

# GCSE Physical Education

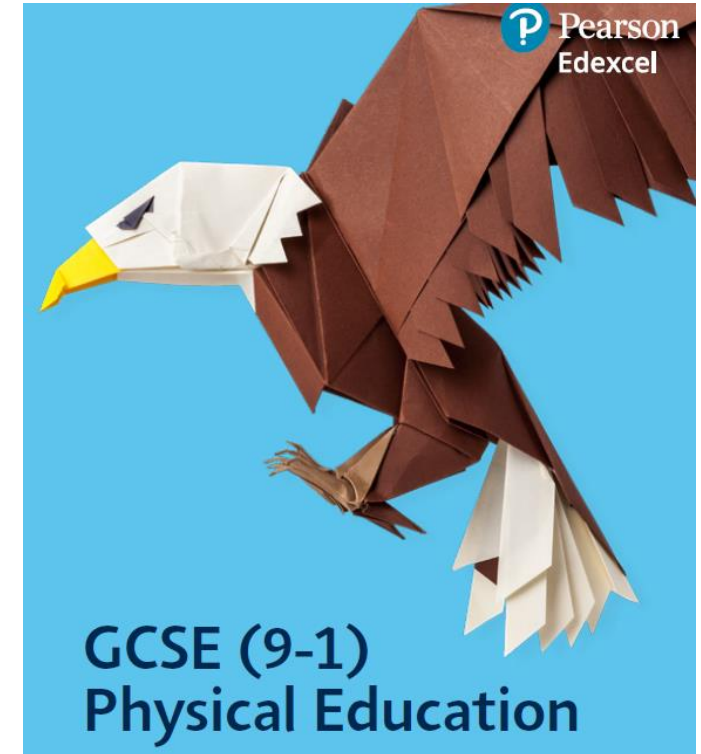
Mocks marking training



# Welcome to this Professional Development Course

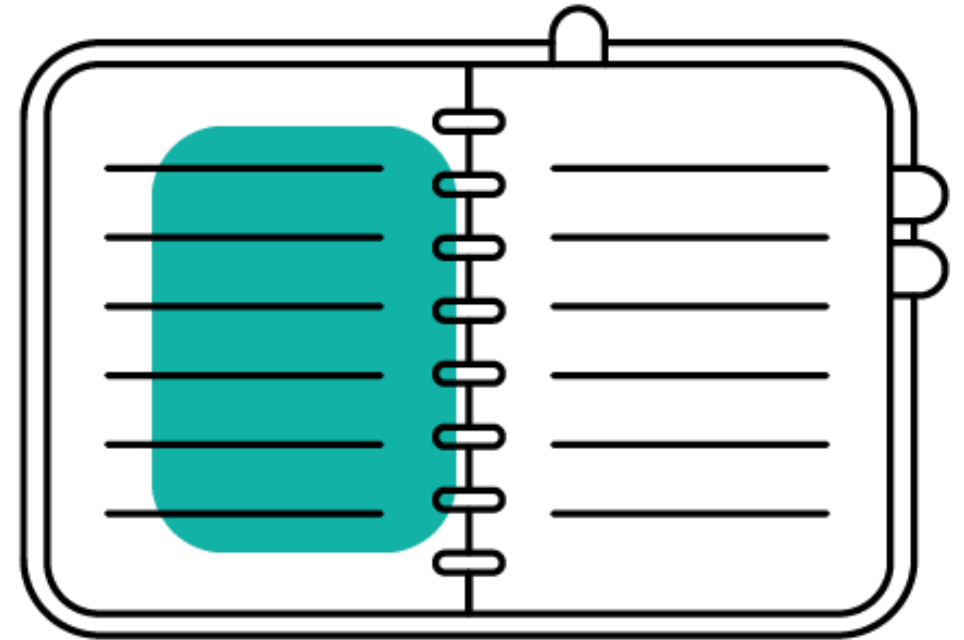
In this session we are going to:

- look at the assessment requirements of the specification
- explore the paper structure and new types of questions
- review student responses to questions
- accurately apply the mark schemes
- talk about the support we offer you
- share good practice and provide you with the opportunity to ask questions.



