



The EverLearner

# National Mock Exams 2025

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## 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 2025 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 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 Wednesday 21st 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	Edexcel GCSE PE 9-1
Time allowed	1 hour 15 minutes

Title	Edexcel GCSE PE Paper 2 National Mock Exam 2025
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Guidance	<ul style="list-style-type: none"><li>• The total mark for this paper is 60 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	60
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1. Which of the following affects optimum weight?

Marking points (maximum 1)

(1) [AO 1] D - Gender/Gender/D

2. Which of the following diseases is **not** associated with smoking over a long period of time?

Marking points (maximum 1)

(1) [AO 1] A - Cirrhosis/Cirrhosis/A

3. Physical activity and sport can improve both cooperation and competition. Identify the type of health benefit they provide.

Marking points (maximum 1)

(1) [AO 1] Social health/Social

4. State **two** physical benefits of physical activity and sport **and** explain how they improve performance.

Marking guidance

Award up to two marks for stating two different examples and up to two marks for applying each example to performance.

Accept any other appropriate responses.

Marking points (maximum 4)

(1) [AO 1] Improved strength/Improved cardiovascular fitness/Improved flexibility

(2) [AO 2] Improved fitness levels lead to better technique/Improved fitness delays fatigue

(3) [AO 1] Reduced risk of osteoporosis/Increased bone density

(4) [AO 2] Increased bone density can reduce injuries and fractures preventing athletes from training, leading to reversibility

- (4) [AO 2] Increased bone density can reduce injuries and fractures preventing athletes from training, leading to reversibility
- (5) [AO 1] Reduced blood pressure/Reduced cholesterol levels
- (6) [AO 2] Increased blood pressure puts more strain on the heart, which affects the efficiency of oxygen travelling to the working muscles, leading to tiredness/Reduced cholesterol levels improve oxygen circulation to working muscles
- (7) [AO 1] Reduced risk of obesity
- (8) [AO 2] Excess weight can slow an athlete down
- (9) [AO 1] Optimal weight
- (10) [AO 2] Optimal weight enhances performance as less weight to carry during a long-distance run, slowing an athlete down

## 5. Define the term 'sedentary lifestyle'.

Marking points (maximum 1)

- (1) [AO 1] Little, irregular or no physical activity/Lifestyle lacking in physical exercise or activity/Lack of physical activity over a continuous period

## 6. Describe **two** ways in which modern society contributes to a sedentary lifestyle.

### Marking guidance

Accept any other appropriate answers.

Marking points (maximum 2)

- (1) [AO 2] Easy access to transportation reducing activity levels
- (2) [AO 2] Increased travelling distances to work or school, reducing activity levels/More time spent travelling instead of doing physical activity
- (3) [AO 2] Easier access to technology and TVs meaning people have an alternative to going out and playing, reducing activity levels
- (4) [AO 2] Online shopping reduces the need to walk to or around the shops, meaning activity levels are lower
- (5) [AO 2] Increased participation in esports rather than physical sports, reducing activity levels

**7. Explain the importance of the following dietary requirements for a rugby player:**

- (i) Fats
- (ii) Minerals
- (iii) Water

**Marking points (maximum 6)**

- (1) [AO 1] Fats are a source of energy
- (2) [AO 2] Energy is required to compete at a high-performance level for the whole match without getting tired
- (3) [AO 1] Fats provide insulation of organs
- (4) [AO 2] Insulation protects vital organs from damage due to high-impact tackles
- (5) [AO 1] Minerals are essential for a healthy body/Minerals are important for health
- (6) [AO 2] Calcium increases bone density and this reduces fractures from hard tackles and falls
- (7) [AO 2] Iron increases oxygen-carrying capacity, which can decrease early-onset fatigue in the game
- (8) [AO 1] Water keeps a player hydrated/Water prevents dehydration
- (9) [AO 2] Dehydration causes dizziness and rugby players could miss visual cues required when catching or tackling
- (10) [AO 2] Dehydration causes reduced oxygen delivery leading to early-onset fatigue, reducing skill level towards the end of the game

**8. Explain the impact on performance of excess fat in a rugby player's diet.**

**Marking guidance**

One mark for expansion of excess fat (AO2) and one mark for impact on performance (AO3).

**Marking points (maximum 2)**

- (1) [AO 2] Too much fat is stored under the skin if energy in is greater than energy out/If calorie intake is greater than energy expenditure, weight increases
- (2) [AO 3] Too much weight slows the rugby player down when sprinting for the ball

(3) [AO 2] Increased fat consumption can lead to greater pressure on the heart

(4) [AO 3] Increased blood pressure can decrease oxygen to the working muscles, leading to early-onset fatigue, slowing the rugby player down

**9.** Which one of the following is best described as: "When a skill is practised repeatedly with no breaks"?

Marking points (maximum 1)

(1) [AO 1] A - Massed practice/Massed/A

**10.** Which one of the following is **not** an example of visual guidance?

Marking points (maximum 1)

(1) [AO 1] D - Tactical instructions/Tactical instructions/D

**11.** Look at the graph and answer options provided. Which of the four sports has the highest live, in-person viewing figures?

