(2) [AO 1] Ankle: Second-class lever/2nd class lever/2nd

22. State **three** short-term effects of exercise on the cardiovascular system.

Marking points (maximum 3)

(1) [AO 1] Increase in stroke volume

(2) [AO 1] Increase in cardiac output

(3) [AO 1] Increase in blood pressure

(4) [AO 1] Increase in heart rate

23. David Jack Wilson has been completing a programme of training to improve his endurance in long badminton matches, which has led to a lower resting heart rate and faster recovery.
Explain how these long-term training effects will benefit his performance.

Marking guidance

Two marks for each explanation per effect.

Marking points (maximum 4)

(1) [AO 2] Lower resting heart rate shows a stronger heart/Increased stroke volume

(2) [AO 2] Increased blood flow during exercise/Increased oxygen delivery to working muscles

(3) [AO 2] Faster recovery is due to an increase in oxygen delivery

(4) [AO 2] Faster recovery allows him to exercise again at a quicker rate after a break in play/Quicker return to high intensity after the end of a point

24. Explain the importance of flexibility **and** cardiovascular endurance for a junior netball team.

Marking guidance

Accept other suitable examples linked to flexibility and cardiovascular endurance in badminton. No marks should be awarded for simply describing or defining each component.

Marking points **(maximum 4)**

(1) [AO 2] Flexibility is required for a wide range of motion of the shoulder to create powerful shots

(2) [AO 2] Flexibility is required at the hip to lunge to return a drop shot

(3) [AO 2] Cardiovascular endurance is required to delay fatigue

(4) [AO 2] Cardiovascular endurance is required to maintain performance levels throughout the match

(5) [AO 2] Cardiovascular endurance is required to prevent build up of lactic acid.

(6) [AO 2] Increased flexibility around a joint which decreases the chances of injury

25. The centre in a junior netball team would like to improve her cardiovascular endurance.
State one appropriate target that she might use **and** give three reasons why target setting is important.

Marking guidance

Accept any appropriate SMART target that is relevant to improving cardiovascular endurance.

Award one mark for an appropriate target and up to three marks for reasons why target setting is important.

Marking points (maximum 4)

(1) [AO 1] Run 10% further in the 12min Cooper run in six weeks time/Increase the MSFT result from 7.2 to 8.2 in six weeks/Run continuously for 10km at 6min per km pace in two months

(2) [AO 1] Helps develop strategies for success

(3) [AO 1] Increases attention/Focus/Concentration

(4) [AO 1] Increases motivation/Increases effort

(5) [AO 1] Allows assessment of progress over time

26. Identify one **principle** of overload.

Marking points (maximum 1)

(1) [AO 1] Frequency/Intensity/Duration

27. Describe how a young netballer can use these **three** principles of training to improve performance:
Specificity
Progression
Variance

Marking points **(maximum 3)**

(1) [AO 1] Progression: Getting progressively more difficult in terms of overload/Progressing training gradually

(2) [AO 1] Specificity: Making training relevant to netball

(3) [AO 1] Variance: Change in training to maintain motivation

28. Discuss whether fitness testing is an appropriate method of assessing a junior netball team's sporting ability.

Marking guidance

Eduqas GCSE PE 6-mark level descriptors

Reward acceptable answers. Responses may include (but not be limited to) the mark scheme.

Marking points (maximum 6)

(1) [AO 3] Monitors improvement and allows for modification of fitness programmes

(2) [AO 3] Comparable across the team/Normative averages

(3) [AO 3] Junior team may not have followed the correct protocols, meaning the tests lack reliability/Test procedures may not have been followed exactly leading to reliability issues

(4) [AO 3] Tests do not replicate the competitive or environmental conditions that are required in netball

(5) [AO 3] Tests do not replicate sports-specific movements or actions required for netball, only components of fitness

(6) [AO 3] Junior players may not be fully motivated during fitness testing, therefore not fully representative of their sporting performance

(7) [AO 3] Identifies the teams' fitness strengths and weaknesses, which are a good indicator of sporting ability

(8) [AO 3] Tests do not take into account tactical awareness affecting sporting performance

(9) [AO 3] Tests are not netball-specific, so may be irrelevant to sporting ability

29. Identify **four** ways a junior netballer can be motivated to improve their performance.

Marking points **(maximum 4)**

(1) [AO 1] Improving fitness levels

(2) [AO 1] Setting SMART targets

(3) [AO 1] Variety of training

(4) [AO 1] Netball-specific training

(5) [AO 1] Praise/Positive feedback

(6) [AO 1] Progression to higher teams

30. Explain what happens to a junior netballer in the decision-making stage of the basic information processing model.

Marking points **(maximum 2)**

(1) [AO 2] Long-term memory is compared to short-term memory

(2) [AO 2] Compares position of opponents to a previous situation/Compares body shape of passer to a previous situation/Recognises flight of the ball from previous passes

(3) [AO 2] Netballer selects appropriate response from the information

(4) [AO 2] Netballer makes a sudden run based on previous experiences/Netballer steps back and adjusts their position to receive a high ball

31. Discuss the functions of the cardiorespiratory and vascular systems that could influence a boxer's performance in the ring.

