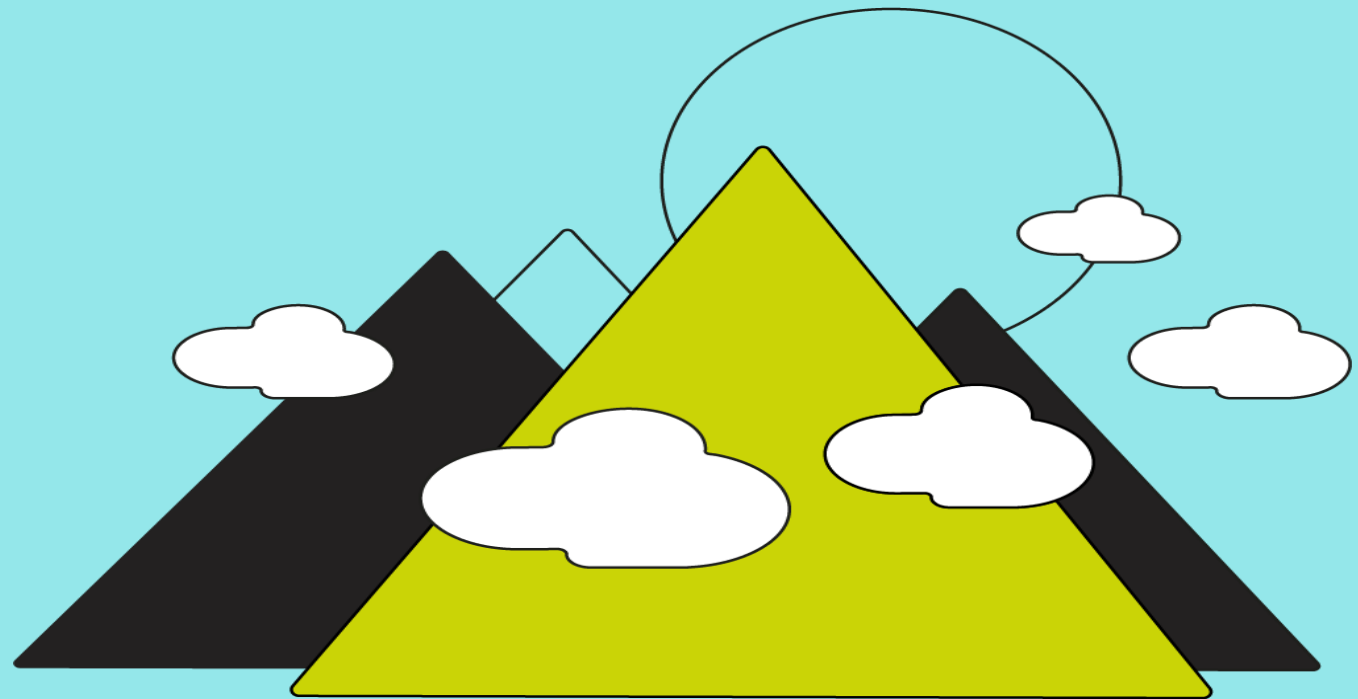


Pearson Edexcel

Pearson Edexcel GCSE (9-1) Physical Education: Feedback on Summer 2022 - Components 1 and 2



Aims and Objectives

- Introduction to the assessment and changes for first assessment in 2023
- Look at performance of the papers in summer 2022 examinations.
- Review of Assessment Objectives of the specification.
- Overview of the responses of selected questions from GCSE examination.
- See what further support and resources are available.

Agenda

Feedback on candidate's performance on short answer questions across paper 1 and paper 2.

Feedback on candidate's performance on longer answer questions across paper 1 and paper 2.

Summary (including common issues), questions and further support

Component 1 and 2 changes for 2023 onwards

It is important to note that there are no changes to the content.

The following changes are for first assessment in 2023:

- 3 sections per paper: A, B and C splitting topics up
- Reduction of 10 marks per paper – 1 AO1 mark and 1x9 marker
- Reduced examined time for **Paper 1 only**
- **Evaluate** as only command word for 9 extended questions

Component 1 and 2 changes for 2023 onwards

Component 1	Component 2
<ul style="list-style-type: none">✓ Section A: Anatomy & Physiology and Movement analysis✓ Section B: Physical Training✓ Section C: One extended response on Physical Training topic only	<ul style="list-style-type: none">✓ Section A: Health, Fitness and Wellbeing✓ Section B: Sports Psychology and sociocultural influences✓ Section C: One extended response from Sport Psychology or Socio- Cultural differences
<ul style="list-style-type: none">✓ 80 marks - 1 hour 30 mins 36%	<ul style="list-style-type: none">✓ 60 marks - 1 hour 15 mins 24%

Variation of questions throughout both paper 1 and paper 2

(c) Which **one** of the following muscles contracts to bring about **extension** at the **hip**?

<input type="checkbox"/>	A Biceps
<input type="checkbox"/>	B Gluteus maximus
<input type="checkbox"/>	C Latissimus dorsi
<input type="checkbox"/>	D Quadriceps

(c) State **one** reason why skeletal muscles are classified as **voluntary** muscles.

(b) Explain why the role of ligaments is important to games players.

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(1)

(3)

14 Explain **one** advantage and **one** disadvantage of sponsorship for **sport**.

(i) Advantage

(2)

(ii) Disadvantage

(2)

Variation of questions throughout both paper 1 and paper 2 cont...

11 Christina plays handball. Each match lasts 60 minutes. **Figure 10** shows a handball match.

Table 7 shows three short-term effects of playing handball on Christina's body systems.



(Source: © Dan POTOR/Shutterstock)

Figure 10

Short-term effects
Lactate accumulation
Increased depth of breathing
Increased heart rate

Table 7

Evaluate the importance of the **three short-term effects** listed in **Table 7** on Christina's handball **performance**.