# Agenda

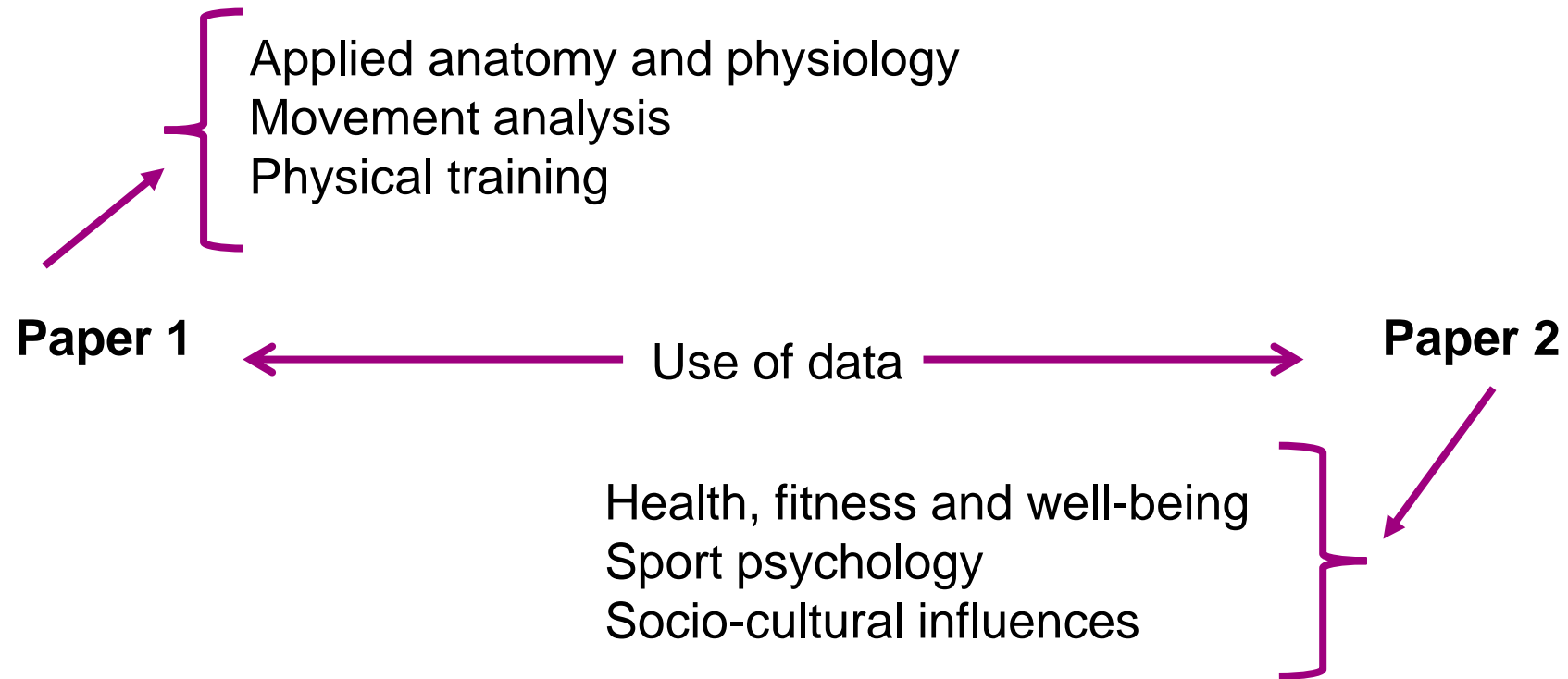
- 16.00 Assessment requirements, paper structure, types of questions and student responses
- 17.00 Mark schemes, levels-based questions and student responses to levels-based questions
- 17.55 Support & further questions



# External Assessment

Component	Title	Summary of assessment
Paper 1 (36% – 80 marks) 1 hour and 30 minutes	Fitness and Body Systems	Examination. Multiple choice, short, long and extended open response questions.
Paper 2 (24% – 60 marks) 1 hour and 15 minutes	Health and Performance	Examination. Multiple choice, short, long and extended open response questions.

