



The EverLearner

# National Mock Exams 2025

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## 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 2025 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 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 20th of May 2025 at 15:30 (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*



Subject	Physical Education
Course	AQA GCSE PE 9-1
Time allowed	1 hour 15 minutes

Title	AQA GCSE PE Paper 2 NME 2025
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Guidance	<ul style="list-style-type: none"><li>• The total mark for this paper is 78 marks.</li><li>• You have 1 hour 15 minutes (plus additional time for those who have exam access arrangements).</li><li>• The marks for each question are shown in brackets (use this as a guide for how much time should be spent on each question).</li><li>• You may use a calculator.</li><li>• Read each question carefully and answer <b>all</b> questions.</li><li>• If the timer reaches zero prior to you submitting your paper, the software will automatically submit your responses.</li><li>• Good luck!</li></ul>
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Total marks	78
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1. Which **one** of these is the correct order of the basic information processing model?

Marking points (maximum 1)

(1) [AO 1] B - Input, decision-making, output, feedback/Input, decision-making, output, feedback/B

2. Which **one** of these is the correct definition of intrinsic motivation?

Marking points (maximum 1)

(1) [AO 1] C - Drive that comes from within/Drive that comes from within/C

3. Which one of the following is an example of **direct** aggression?

Marking points (maximum 1)

(1) [AO 2] D - Rugby tackle/Rugby tackle/D

4. Which **one** of the following performers would benefit **most** from taking beta blockers?

Marking points (maximum 1)

(1) [AO 2] C - Archery/C - Archer/Archery

5. Which **one** of the following is an example of verbal guidance?

Marking points (maximum 1)

(1) [AO 2] A - Swimming coach giving instructions on technique/Swimming coach giving instructions on technique/A

**6. Describe **three** positive effects of sponsorship on a **performer**.**

Marking points **(maximum 3)**

- (1) [AO 1] Free equipment/Free clothing/More advanced training equipment
- (2) [AO 1] Increased funding from sponsors/Increased funding for better coaching
- (3) [AO 1] Increased wages/Entry fees paid for bigger competitions
- (4) [AO 1] More time to train/Opportunity to train full-time
- (5) [AO 1] Become a role model for younger athletes

**7. Explain **two** positive effects of social media on **audiences**.**

Marking guidance

Answers must relate to positive effects on audiences. Do not accept answers that are not specific to spectators.

Marking points **(maximum 2)**

- (1) [AO 2] Fans follow sport on the move, making it more widely accessible at any time
- (2) [AO 2] Provide information such as match analysis for spectators
- (3) [AO 2] Provide up-to-date information on fixtures and results for fans
- (4) [AO 2] Fans feel connected to their role models by following them on apps such as Instagram
- (5) [AO 2] Provides a direct connection between performers and spectators

**8. Explain **two** negative effects of the media on **audiences**.**

Marking guidance

Answers must relate to negative effects on audiences. Do not accept answers that are not specific to audiences and spectators.

Marking points **(maximum 2)**

- (1) [AO 2] Subscriptions like Sky can be expensive, so this may not be accessible for all spectators



- (2) [AO 2] Start times changed to suit broadcasting schedule, which may be less convenient for fans/Kick-off times moved to show more games, which means spectators may not be able to travel and watch games
- (3) [AO 2] Ticket prices increase due to greater popularity, so fewer spectators may attend games/Merchandise becomes more expensive for fans, so not affordable to all
- (4) [AO 2] More fans may choose to watch from home if they have subscriptions, so less atmosphere for fans at live games
- (5) [AO 2] The media may contribute to a rise in hooliganism or violent behaviour of spectators due to media hype

**9.** Aysha (14) has been introduced to volleyball and badminton in PE lessons, which has improved her **familiarity** with these sports.  
Describe **two other** factors that could affect Aysha's engagement in physical activity.

### Marking guidance

Do not accept familiarity, as this is given in the question.