(9)

16 **Figure 6** shows Demitri, who is an elite power athlete, throwing the hammer.



(Source: © Wagner Carmo/Shutterstock)

Figure 6

Evaluate the importance of **protein**, **carbohydrates** and **vitamins** for elite power athletes such as Demitri.

(9)

Grade boundaries and cumulative percentages for the summer 2022 papers 1 and 2.

Grade boundaries

Overall grade boundaries for GCSE

Physical Education														
Overall grade boundaries				Max Mark	9	8	7	6	5	4	3	2	1	U
1PE0	Physical Education	Subject	300	235	220	206	185	164	144	111	78	46	0	
	Paper(s) 01 02 03 04													
3PE0	Physical Education (Short Course)	Subject	150	137	124	111	97	83	70	51	32	13	0	
	Paper(s) 01 02													

Grade boundaries for paper 1 and paper 2

Physical Education													
Notional component grade boundaries			Max Mark	9	8	7	6	5	4	3	2	1	U
1PE0	Physical Education Paper 01	Raw	90	71	66	62	54	47	40	30	21	12	0
1PE0	Physical Education Paper 02	Raw	70	50	47	44	40	36	32	25	18	11	0

Cumulative number of candidates at specified grades and percentages

Sat	9	8	7	6	5	4	3	2	1	U
18716	1648	3567	5872	9469	12678	15045	17362	18359	18639	18716
	8.8	19.1	31.4	50.6	67.7	80.4	92.8	98.1	99.6	100.0



Feedback and variation of
candidates' performance on MCQs

Variation of candidates' performance on MCQs

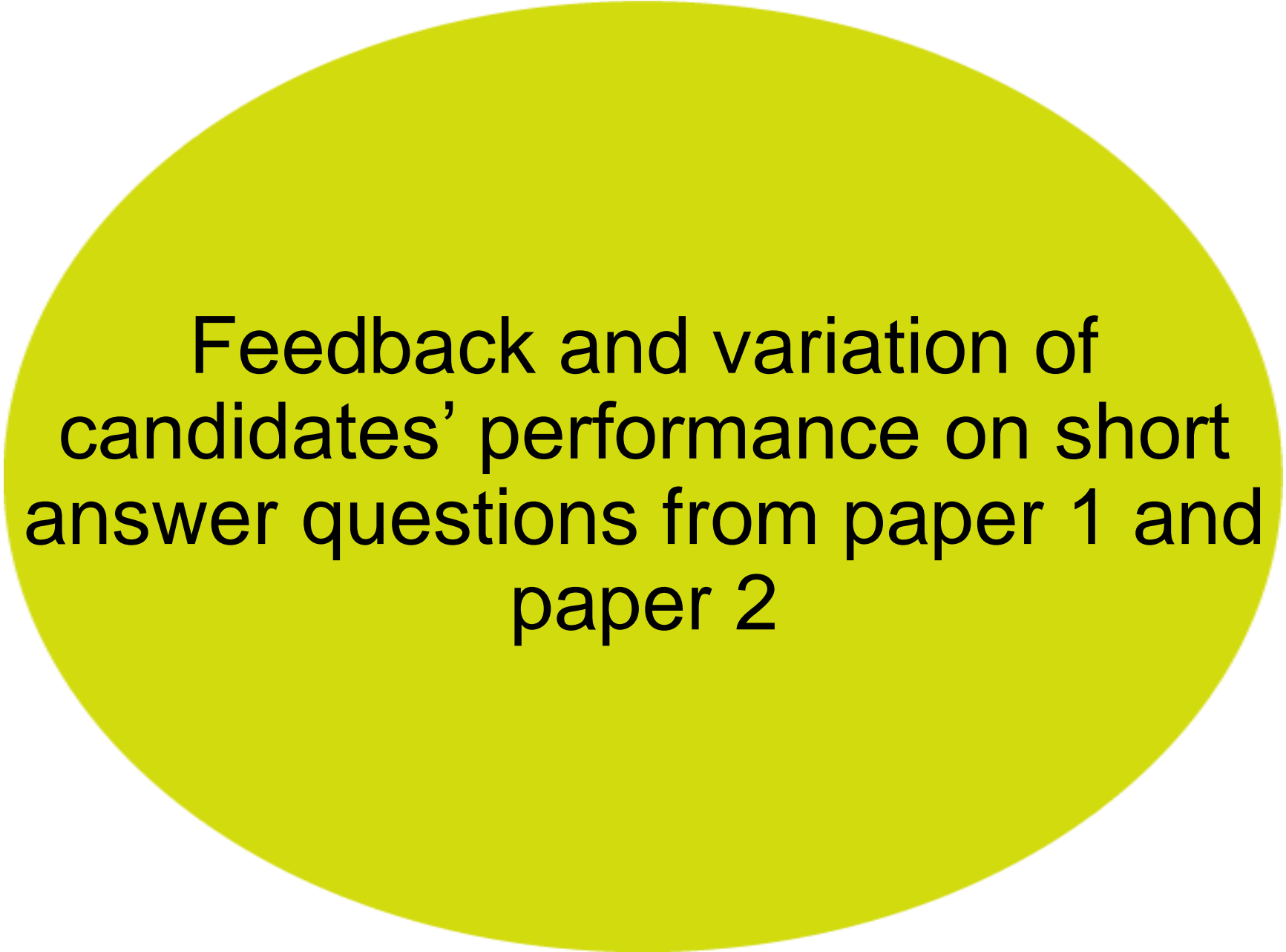
Rank order of accessibility of common questions comparable between Component 1 and Component 2

Component 1 – 1a/1e, 1c, 1b, 1d, 1g, 1h, 1f

Type	Item	Mean Mark
M/C	Q01a	0.99
M/C	Q01b	0.78
M/C	Q01c	0.80
M/C	Q01d	0.74
M/C	Q01e	0.99
M/C	Q01f	0.66
M/C	Q01g	0.72
M/C	Q01h	0.71