# Subject Content – Topics

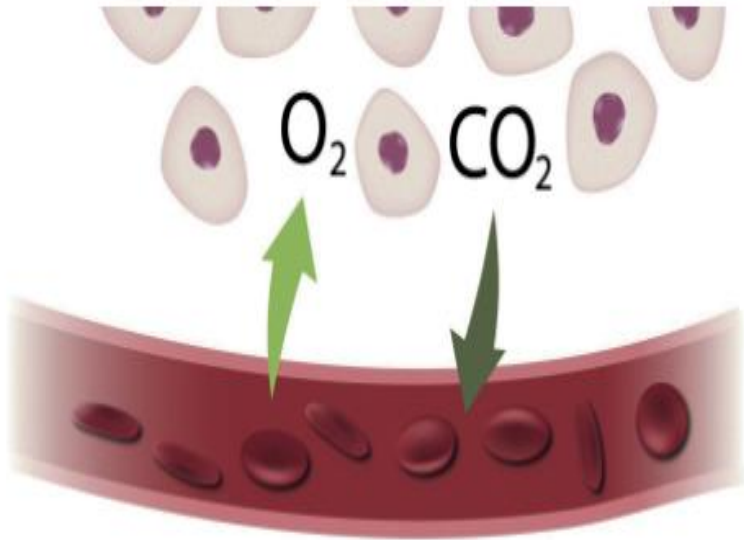


# Ofqual Requirements – Assessment Objectives

Objective		Weighting
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	<b>25%</b>
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	<b>20%</b>
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<b>15%</b>
AO4	<ul style="list-style-type: none"><li>• Demonstrate and apply relevant skills and techniques in physical activity and sport.</li><li>• Analyse and evaluate performance.</li></ul>	<b>40%</b>

# Activity 1

2 **Figure 3** shows the movement of gases into and out of a capillary.



**Figure 3**

(a) Using **Figure 3**, state where this gas exchange is taking place.

(1)

**Poll**

Which AO?

State where this gas exchange is taking place. (1)

Refer to delegate file SO1

# Command Word Taxonomy

Example command words:

1. Give/identify/state
2. Describe
3. Explain
4. Analyse/predict
5. Assess/discuss/evaluate.

**\* A complete taxonomy of command words is available in the specification.**



# Question Types: MCQs

Multiple choice questions (MCQs):

- 1 mark
- eight on paper 1 and six on paper 2
- likely to assess AO1 or AO2.

1 (a) Which **one** of the following states why an endurance athlete would use carbohydrate loading?

(1)

- ☐ **A** To build strength
- ☐ **B** To repair damaged body tissue after injury
- ☐ **C** To increase energy stores
- ☐ **D** To lose weight

# Question Types: Short answer

Short answer questions:

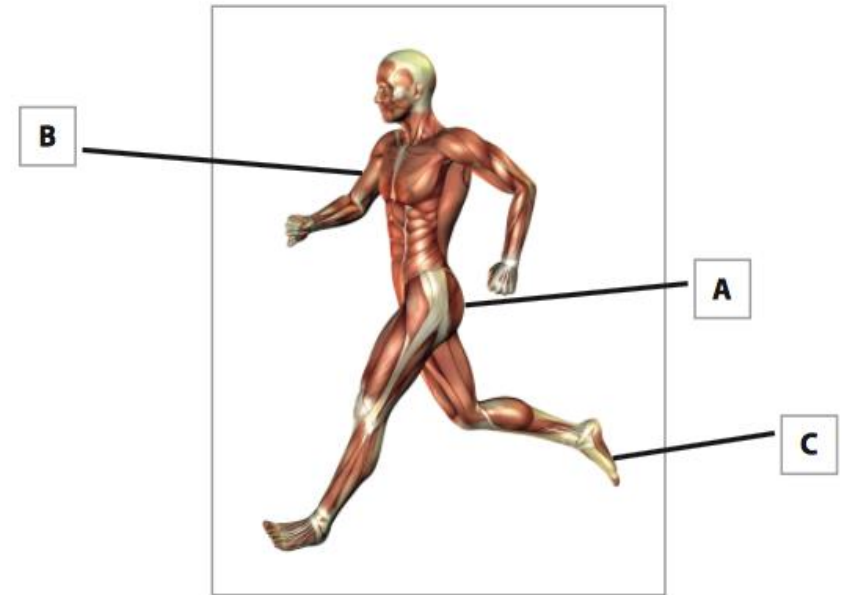
- 1 mark
- One-word answers, e.g. labels, completing a statement with a missing word or a table
- or simple statements.

**8** Rey is a long distance cyclist. As part of her Personal Exercise Programme (PEP) Rey carries out aerobic training regularly.

(i) State **two** long-term effects of aerobic training on the cardio-respiratory system.

(2)

**5** Figure 6 shows the muscular system while running.



**Figure 6**

(a) Complete the following statements about the labelled muscles in **Figure 6**.