### Marking points (maximum 2)

- (1) [AO 1] Attitudes towards certain sports
- (2) [AO 1] Number of role models/Aspirational role models/Role models
- (3) [AO 1] Media coverage of different sports
- (4) [AO 1] Accessibility to clubs/Provision of local clubs/Access to activities
- (5) [AO 1] Family commitments
- (6) [AO 1] Socio-economic status/Disposable income
- (7) [AO 1] Culture/Religion
- (8) [AO 1] Stereotyping/Sexism
- (9) [AO 1] Available leisure time
- (10) [AO 1] Adaptability/Inclusiveness

**10.** Aysha (14) has been introduced to volleyball and badminton in PE lessons, which has improved her **familiarity** with these sports.

Apart from **familiarity**, explain how **one other** factor could have a positive impact on Aysha's participation. Use a sporting example in your answer.

### Marking guidance

Do not accept factors on their own without an example or explanation. Award one mark for a suitable sporting example and one mark for an explanation of how this positively impacts participation. The example must be linked to a factor affecting engagement patterns.

Accept other suitable examples with a linked explanation.

### Marking points (maximum 2)

(1) [AO 2] Sports such as netball are seen as socially acceptable for females/Positive attitude towards female-dominated sport such as netball

(2) [AO 2] Aysha may be more likely to take part in these activities/Feel more confident to take part in these activities/Have a more positive experience when doing netball

(3) [AO 2] Increasing number of girls' football clubs in her local area

(4) [AO 2] More accessible for Aysha to take part/Easier for her to travel to

(5) [AO 2] Female-only sessions at rugby clubs

(6) [AO 2] Aysha may be more willing to attend/Feel more confident to take part

**11.** The image shows the inverted-U theory in relation to different skills. Identify a suitable sporting example for A and B.

### Marking guidance

Accept any other suitable sporting examples.

### Marking points (maximum 2)

(1) [AO 2] A: Archery/Putt in golf

(2) [AO 2] B: Rugby tackle/Boxing

**12. State **three** stress-management techniques that could be used by a footballer to control their arousal.**

Marking points (**maximum 3**)

- (1) [AO 1] Deep breathing
- (2) [AO 1] Mental rehearsal
- (3) [AO 1] Visualisation/Imagery
- (4) [AO 1] Positive self-talk/Self-talk

**13. Give an example of an **externally paced** skill. Justify your answer.**

Marking guidance

Award one mark for a suitable example and award up to two marks for justification. Accept any other suitable sporting examples of an externally paced skill.

Marking points (**maximum 3**)

- (1) [AO 2] Sprint start in athletics/Sprint start in 110m hurdles/Sprint start in 100m
- (2) [AO 3] Due to an external factor such as a starting pistol/Start of the race is determined by the starting pistol
- (3) [AO 3] Speed and rate are controlled by a factor outside of the performer
- (4) [AO 2] Goalkeeper making a save in football
- (5) [AO 3] The goalkeeper's movement is made based on the type of shot from an opponent
- (6) [AO 3] The speed of movement is in response to the opponent's shot

**14. Using a sporting example from a games activity, explain **each** stage of the information processing model.**

Marking guidance

Award one mark for explaining **each** stage of the information processing model. Responses **must** be linked to a sporting example throughout. Badminton has been used for the purpose of the example in the mark scheme (accept any other sporting example that is correctly explained).

### Marking points (maximum 4)

- (1) [AO 2] Input: Performer takes in information from display via senses, such as a badminton player seeing they are close to the net
- (2) [AO 2] Input: Badminton player chooses information from display that is relevant, such as their opponent positioned further back on the court/Badminton player blocks out irrelevant information such as the noise from spectators
- (3) [AO 2] Decision-making: Compare information in short-term memory to long-term memory, such as if the opponent's shot is similar to a previous situation
- (4) [AO 2] Decision-making: Choose an appropriate response based on the position of the opponent, such as playing a net shot
- (5) [AO 2] Output: Information sent to muscles via the nervous system to perform movement, such as the quadriceps and hamstrings to move into a lunging position to play a net shot
- (6) [AO 2] Feedback: Intrinsic from self such as how the net shot felt when it was performed/Kinaesthesia from how the shot felt when it was played
- (7) [AO 2] Feedback: Extrinsic from others such as if the net shot was performed successfully/Extrinsic such as if the opponent was able to return the shot or not

### 15. Identify **two** causes of obesity.

#### Marking guidance

Accept any other suitable causes of obesity.