Component 2 – 1d/1f, 1e, 1a, 1b 1c

Type	Item	Mean Mark
M/C	Q01a	0.82
M/C	Q01b	0.81
M/C	Q01c	0.57
M/C	Q01d	0.94
M/C	Q01e	0.90
M/C	Q01f	0.94



Feedback and variation of
candidates' performance on short
answer questions from paper 1 and
paper 2

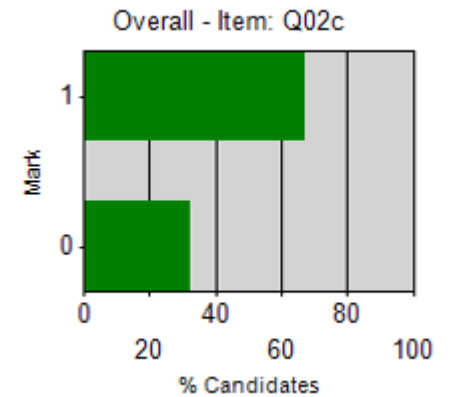
Student response – candidate who did well

Paper 1 Q2c

(c) State **one** reason why skeletal muscles are classified as **voluntary** muscles.

(1)

They are classified as voluntary because
you can control them muscles. ~~and~~
~~involuntary~~ such as your biceps. ~~and~~



Response awarded 1/1 marks

Student response – candidate who didn't do so well

Paper 1 Q2c

(c) State **one** reason why skeletal muscles are classified as **voluntary** muscles. (1)

Because they are used for movement -

Response awarded 0/1 marks

Student response – candidate who did well

Paper 1 Q4b

(b) State the antagonistic muscle pair acting at the elbow that allow the gymnast to extend the arm at the elbow during the cartwheel.

(2)

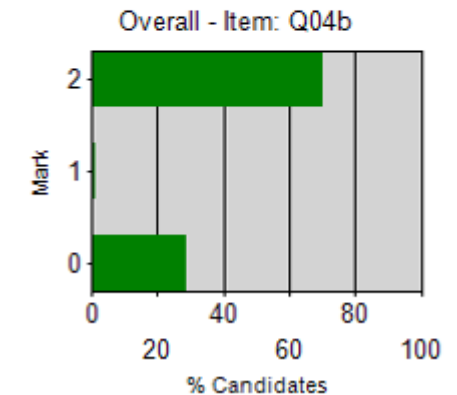
Agonist

~~bicep~~ tricep

Antagonist

~~tricep~~ bicep

Mark	No Candidates	% Candidates
0	4352	28.8%
1	138	0.9%
2	10636	70.3%
Total	15126	



Response awarded 2/2 marks

Student response – candidate who didn't do so well

Paper 1 Q4b

(b) State the antagonistic muscle pair acting at the elbow that allow the gymnast to extend the arm at the elbow during the cartwheel.

(2)

Agonist

Antagonist

wrist

Response awarded 0/2 marks

Student response – candidate who did well

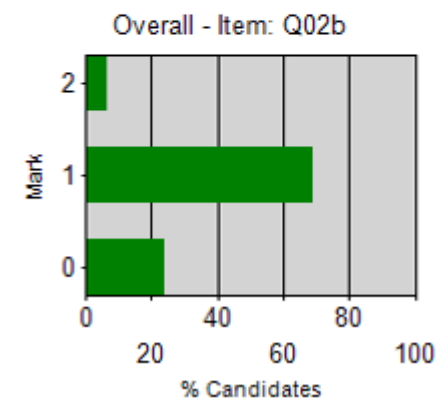
Paper 2 Q2b

(b) Describe how participation in sport and physical activity can improve co-operation.

(2)

When performing in a ~~st~~ team sport, you have to talk to your team mates in order to create tactics or to help your team win the game. By talking to improve your team's performance you are co-operating with your teammates.

Mark	No Candidates	% Candidates
0	4214	24.0%
1	12158	69.3%
2	1166	6.6%
Total	17538	



Response awarded 2/2 marks

Student response – candidate who didn't do so well

Paper 2 Q2b

(b) Describe how participation in sport and physical activity can improve co-operation.

(2)

Participation in sport means meeting new people that are your team mates. This means regularly communicating with them on and off the field. This improves ^{your} ~~the~~ co-operation as you are working together and communicating with each other.

Response awarded 1/2 marks

Student response – candidate who did well

Paper 2 Q4b

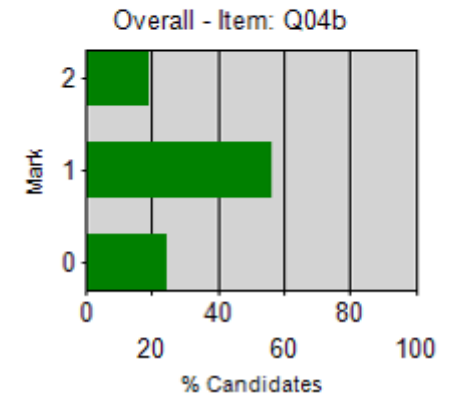
(b) State **two** differences between a basic skill and a complex skill.

(2)

1 Complex skill requires good co-ordination.

2 A basic skill is not related to a specific sport.

Mark	No Candidates	% Candidates
0	4279	24.4%
1	9872	56.3%
2	3387	19.3%
Total	17538	



Response awarded 2/2 marks

Student response – candidate who didn't do so well

Paper 2 Q4b

(b) State **two** differences between a basic skill and a complex skill. (2)

1 A basic skill requires little to no concentration whereas a complex skill requires full attention.

2 ~~However~~ A basic skill requires little effort whereas a complex skill requires maximum effort.