Marking guidance

Eduqas GCSE PE 6-mark level descriptors

Reward acceptable answers. Responses may include (but not be limited to) the mark scheme.

Marking points (maximum 6)

(1) [AO 1] Transportation of nutrients

(2) [AO 1] Thermoregulation controls the body's temperature

(3) [AO 3] Vasoconstriction occurs to maintain body heat

(4) [AO 3] Efficient thermoregulation prevents a boxer from having distractions and missing vital cues throughout the competition

(5) [AO 1] Vascular shunting is the redistribution of blood to the areas of need

(6) [AO 3] Red blood cells help to remove carbon dioxide produced in the muscles

(7) [AO 1] Transportation of waste products

(8) [AO 3] During exercise, more blood is moved to the working muscles, away from the digestive system/Blood is moved to the working muscles to allow them to work harder and more efficiently

(9) [AO 3] Water and amino acids are taken to the required locations

(10) [AO 3] Cardiovascular system supports the respiratory system in maintaining efficient gaseous exchange

(11) [AO 3] Efficient transportation delays fatigue to ensure the boxer maintains performance through the match

(12) [AO 3] Efficient vascular shunting can maintain blood pressure and delay fatigue, which could slow down the boxer and reduce power in their punches

(13) [AO 3] Vasodilation occurs to cool the body down

(14) [AO 1] Transportation of oxygen

(15) [AO 3] Blood vessels immediately constrict at the start of exercise, when oxygen levels drop, they widen to get more oxygen to the working muscles

(16) [AO 3] Heart rate, stroke volume and cardiac output increase when more oxygen is required by the working muscles to maintain energy

(17) [AO 3] Red blood cells carry oxygen to the working muscles to avoid fatigue

32. Identify the **two** labels of the heart.

Marking points **(maximum 2)**

(1) [AO 1] A: Aorta

(2) [AO 1] B: Right atrium

33. Explain why a boxer may only breathe twice during a 15-second exchange of punches with the opposition.

Marking points **(maximum 3)**

(1) [AO 2] High-intensity movements/Explosive movements/Short amount of time

(2) [AO 2] Not enough time to produce energy aerobically

(3) [AO 2] Working anaerobically

(4) [AO 2] Uses fast-twitch muscle fibre types, which do not require oxygen

(5) [AO 2] Can get energy required from carbohydrates without using oxygen

34. Boxers need to train efficiently in order to "peak" at the right time.
Identify the correct intensities for each of the following training zones:
Aerobic
Anaerobic
Weight loss

Marking points **(maximum 3)**

(1) [AO 1] Anaerobic: 85-100%

(2) [AO 1] Weight loss: 60-75%

(3) [AO 1] Aerobic: 75-80%

35. In addition to intensity, what **other** factor determines the main energy system used during a boxing competition?

Marking points **(maximum 1)**

(1) [AO 1] Duration

36. Using examples from boxing, explain the difference between gamesmanship and deviance.

Marking points **(maximum 2)**

(1) [AO 2] Gamesmanship is bending the rules without breaking them - for example, trash talking/Squaring up before the bell/Showboating

(2) [AO 2] Deviance is where the boxer cheats - for example, biting/Breaking the rules by punching low

37. Outline **two** negative impacts of commercialisation on boxing.

Marking guidance

Accept any other suitable response.

Marking points (maximum 2)

(1) [AO 1] Timings of events are set for worldwide audiences, so can be late at night/Early in the morning

(2) [AO 1] PPV makes it expensive to watch/Pay per view

(3) [AO 1] Expensive ticket prices due to increased popularity

(4) [AO 1] Increase in popularity makes it harder to buy tickets due to limited availability

(5) [AO 1] Merchandise is expensive due to popularity

(6) [AO 1] Hospitality seats reduce the number of seats for true fans

(7) [AO 1] Sponsorship of boxers can be exclusive/Sponsorship only available at the highest level

(8) [AO 1] Encourages deviance due to the hype of the event/Encourages a win-at-all-costs approach

(9) [AO 1] Media scrutiny increases pressure/Loss of privacy due to the media

(10) [AO 1] Negative media coverage

38. Outline **two** positive impacts of commercialisation for boxers.

Marking points (maximum 2)

(1) [AO 1] Free equipment/Clothing/Footwear

(2) [AO 1] Can afford higher-quality training facilities/Equipment

(3) [AO 1] Increased money in the sport leading to higher winning bonuses

(4) [AO 1] Can become professional, leading to more time to train

(5) [AO 1] Become role models

(6) [AO 1] Can afford higher-quality coaches/Trainers

39. Identify **one** example of sponsorship in boxing.

Marking guidance

Accept any other specifc, named examples of sponsorship.

Marking points (maximum 1)

(1) [AO 2] Sponsorship of the athlete/Branded clothing

(2) [AO 2] Sponsorship of the event/Named boxing events after the sponsor

(3) [AO 2] Branded equipment

(4) [AO 1] Naming rights of the stadium/Sponsorship of arena