Marking points (maximum 1)

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

**12.** Which of the following correctly represents the 'golden triangle'?

Marking points (maximum 1)

(1) [AO 1] B - Sport - Commercialisation - Media/Sport - Commercialisation - Media/B

**13.** Complete the table by classifying a badminton net shot as either:

(i) Open or closed

(ii) Basic or complex

(iii) Low or high organisation

### Marking points (maximum 3)

- (1) [AO 2] A: Open
- (2) [AO 2] B: Complex
- (3) [AO 2] C: High organisation/C: High

**14.** Explain **two** reasons why distributed practice would be suitable for a beginners' badminton session.

### Marking guidance

Award up to two marks for linking distributed practice to beginners (AO2).

Award up to two marks for explaining the suitability (AO3).

### Marking points (maximum 4)

- (1) [AO 2] Shorter attention span
- (2) [AO 3] Breaks between repetitions reduce boredom/Breaks in between help to maintain focus
- (3) [AO 2] Lack of fitness
- (4) [AO 3] Breaks allow for recovery
- (5) [AO 2] Developing skill learning/Developing tactical awareness
- (6) [AO 3] Time for feedback between repetitions
- (7) [AO 2] Learning a skill in its entirety/Learning tactics
- (8) [AO 3] Repetitions allow for progressive skill learning to avoid overload
- (9) [AO 2] Lack full motivation
- (10) [AO 3] Breaks allow for positive reinforcement/Breaks allow rest time

**15.** Many coaches use mechanical guidance in their swimming sessions. Give **one** example of mechanical guidance for a novice swimmer.

### Marking guidance

Accept any other appropriate example linked to swimming.

Marking points (maximum 1)

(1) [AO 1] Float/Noodle/Armbands

**16.** State **one** disadvantage of mechanical guidance for a novice swimmer.

Marking guidance

Accept any other appropriate answer.

Marking points (maximum 1)

(1) [AO 2] Over-reliance disrupting correct technique formation

(2) [AO 2] Not available for all beginners due to cost/Expensive

(3) [AO 2] Reduces kinaesthesia of the full skill

**17.** The graph below shows the participation rates in new and emerging sports in the UK.

Analyse the data to compare the changing patterns in participation rates from 2020 to 2024 for the following sports:

(i) Padel

(ii) Climbing

Marking points (maximum 2)

(1) [AO 3] Padel: Rapid increase in 2023

(2) [AO 3] Padel: Steady increase until 2022, then rapid continual increase in 2023 and 2024

(3) [AO 3] Climbing: Consistent fall since 2022/Dropped rapidly since 2022

**18.** Using the data in the graph:

(i) Predict the **most** likely trend in the participation rates of pickleball.

(ii) Justify this prediction.

Marking points (maximum 2)

(1) [AO 3] i:Upwards/Increase/More

(2) [AO 3] ii:Steady increase in participation rates every year since 2021



**19. Identify **two** ways a disability may affect an individual's engagement in physical activity and sport.**

**Marking points (maximum 2)**

- (1) [AO 1] Not enough local clubs/Less access
- (2) [AO 1] No local specially adapted facilities
- (3) [AO 1] No disability coaches
- (4) [AO 1] Specialist equipment is too expensive/Specialist coaches are too expensive/Not enough funding
- (5) [AO 1] Lack of role models/Negative stereotypical attitudes

**20. Identify **two** ways an individual's socio-economic group may affect their engagement in physical activity and sport.**

**Marking points (maximum 2)**

- (1) [AO 1] Expensive membership fees/Cannot afford to join expensive clubs/Can afford expensive clubs
- (2) [AO 1] Equipment is too expensive/More disposable income so can afford expensive equipment
- (3) [AO 1] Expensive court hire/Expensive facilities hire/Can afford expensive court hire
- (4) [AO 1] Travel is too expensive/More disposable income so can afford expensive travel/Can afford petrol costs

**21. Live TV coverage of football matches has affected match-day attendance figures.**

**Explain how this can impact on a football club.**

**Marking guidance**

One mark for reference to the negative effect of increased TV broadcasting on attendance (AO2). One mark for linked expansion (AO3). One mark for disadvantage (AO3). One mark for impact on club (AO3).