Response awarded 1/2 marks

Student response – candidate who did well

Paper 2 Q5

5 Pavel is a 100m breaststroke swimmer. He uses SMART targets to improve his performance.

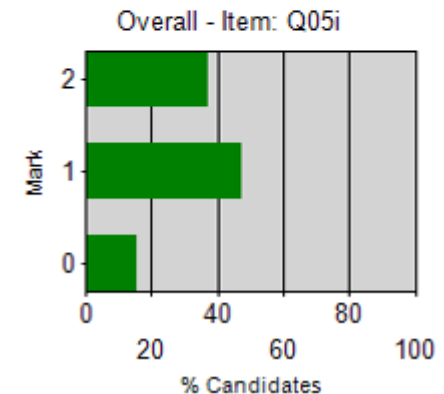
Explain why Pavel's SMART targets should be **realistic** and **time-bound**.

(i) **Realistic**

(2)

They should be realistic so his targets are managable to be reach and he want be out of ~~big~~ his depth and therefore demonivated if he doesn't achieve it.

Mark	No Candidates	% Candidates
0	2735	15.6%
1	8312	47.4%
2	6491	37.0%
Total	17538	



Response awarded 2/2 marks

Student response – candidate who didn't do so well

Paper 2 Q5

5 Pavel is a 100m breaststroke swimmer. He uses SMART targets to improve his performance.

Explain why Pavel's SMART targets should be **realistic** and **time-bound**.

(i) **Realistic**

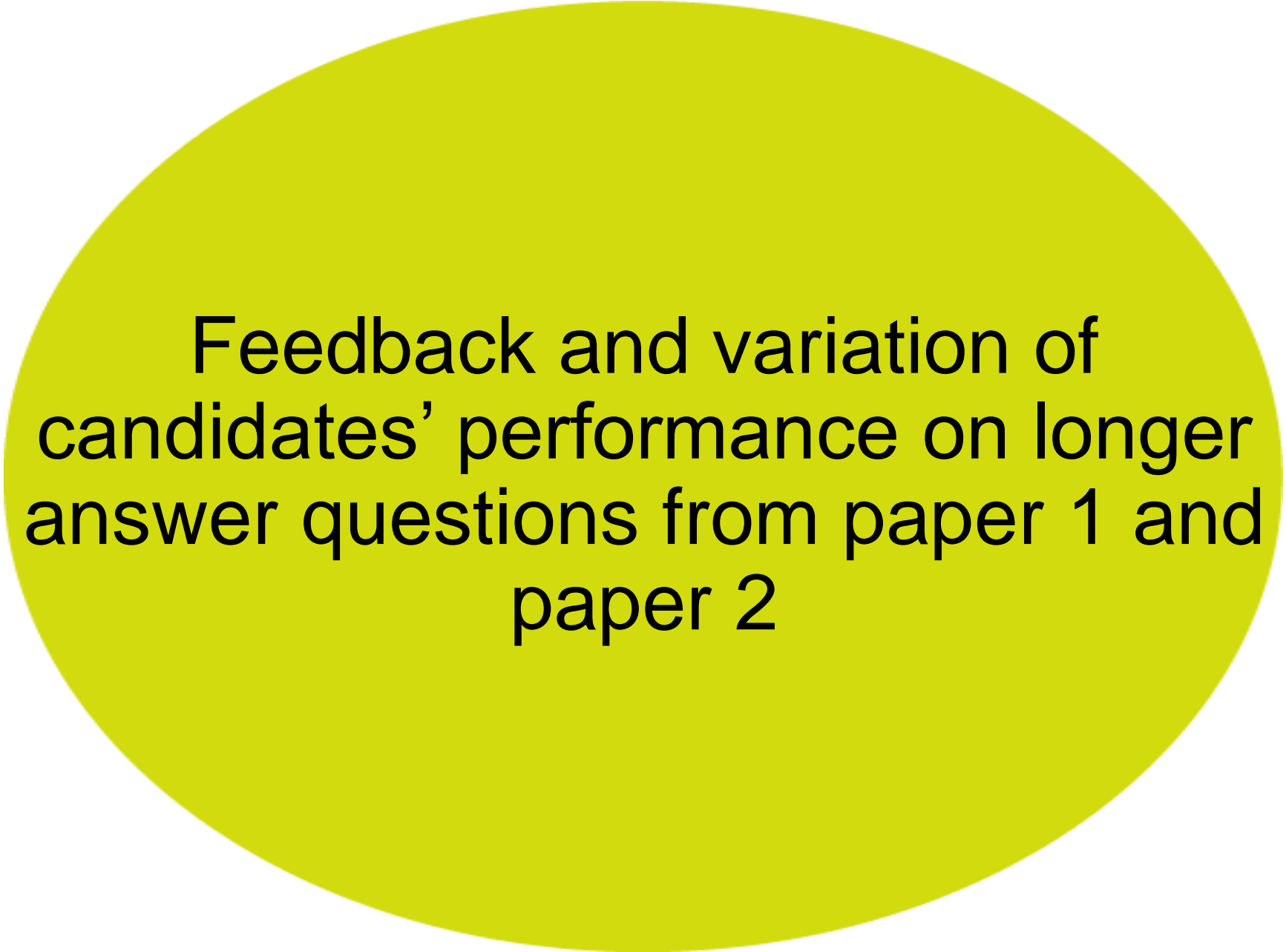
(2)

He has got to be realistic with
his goals as they cannot be too
easy or too difficult.

Response awarded 1/2 marks

Why candidates did well –summary

- Questions were read carefully, command words, key words or terms were underlined
- Responses provided in the question were not repeated
- The question context was used to arrive at the correct answer
- Sporting examples were used when needed.



