The EverLearner

National Mock Exams 2025

POWERED BY ExamSimulator

Mark Scheme
WJEC 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 WJEC 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** (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	**WJEC** GCSE PE
Time allowed	2 hours 0 minutes

Title	**WJEC** GCSE PE NME 2025

Guidance	• This paper is marked out of 100 marks. • You have 120 minutes (plus additional time for those who have Exam Access Arrangements). • Answer all 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	**100**

1. Analyse the video clip 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] Muscle attachment on the long bones allows the body to move into the scrum position

(3) [AO 3] Support

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

(5) [AO 3] Protection

(6) [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

(7) [AO 3] Production of blood cells

(8) [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

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] Join bone to bone

(2) [AO 1] Stabilise joints

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

Marking points **(maximum 2)**

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

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

5. Complete the table, identifying the nutrients described.

Marking points **(maximum 2)**

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

(2) [AO 1] B: Carbohydrates

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] C

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

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

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

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] 30m sprint test is below average/Ran 0.20 seconds slower than average

(5) [AO 3] Flexibility and speed are below 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] Gradually decrease body temperature to prevent overheating

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

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

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

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

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

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

Marking points (maximum 4)

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

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

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

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

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

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

10. 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

11. 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

12. 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

13. 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] Hypertension

(2) [AO 1] Obesity

(3) [AO 1] Artherosclerosis

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

14. 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] Video analysis after competitions can highlight where scores were achieved

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

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

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

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

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

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

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

Marking guidance

WJEC 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 media coverage means that BMX receives money from TV rights

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

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

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

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

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

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

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

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

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

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

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

16. 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: Balance

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

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

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

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

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

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

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

17. 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 1] Develops power

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

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

18. As a promising Welsh 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] 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

(3) [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

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

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

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

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

Marking guidance

WJEC 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] Isotonic eccentric muscle contractions exert a force while lengthening

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

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

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

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

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

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

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

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

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

20. 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

21. 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] Increased flexibility around a joint which decreases the chances of injury

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

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

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

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

22. 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] Increases attention/Focus/Concentration

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

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

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

23. Identify one **principle** of overload.

Marking points **(maximum 1)**

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

24. 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] Specificity: Making training relevant to netball

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

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

WJEC GCSE in Physical Education
6-Mark Level Descriptors

Level	AO1	AO3
3		**3 - 4 marks** • Excellent, well reasoned arguments • Explicit links • The answer is balanced and detailed and focuses on the key content.
2	**2 marks** • **Good** knowledge of the indicative content	**2 marks** • Good, well reasoned arguments • Clear links • The answer has some detail and focuses on some area of the content.
1	**1 mark** • **Limited** knowledge of the indicative content	**1 mark** • Limited explanation / discussion / evaluation / analysis • The answer has some limited detail and focuses on some area of the content.
0	**0 marks** • No knowledge of the indicative content.	**0 marks** • Not attempted • No explanation / discussion / evaluation / analysis

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

Marking guidance

WJEC 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] Identifies the teams' fitness strengths and weaknesses, which are a good indicator of sporting ability

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

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

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

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

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

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

(8) [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

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

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

Marking guidance

WJEC 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 3] Water and amino acids are taken to the required locations

(3) [AO 1] Transportation of oxygen

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

(5) [AO 1] Transportation of waste products

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

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

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

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

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

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

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

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

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

(15) [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

(16) [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

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

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

Marking points **(maximum 2)**

(1) [AO 1] A: Aorta

(2) [AO 1] B: Right atrium

28. 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] Working anaerobically

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

(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

29. 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] Aerobic: 75-80%

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

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

30. 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

31. 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