### Marking points (maximum 2)

- (1) [AO 1] Energy intake greater than energy expenditure
- (2) [AO 1] Sedentary lifestyle/Lack of physical activity/Lack of exercise
- (3) [AO 1] Too many saturated fats in diet/Unbalanced diet

**16.** Describe **three** positive effects of taking part in sport on a performer's **physical** health and well-being.

Marking points **(maximum 3)**

- (1) [AO 1] Improved heart function
- (2) [AO 1] Improved efficiency of body systems
- (3) [AO 1] Reduced risk of some illnesses
- (4) [AO 1] Everyday tasks are easier
- (5) [AO 1] Reduced risk of obesity/Avoid obesity

**17.** Jack is a regional high jumper who is aiming to represent the national squad. Identify **two** types of feedback that Jack's coach may use to improve his performance.  
Justify your choices.

Marking guidance

Award up to two marks for each type of feedback that could be used and award up to two marks for a justification of each type. Only award marks for justification linked to a suitable type of feedback. Accept other types of feedback if appropriately justified.

Marking points **(maximum 4)**

- (1) [AO 1] Positive
- (2) [AO 3] Positive feedback: Provide correct technique, which will encourage him to keep doing this/Important to reinforce what he is doing well to maintain correct elements of technique
- (3) [AO 1] Negative
- (4) [AO 3] Negative feedback: Provide areas to improve, which will help Jack to focus more on these elements in training
- (5) [AO 1] Knowledge of performance
- (6) [AO 3] Knowledge of performance: Focus on quality rather than the outcome, which will allow Jack to refine his technique further/Keep him motivated to focus on correct elements of technique

**18.** The graph shows the number of females who are members of Wiggleton-by-Sea FC.

Analyse the possible reasons for the data shown in the graph.

Marking points (maximum 3)

- (1) [AO 3] Increase in members over the last four years/2021 to 2024
- (2) [AO 3] Positive attitudes from existing members leads to wanting to find out what the club offers
- (3) [AO 3] Positive family attitudes from existing members may lead others to conform and join, leading to the increase
- (4) [AO 3] The attitude of a PE teacher within lessons gives confidence to access a club outside of school
- (5) [AO 3] Extracurricular football provision can be a stepping stone into football clubs, leading to the increase
- (6) [AO 3] Football on the curriculum promotes skill development and understanding, increasing confidence to join a club
- (7) [AO 3] Lionesses share their story as young girls to inspire the girls to follow their journey and join a club/Lionesses are role models so girls want to emulate them and join
- (8) [AO 3] Role models are starting to become professional/Increased professionalism inspires more players to join their local club
- (9) [AO 3] Seeing football in the media increases intrinsic motivation to find a club
- (10) [AO 3] More female coaches are becoming qualified in the game, so the club can provide more age-group sessions
- (11) [AO 3] Sexist viewpoints are reducing through increased profile of the game, so females may be more likely to join the club
- (12) [AO 3] The cost of joining a football club is less than other sports, so encourages people to join
- (13) [AO 3] Most clubs now have a female section, so equipment and kit are already established, meaning it is more accessible to join
- (14) [AO 3] Club policies support provision for cultural difference such as covering the whole body, encouraging diversity and leading to increased participation

**19. State **three** reasons for hooliganism at sports events.**

Marking points **(maximum 3)**

- (1) [AO 1] Local derbies/Rivalries
- (2) [AO 1] Hype in the media
- (3) [AO 1] Fuelled by alcohol/Drugs
- (4) [AO 1] Gang culture/Gang mentality
- (5) [AO 1] Frustration with team's performance/Frustration with decisions of officials
- (6) [AO 1] Display of masculinity