Feedback and variation of
candidates' performance on longer
answer questions from paper 1 and
paper 2

Longer questions and command words

- Longer, 3 or 4 mark questions still use a points based mark scheme
- Typical command words used are describe and explain
- Responses need to be linked
- Responses need to demonstrate development

Student response – candidate who did well

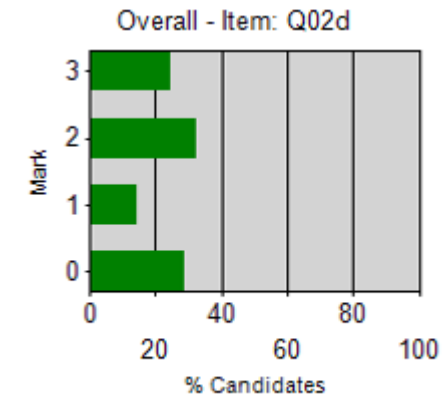
Paper 1 Q2d

(d) Explain, using an example, why **involuntary** muscles are important during sport and physical activity.

(3)

Involuntary muscles are not under our conscious control meaning they do their job without any control from us. Involuntary muscles are in blood vessels meaning they can dilate and constrict allowing vascular shunting to take place so the performer can receive more blood / oxygen to the working muscles instead of the digestive system.

Mark	No Candidates	% Candidates
0	4359	28.8%
1	2172	14.4%
2	4858	32.1%
3	3737	24.7%
Total	15126	



Response awarded 3/3 marks

Student response – candidate who didn't do so well

Paper 1 Q2d

(d) Explain, using an example, why **involuntary** muscles are important during sport and physical activity.

(3)

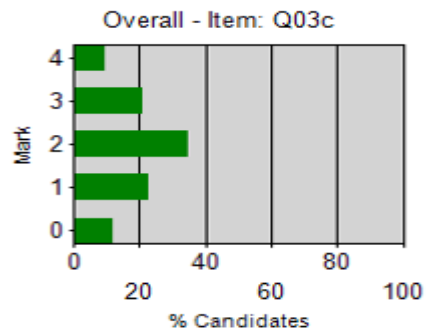
The cardiac muscles, as the heart, are an example of involuntary muscles. They pump blood and distribute oxygenated blood to the body. This is important because lots of oxygen is needed for the muscles in sports to move and contract and to make sure lactic acid doesn't build up, allowing them to work harder for longer.

Response awarded 2/3 marks

Student response – candidate who did well

Paper 1 Q3c

Mark	No Candidates	% Candidates
0	1800	11.9%
1	3476	23.0%
2	5220	34.5%
3	3165	20.9%
4	1465	9.7%
Total	15126	



One of the functions of the cardiovascular system is to help regulate body temperature.

(c) Explain why the cardiovascular system needs to regulate a games player's body temperature when they play sport.

Regulation of body temperature associates with vasoconstriction + vasodilation. A games player does a lot of running therefore, if heat increases, vasoconstriction occurs, lowering body temperature and narrowing the blood vessels within diameter* to help cool the player down/sweat more, positively impacting concentration/performance. * under surface of skin

Vasodilation is when body temperature increases, widening the games player's lumen of blood vessels under the surface of skin to help them warm up + increase muscle elasticity, reducing risk of injury.

Response awarded 4/4 marks

Student response – candidate who didn't do so well

Paper 1 Q3c

One of the functions of the cardiovascular system is to help regulate body temperature.

(c) Explain why the cardiovascular system needs to regulate a games player's body temperature when they play sport.

(4)

The cardiovascular system needs to regulate temperature as if a games player becomes too cold the temperature of the muscles will decrease ~~to~~ meaning a higher chance of injury. To help combat this the body uses a system called vasodilation where blood is sent to the surface of the skin in hope of increasing body temperature.

Response awarded 0/4 marks

Delegate marking

Paper 2 Q6b

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

Concurrent feedback is given during the game. This means the players would be able to respond immediately and ~~are~~ ~~their~~ their performance would improve immediately. For example he could tell the goalkeeper to come forward off his line. This means he ~~enough~~ catch a loose ball before the opponents had the chance to score. This means they are more likely to win and their performance has increased.

Response analysis

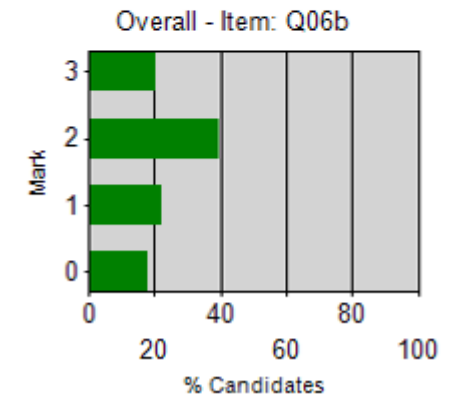
Paper 2 Q6b

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team.

(3)

concurrent feedback is given during the game. This means the players would be able to respond immediately and ~~are~~ ~~their~~ their performance would improve immediately. for example he could tell the goalkeeper to come forward off his line. This means he ~~might~~ catch a loose ball before the opponents had the chance to score. this means they are more likely to win and there performance has increased

Mark	No Candidates	% Candidates
0	3142	17.9%
1	3860	22.0%
2	6969	39.7%
3	3567	20.3%
Total	17538	



Response awarded 3/3 marks

Student response – candidate who didn't do so well

Paper 2 Q6b

(b) Explain why **concurrent** feedback from the football coach could improve the performance of the football team. (3)

Because concurrent feedback is giving feedback during a game and this would improve the performance because then the players are able to change what they are doing wrong during a match and correct it to do better. Or they are told they are doing the right thing which would allow the player to know when to do that again and they would improve during the match.