Marking points (maximum 4)

- (1) [AO 2] TV broadcasting has decreased match-day attendance/Match-day attendances have dropped
- (2) [AO 3] Match times are changed to suit TV schedules, which can decrease spectator attendance
- (3) [AO 3] Less revenue made by club from ticket sales due to fewer spectators
- (4) [AO 3] Increase in ticket costs to cover lost revenue could further decrease the number of spectators attending games
- (5) [AO 3] Easier to watch on TV than travel to club if people are already paying for subscriptions/More convenient to watch from home than in person

**22. Describe the difference between gamesmanship and deviance.**

Marking points (maximum 2)

- (1) [AO 1] Gamesmanship is when the performer bends the rules without breaking them
- (2) [AO 1] Deviance is when behaviour falls outside the norms of what is thought to be acceptable/Deviance is against the moral values of the sport/Deviance is breaking the rules
- (3) [AO 1] Gamesmanship has the aim of the successful completion of the skill
- (4) [AO 1] Deviance is not skill-focussed

**23. Intrinsic and concurrent feedback are two types of feedback used during a rugby game. Describe **both** intrinsic and concurrent feedback.**

Marking points (maximum 2)

- (1) [AO 1] Intrinsic feedback comes from the performer themselves/Intrinsic feedback is the feeling of the skill/Intrinsic comes from within the performer
- (2) [AO 1] Concurrent feedback happens whilst the performance takes place/Concurrent feedback is given at the time of the performance/Concurrent feedback is given during the performance

**24.** Justify why intrinsic and concurrent feedback are more effective for elite rugby players than for novice rugby players.

Marking points (maximum 2)

(1) [AO 3] Novice performers may not recognise the correct feeling of the skill/Experienced athletes recognise the kinaesthesia of the skill/Elite performers can correct technique themselves based on the knowledge of the feeling of the skill

(2) [AO 3] Concurrent feedback allows elite performers to act immediately to impact the game/Concurrent feedback is beneficial for tactical changes throughout a game, which might be too difficult for novice performers/Concurrent feedback could lead to cognitive overload in novice performers

**25.** A darts player is using mental rehearsal in preparation for throwing their first dart in a tournament.

Explain one way in which mental rehearsal has a positive effect on their performance.

Marking guidance

Award one mark for benefit (AO1) and one mark for expansion of impact (AO2).

Marking points (maximum 2)

(1) [AO 1] Visualisation of a successful shot

(2) [AO 2] Increases confidence in technique/Reduces stress to focus on the skill

(3) [AO 1] Improves concentration/Improves focus/Get in the zone

(4) [AO 2] Blocks out the crowd/Reduces likelihood of an error

(5) [AO 1] Reduces stress/Reduces anxiety

(6) [AO 2] More confident to try a challenging shot

(7) [AO 2] More able to focus on hitting a double/More able to focus on hitting trebles/Hand more steady, so more likely to hit the required number

**26.** Jay is a hammer thrower and his PB is 72.10m. He uses goal setting to improve his performance and his current goal is:

**"I want to improve my hammer throw distance slightly in the next two months."**

Evaluate whether Jay's goal is likely to be effective.

### Marking guidance

Edexcel [GCSE PE \(9-marks extended writing guidance\)](#)

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

### Marking points (maximum 9)

- (1) [AO 1] The goal is not specific/Not a specific fitness goal/No clear focus
- (2) [AO 2] Needs to link to specific components of fitness required in the sport/Should link to strength and power/Should link to a specific weakness
- (3) [AO 3] Increases motivation/More relevant to impact on hammer performance/Know exactly what areas to focus on
- (4) [AO 1] The goal is time-bound because of the two-month deadline
- (5) [AO 2] Time-bound goals are measurable/Monitor progress over this time
- (6) [AO 3] Increase the motivation to achieve the goal
- (7) [AO 1] The goal is not measurable/Cannot measure the distance of improvement/Target is not quantifiable
- (8) [AO 2] Add in specific throwing distance/Change to include target distance/Throw 75m
- (9) [AO 3] Measurable allows goal to be reviewed and adjusted accordingly to maintain challenge/Adapt training in response to measurable target maintaining motivation
- (10) [AO 1] Target needs to be achievable/Target is not achievable/Target is too achievable
- (11) [AO 2] Distance is not quantifiable, so cannot be achieved/Target is too easy to achieve
- (12) [AO 3] Unachievable goals can demotivate the performer
- (13) [AO 1] Goals must be realistic with the right time and resources available
- (14) [AO 2] Requires access to training venues/Requires access to equipment/Requires access to coaching
- (15) [AO 3] Realistic goals are more achievable and, therefore, motivational/More motivational because they are achievable in practice



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

Level	Marks	Description
	0	No rewardable material
1	1-3	Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1). Limited attempt to apply knowledge to question context (AO2). Generic assertions may be presented (AO3 – evaluation).
2	4-6	Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). Applied knowledge to question context (AO2). Attempts at drawing conclusions, with some support from relevant guidance (AO3 – evaluation).
3	7-9	Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language in places (AO1). Applied detailed knowledge to question context throughout (AO2). Reaches valid and well-reasoned conclusions, supported by relevant evidence (AO3 – evaluation).