**20. Suggest **three** strategies that could be used to combat hooliganism.**

Marking points **(maximum 3)**

- (1) [AO 1] Early kick-offs
- (2) [AO 1] All-seater stadia
- (3) [AO 1] Separating home and away fans/Segregation of fans
- (4) [AO 1] More stewards on match days/Increased security
- (5) [AO 1] Alcohol restrictions/Ban alcohol
- (6) [AO 1] Travel restrictions for known hooligans/Banning orders
- (7) [AO 1] Promotional campaigns/Education

**21. Define the term dehydration.**

Marking points **(maximum 1)**

- (1) [AO 1] Excessive loss of water interrupting the function of the body

**22. Identify **three** effects of dehydration on the body.**

Marking points (**maximum 3**)

- (1) [AO 1] Less oxygen delivered to muscles/Increased viscosity of blood/Slower blood flow
- (2) [AO 1] Heart has to work harder/Increased heart rate/Irregular heart rate
- (3) [AO 1] Increased body temperature/Overheating
- (4) [AO 1] Increased reaction time/Slower reaction time
- (5) [AO 1] Impaired decision-making/Poor decision-making
- (6) [AO 1] Muscle fatigue/Cramps

**23. Using examples, explain how personality types can affect an individual's choice of sporting activity.**

Marking guidance

Award two marks for the correct personality type linked to a sporting example. Award up to two marks for explaining how each type is suited to a sporting activity.

Marking points (**maximum 4**)

- (1) [AO 2] Introverts suited to more individual sports such as cross-country running/Road cycling/Marathon running
- (2) [AO 2] Introverts tend to be shy and quiet, which suits sports that are low arousal
- (3) [AO 2] Introverts tend to be cognitive thinkers, which suits sports involving concentration and individual decision-making
- (4) [AO 2] Introverts tend to enjoy being on their own, which suits an individual sport
- (5) [AO 2] Extroverts more suited to team-based sports such as netball/Basketball/Hockey
- (6) [AO 2] Extroverts enjoy interaction with others, which suits team sports with different players and social interactions
- (7) [AO 2] Extroverts can be prone to boredom when isolated, which would not be suitable for individual sports



**24. Describe **visual** guidance.**

**Marking points (maximum 1)**

- (1) [AO 1] Mental picture of a skill
- (2) [AO 1] Demonstration of how a skill should be performed
- (3) [AO 1] Videos to show how a skill should be performed

**25. Explain why a coach may use visual **and** verbal guidance when working with a novice basketball team.**

**Marking guidance**

Award one mark for explaining each type of guidance. Responses must link to beginners.

**Marking points (maximum 2)**

- (1) [AO 2] Visual guidance shows a correct model for beginners to copy, so they are more likely to demonstrate correct technique
- (2) [AO 2] Verbal guidance explains correct technique, which can help reinforce the demonstration
- (3) [AO 2] Parts of the demonstration can be broken down alongside verbal instructions, so beginners can focus on one element of a skill
- (4) [AO 2] Visual and verbal are quick and easy to use, which provides beginners with lots of opportunities to refine a skill

**26. Explain the role of carbohydrates **and** protein in a basketball player's performance.**

**Marking guidance**

Award one mark for explanation of carbohydrates and one mark for an explanation of protein. Responses must link to performance.

**Marking points (maximum 2)**

- (1) [AO 2] Carbohydrates allow them to keep working at higher intensities throughout the game/Delay fatigue in the later stages of a game/Avoid fatigue in the final quarters

(2) [AO 2] Protein allows muscles to repair, which aids recovery/Allows a performer to recover more quickly and train again sooner after a game

(3) [AO 2] Protein is used for the adaptation process so a performer can become stronger through training

## 27. Evaluate the effects of blood doping on a marathon runner.

### Marking guidance

Award up to three marks for positive effects and award up to three marks for negative effects of blood doping. Only award four marks if the response includes both positive **and** negative effects.