(Total for Question 6 = 4 marks)

Response awarded 2/3 marks

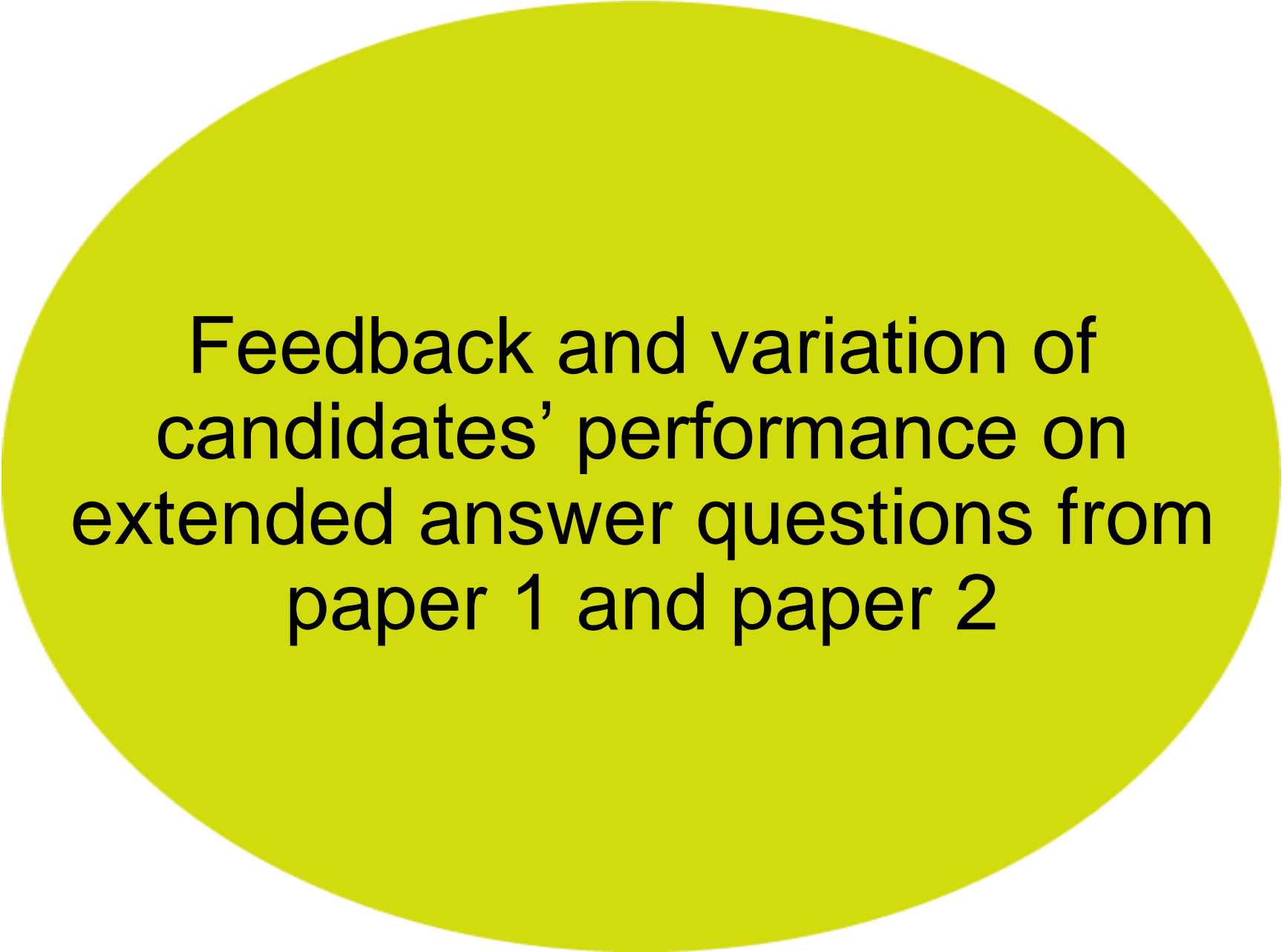
Longer answer questions summary

What candidates did well:

- Knowledge was recalled and applied correctly
- Ideas expressed clearly with appropriate examples
- Higher order thinking skills demonstrated clearly by developing ideas following through points in depth

What candidates didn't do well:

- Candidates did not use the correct question context
- Candidates found it difficult to develop their responses
- Many lacked application or the required analysis and evaluation
- Lack of performance link when appropriate.



Feedback and variation of
candidates' performance on
extended answer questions from
paper 1 and paper 2

The extended answer questions

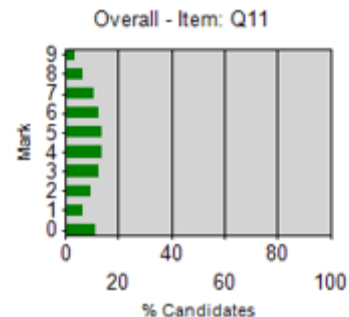
- Levels based mark scheme
- Requires same skills as long answer questions
- Need to demonstrate development of response
- 3 marks available for each of the AO objectives –
 - A01 – recall of knowledge
 - A02 – application of knowledge
 - A03 – evaluation

The extended answer questions – paper 1

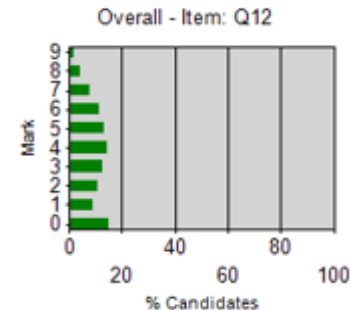
Q11. Evaluate the importance of the three short term effects listed in table 7 on Christina's handball performance. (9)

Q12. Evaluate the importance of these three training methods in improving Mason's fitness to make him a better sprinter. (9)

	Mark	No	%
Q11	0	1695	11.2%
	1	991	6.6%
	2	1443	9.5%
	3	1863	12.3%
	4	2038	13.5%
	5	2057	13.6%
	6	1889	12.5%
	7	1587	10.5%
	8	1028	6.8%
	9	535	3.5%
	Total	15126	



	Mark	No	%
Q12	0	2242	14.8%
	1	1390	9.2%
	2	1662	11.0%
	3	1930	12.8%
	4	2149	14.2%
	5	2011	13.3%
	6	1680	11.1%
	7	1186	7.8%
	8	606	4.0%
	9	270	1.8%
	Total	15126	



Delegate marking

Paper 1 Q 12

Mason trains regularly, using interval training, plyometric training and continuous training.