### Marking points (maximum 4)

(1) [AO 3] Positive: Increase in red-blood-cell count/Increased haematocrit

(2) [AO 3] Positive: More red blood cells means more oxygen transportation/Increased oxygen transportation/Increased oxyhaemoglobin

(3) [AO 3] Positive: Causes greater delivery of oxygen to the working muscles/Increased oxygen delivery/More oxygen available to the muscles

(4) [AO 3] Positive: Marathon runner can work at higher intensities aerobically/Less production of lactic acid/Less work done anaerobically

(5) [AO 3] Negative: Blood doping leads to a thickening of the blood/Increased blood viscosity/Increased blood pressure

(6) [AO 3] Negative: Transfusions can cause infection/Risk of infection/Possibility of catching hepatitis

(7) [AO 3] Negative: Potential for heart attack/Risk of heart attack/Heart attack

(8) [AO 3] Negative: Increased chance of embolism/Blockage of a blood vessel

## 28. Tennis is considered to be a sport for all somatotypes.

Analyse the impact of somatotype in tennis.

### Marking guidance

AO1 awarded for a description of each somatotype. AO2 awarded for application of each somatotype to tennis. AO3 awarded for analysing the impact of each somatotype to tennis. Accept other suitable points relevant to somatotype and the impact on a tennis player. Please read the response in combination with the level descriptors to award an appropriate mark.

[AQA GCSE PE 9-1 \(6 Marks\)](#)

### Marking points (maximum 6)

- (1) [AO 1] Endomorph has narrow shoulders/Wide hips/Pear-shaped
- (2) [AO 1] Mesomorph has large muscle content/Low percentage of fat/Broad shoulders
- (3) [AO 1] Ectomorph is thin and lean/Narrow shoulders/Narrow hips and chest
- (4) [AO 2] Endomorph: Low centre of gravity useful when reaching for a forehand return
- (5) [AO 2] Endomorph: Higher fat content means more weight to carry when moving back into the ready position
- (6) [AO 2] Mesomorph: Muscular physique provides more strength and power when serving
- (7) [AO 2] Ectomorph: Long arms provide greater reach when trying to return a shot placed out wide/Able to reach an attempted lob from an opponent
- (8) [AO 2] Ectomorph: Long arms provide long levers to generate more force when serving/Generate more force for a smash shot
- (9) [AO 2] Ectomorph: Little fat and muscle means lighter when moving around the court
- (10) [AO 3] Endomorph: Higher fat content when moving around the court leads to slower movements/More effort required to get back into position/Greater chance of fatiguing
- (11) [AO 3] Mesomorph: More muscle and greater force generated leads to more powerful shots, which the opponent will find more difficult to return/Greater chance of serving an ace
- (12) [AO 3] Ectomorph: Greater reach when trying to return a wide shot increases the chance of staying in the point
- (13) [AO 3] Ectomorph: Long levers allow more force to be generated, increasing power in forehand and backhand shots at full stretch to increase chance of a winning shot

(14) [AO 3] Somatotype can be adapted with changes to diet/Somatotype can be altered by making changes to training programme

## 29. Evaluate the impact of technology on **spectators**.

### Marking guidance

A01 awarded for knowledge of technology. A02 awarded for application of technology to spectators. A03 awarded for evaluating impact of technology on spectators. Accept other suitable points relevant to technology and the positive or negative impact on spectators. Please read the response in combination with the level descriptors to award an appropriate mark.

[AQA GCSE PE 9-1 \(9 Marks\)](#)

### Marking points (maximum 9)

- (1) [AO 1] Statistical information/Analysis/Punditry
- (2) [AO 1] Camera angles
- (3) [AO 1] Interactive software/Interactive timelines
- (4) [AO 1] Big screens in stadia
- (5) [AO 1] App-based viewing/Highlights
- (6) [AO 1] Use of video replays/Action replays
- (7) [AO 1] Fan engagement devices
- (8) [AO 1] Ticketless entry/Online subscriptions
- (9) [AO 1] Improvements in stadia/Improvements in facilities
- (10) [AO 1] Accurate decisions
- (11) [AO 2] Statistical information via apps, such as live highlights and scores on BBC Sport/Analysis of players and games to inform spectators via the Wimbledon app
- (12) [AO 2] Variety of camera angles on TV for spectators/Close-up camera angles and visuals for viewers at home
- (13) [AO 2] Interactive software such as competitions and voting on Sky Sports app
- (14) [AO 2] Big screens show replays of goals in football/Replay of long jumpers overstepping the board/Photo finishes in 100m