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)

Continuous training is the ~~les~~ least important training method to Mason, as it ~~mainly~~ ^{Sometimes} develops anaerobic ~~exercise~~ fitness but mainly develops aerobically. Continuous ~~training~~ involves constant exercise for no less than 20 minutes and without breaks, ~~a~~ improving Cardiovascular fitness. 100m sprint is an ~~aerobic~~ anaerobic event with a short duration and focus on power, speed and reaction time. Therefore, as continuous training doesn't relate to any of these components,

it would not improve Mason's 100m sprint or make him a better sprinter, ~~there~~ making it irrelevant and an unuseful and unimportant training method.

Plyometrics develop power and involve jumping onto and off of blocks to quickly lengthen and then ~~shorten~~ shorten the muscles. Power is important to Mason's 100m sprint, as good levels of power would allow him to have a quick start off of the ~~last~~ blocks, giving him an advantage against his ~~own~~ competitors. Therefore, ~~the~~ developing power is essential for Mason's 100m sprint performance and highlights that plyometrics is a vital training method to make Mason a better sprinter.

Delegate marking continued

Interval training is good at developing speed and involves sprinting a certain distance and then having an immediate rest (which is active and for a certain duration), this process is repeated many times for many intervals. Speed is essential to Mason's 100m sprint, ~~therefore~~ as the quickest/fastest runner wins the race. Therefore, as interval training improves this vital component of fitness, it is a very important

training method for ^{developing} Mason's performance.

In conclusion, the most important training methods which Mason uses are interval training and plyometrics - as they are most likely to improve his 100m sprint, making him a better sprinter.

Response analysis

Mason trains regularly, using interval training, plyometric training and continuous training.

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)

Continuous training is the ~~les~~ least important training method to Mason, as it ~~mainly~~ ^{Sometimes} develops anaerobic ~~exercise~~ fitness but mainly develops aerobically. Continuous ~~training~~ ^{training} involves constant exercise for no less than 20 minutes and without breaks, ^{A01} improving cardiovascular fitness. ^{A02} 100m Sprint is an ~~aerobic~~ anaerobic event with a short duration and focus on power, speed and reaction time. Therefore, as continuous training doesn't relate to any of these components,

A02

it would not improve Mason's 100m Sprint or make him a better sprinter, ^{A03} ~~there~~ making it irrelevant and an unuseful and unimportant training method.

A02

A01

Plyometrics ^{A02} develop power and ^{A01} involve jumping onto and off of blocks to quickly lengthen and then ~~shorten~~ shorten the muscles. Power is important to Mason's 100m Sprint, as good levels of power would allow him to have a ^{A02} quick start off of the ~~last~~ blocks, giving him an advantage against his ~~own~~ competitors. Therefore, ~~this~~ developing power is essential for Mason's 100m Sprint performance and highlights that plyometrics is a vital training method to make Mason a better sprinter.

Response analysis

Interval training is good at ^{A02} developing speed and involves ^{A01} sprinting a certain distance and then having an immediate rest (which is active and for a certain duration), this process is repeated many times for many intervals. Speed is essential to Mason's 100m sprint, ~~therefore~~ ^{A03} as the quickest/fastest runner wins the race. Therefore, as interval training improves this vital component of fitness, it is a very important

training method for ^{developing} Mason's performance. In conclusion, the most important training methods which Mason uses are interval training and plyometrics - as they are most likely to improve his 100m sprint, making him a better sprinter. ^{A03}

Response awarded 9/9 marks

Student response – candidate who didn't do so well

Paper 1 Q12

Evaluate the importance of these **three** training methods in improving Mason's fitness to make him a better sprinter.

(9)
Plyometric training will help improve ~~leg~~ strength and balance. This Balance will help him have the best take off as possible. And leg strength will help push him off and take more powerful strides.

Continuous training will ~~keep~~ improve his consistency and

~~to~~ Strengthen his Cardiovascular System. This will improve his speed and make him able to Sprint for longer.

Plyometric training will also improve his reaction time making him take off as quickly as possible.

Interval training will also improve his Cardiovascular System and will make him be able to Steady his breathing rate and ~~and~~ heart rate so he can run his best speed for more time, reducing the risk of failure and getting tired.

Response awarded 1/9 marks

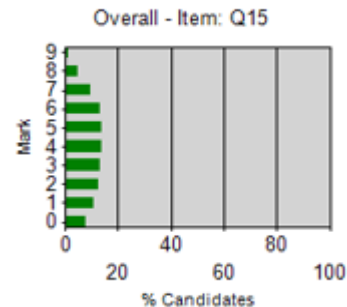
The extended answer questions – paper 2

Q15. Evaluate the three other personal factors which can negatively impact on an adults participation in sport (9)

Q16. Evaluate the importance of protein, carbohydrates and vitamins for elite power athletes such as Demitri.. (9)

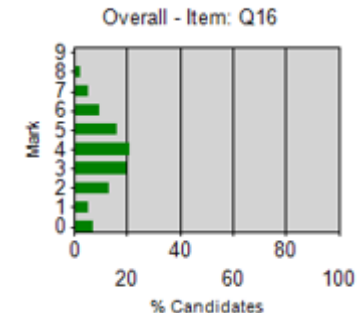
Q15

Mark	No	%
0	1362	7.8%
1	1921	11.0%
2	2172	12.4%
3	2260	12.9%
4	2452	14.0%
5	2380	13.6%
6	2284	13.0%
7	1637	9.3%
8	830	4.7%
9	240	1.4%
Total	17538	



Q16

Mark	No	%
0	1287	7.3%
1	931	5.3%
2	2269	12.9%
3	3440	19.6%
4	3639	20.7%
5	2850	16.3%
6	1647	9.4%
7	921	5.3%
8	432	2.5%
9	122	0.7%
Total	17538	



Delegate marking

Paper 2 Q15

Disability, age and socio-economic status also are factors that can have a negative impact on an adults participation in sport.

Disability can affect an adults participation because if they are in a wheel chair then sports halls and other facilities have to have ramps and accessibility such as lifts. Some sports also require specialist equipment such as certain wheelchairs for wheelchair basketball. This equipment can be expensive so it stops them from participating in sport.

Age can affect an adults participation because as you get older you have more responsibilities like work so you have less free time available for sport. Also, as you get older you ~~have~~ have to spend your money on bills and food instead of sport. Also, some sports such as gymnastics become less accessible with age. As you have less time, money and fitness this will negatively impact on an adults participation in sport.

Socio-economic status can affect an adults participation because adults in a high order socio-economic group will have more responsibilities so therefore have less

free time available for sport. Adults in low order socio-economic groups don't get paid much money so even though they might have more free time they don't have enough money to do expensive sports such as golf. As the low order jobs don't have enough money and the high order jobs don't have enough free time this can negatively impact on an adults participation in sport.

In conclusion, disability, age and socio-economic status all can negatively impact an adults participation in sport. I think that socio-economic status is the most negatively impacting and then disability and then age is the least negatively impacting.

Response analysis – Q15

^{A01} Disability ^{A01} age and ^{A01} socio-economic status also are factors that can have a negative impact on an adults participation in sport.

Disability can affect an adults participation because if they are in a wheel chair then sports halls and other facilities have to have ^{A02} ramps and accessibility such as lifts. Some sports also require ^{A02} specialist equipment such as certain wheelchairs for wheelchair basketball. This equipment can be expensive so it stops them from participating in sport.

Age can affect an adults participation because as you get older you have more responsibilities like work so you have ^{A02} less free time available for sports. Also, as you get older you ~~also~~ have to spend your money on bills and food instead of sport. Also, some sports such as gymnastics become less accessible with age. As you have less time, money and fitness this will negatively impact on an adults participation in sport.

Socio-economic status can affect an adults participation because adults in a high order socio-economic group will have more responsibilities so therefore have less

free time available for sport. Adults in low order socio-economic groups don't get paid much money so even though they might have more free time they don't have enough money to do expensive sports such as golf. As the low order jobs don't have enough money and the high order jobs don't have enough free time this can negatively impact on an adults participation in sport. ^{A03}

In conclusion, disability, age and socio-economic status all can negatively impact an adults participation in sport. I think that socio-economic status is the most negatively impacting and then disability and then age is the least negatively impacting.

Response awarded 7/9 marks

Student response – candidate who didn't do so well

Paper 2 Q15

Many adults don't take part in physical activity as they have less free time. Because of this they cannot easily take part in sport as they may have a lot of work or have to look after their children. This will negatively impact adults as finding time for physical activity is hard. This may result in sedentary lifestyles and may also increase the risk of health conditions, such as obesity.

A02

Travelling to and from sport facilities is also hard and long for adults. Finding transport and ways to get there is hard as well. It can also be expensive and some adults may not be exposed to transport facilities.

Depending on what adults income is, depends on whether they take part in physical activity. As membership fees may be expensive. This will result in lower levels in participation rates for

A02

adults if their income is not high, and if their area isn't exposed to high quality facilities. This may result in an increased level of stress and anxiety, and as they won't be able to cope with the demands of life, as physical activity ~~reduces~~ ~~increases~~ ~~there~~ emotional health.

As adults get older, their general level of fitness decreases altogether. This negatively impacts adults as they might become demotivated as they are not always in to form while physical activity. This will decrease their social, physical and emotional health as participation in sport increases wellbeing.

Response awarded 2/9 marks

Common issues on extended answer questions

- Bullet points used
- Lack of planning before beginning response
- Lack of application of knowledge to the question
- Lack of analysis and evaluation of the topic
- Lack of developed responses

A good approach to extended answer questions

- Plyometric training involves jumping (AO1) which Mason would use to develop his power (AO2) this is essential if Mason is to push away from the blocks quickly as the greater force he exerts, the faster he will accelerate out of the blocks (AO3).

Useful links

- Pearson PE website- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>
- Pearson Exam Wizard- <https://qualifications.pearson.com/en/support/Services/examwizard.html>

The screenshot shows the Pearson Exam Wizard interface. At the top is a blue navigation bar with the 'examWizard' logo and three tabs: 'Find Past Papers', 'Build a paper', and 'My Papers'. On the right side of the bar are links for 'Help' and 'Log out'. Below the navigation bar, there are eight filter categories arranged in two rows of four. Each category has a dropdown menu with a checkmark icon and the text 'Select one or more'. The categories are: Qualification (set to 'GCSE (9-1)'), Specification, Year, Series, Unit, Topic (with a '(click here)' link), Question type, and Assessment objective. Below these filters is a 'Keyword search' section with a text input field containing the placeholder 'Type keyword to search' and a small note 'Please enter a minimum of 3 characters'. At the bottom of this section are two buttons: an orange 'Search' button with a magnifying glass icon and a grey 'Clear' button with an 'x' icon.

Qualification	Specification	Year	Series
GCSE (9-1)	Select one or more	Select one or more	Select one or more

Unit	Topic (click here)	Question type	Assessment objective
Select one or more	Select one or more	Select one or more	Select one or more

Keyword search

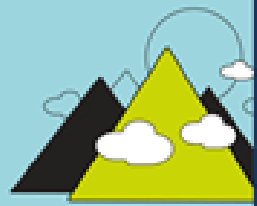
Type keyword to search

Please enter a minimum of 3 characters

Search Clear

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