- (15) [AO 2] Live streaming on Prime/Live viewing on Sky Sports app/Highlights programmes available on demand for spectators
- (16) [AO 2] Fan engagement headsets in cricket so fans can hear player commentary
- (17) [AO 2] Tickets can be scanned via QR code on entry to stadia/Event-based streaming for events such as on Netflix or YouTube
- (18) [AO 2] Retractable roofs on some courts at Wimbledon
- (19) [AO 2] VAR in football/Hawkeye in tennis/Hawkeye in cricket
- (20) [AO 3] Statistical information can help viewers to get a more in-depth understanding of the game or players
- (21) [AO 3] Different camera angles provide a better viewing experience for viewers/More exciting viewing for spectators at home due to seeing selected highlights
- (22) [AO 3] Big screens in stadiums enable spectators to be more informed of outcomes/Increased understanding of what happened/Better viewing experience regardless of where fans are seated in the stadium
- (23) [AO 3] App-based viewing means that spectators can watch a live game and also follow other sports events on the move
- (24) [AO 3] Use of video replays mean spectators are more involved in every event/Field events in athletics get more attention
- (25) [AO 3] However, subscriptions are expensive and not accessible to all fans/Spectators with less disposable income may not be able to afford subscriptions or event-based streaming
- (26) [AO 3] Spectators influenced by dominant sports shown in the media/Minority sports get less exposure to viewers in the media
- (27) [AO 3] Improved technology may lead to increased ticket prices for fans, reducing live attendance
- (28) [AO 3] More sport available via technology means that spectators may choose to watch from home, decreasing live attendance figures
- (29) [AO 3] Delays when waiting for decisions can disrupt the flow of the game/Fans may feel frustrated when waiting for decisions to be made/Frustration as decisions can still be wrong

(33) [AO 3] Technology allows spectators to have a better understanding of refereeing decisions, leading to a better viewing experience

(34) [AO 3] Some fans may feel that the traditional nature of the sport is being lost



## AQA GCSE Physical Education **6 Mark Level Descriptors**

Level	Marks	Description
3	5-6	Knowledge of the topic area is accurate and generally well detailed. Application to a to the performer/sport/context is mostly clear and effective. Analysis or Evaluation is thorough, reaching valid and well-reasoned links to the context. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	3-4	Knowledge of topic area is evident but is more detailed for some than others. There is some appropriate and effective application to a performer/sport/context although not always presented with clarity. Any evaluation or analysis is clear but reaches valid and well-reasoned links to one area. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1-2	Knowledge of the topic is limited. Application to a performer/sport/context is either absent or inappropriate. Evaluation or analysis is poorly focused or absent, with few or no reasoned links to context. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.



## AQA GCSE Physical Education **9 Mark Level Descriptors**

Level	Marks	Description
3	7-9	Knowledge of the topics is accurate and generally well detailed. Application to a performer/sport/context is mostly appropriate, clear and effective. Analysis/Evaluation or Discussion is thorough, reaching valid and well-reasoned links to context of the question. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.
2	4-6	Knowledge of the topics is evident but is more detailed for some than others. There is some appropriate and effective application to a performer/sport/context although not always presented with clarity. Any analysis/evaluation or discussion is clear but reaches valid and well-reasoned conclusions for some points more than others. The answer lacks coherence in places, although terminology is used appropriately on occasions.
1	1-3	Knowledge of the topics is limited. Application to a performer/sport/context is either absent or inappropriate. Analysis/Evaluation or Discussion is poorly focused or absent, with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.