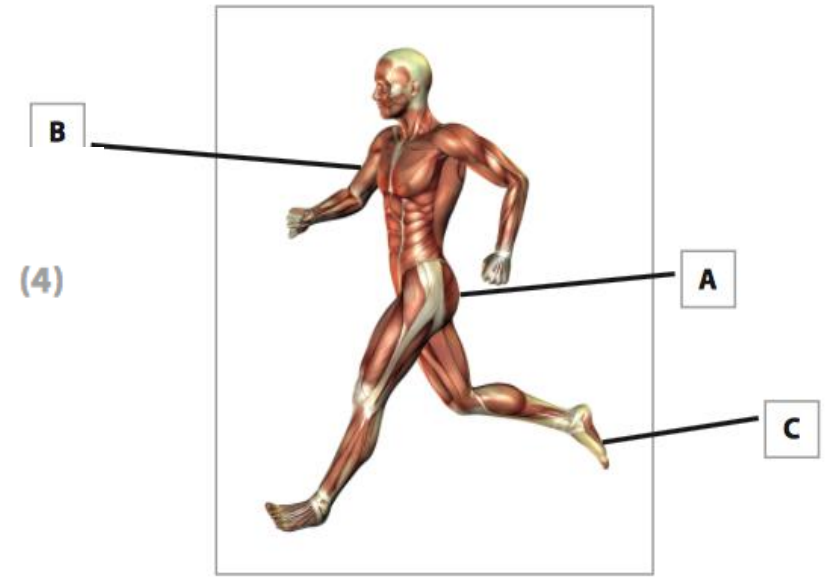
The muscle labelled **A** in **Figure 6** is the .....

# Question Types: Longer answer

Longer answer questions:

- 3 or 4 marks
- requires linked sentences, e.g. descriptions, explanations and analysis.

**9** (c) Analyse the action of muscle **B**, shown in **Figure 6**, to aid the performance of the runner.



# Question Types: EAQs

Extended answer questions:

- 9-mark questions.

14 Evaluate the view that sportsmanship is disappearing from professional sport and being replaced by gamesmanship.

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(Total for Question 14 = 9 marks)

# Question Types: use of data

Questions requiring the use of data:

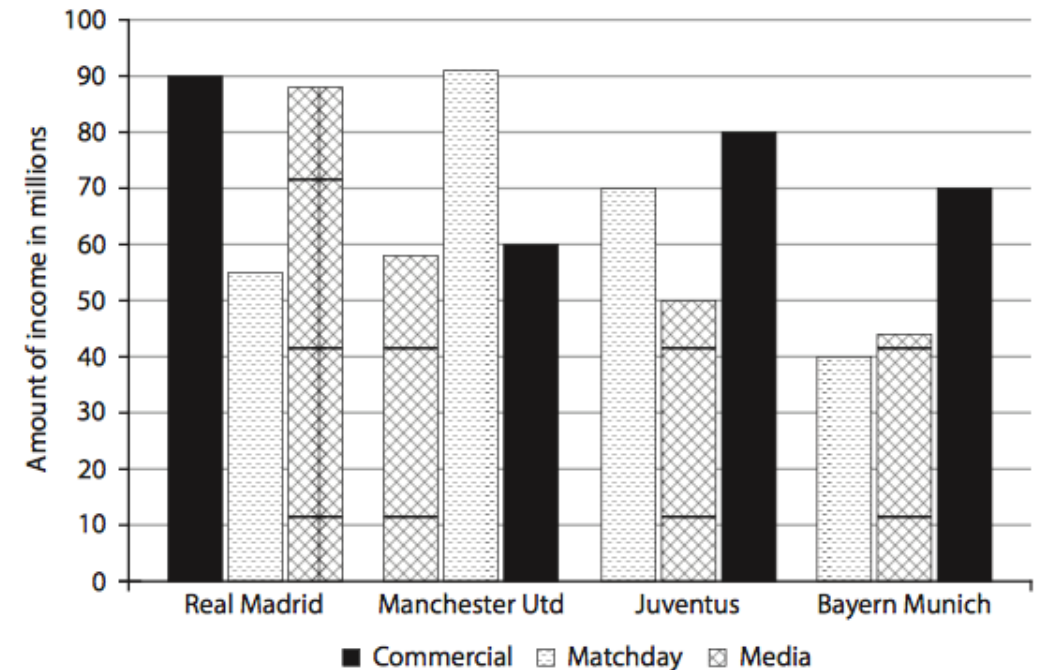
- could be any mark tariff
- often used to assess AO2 or AO3.

(e) Using the data in **Figure 1** which club receives the highest matchday income?

(1)

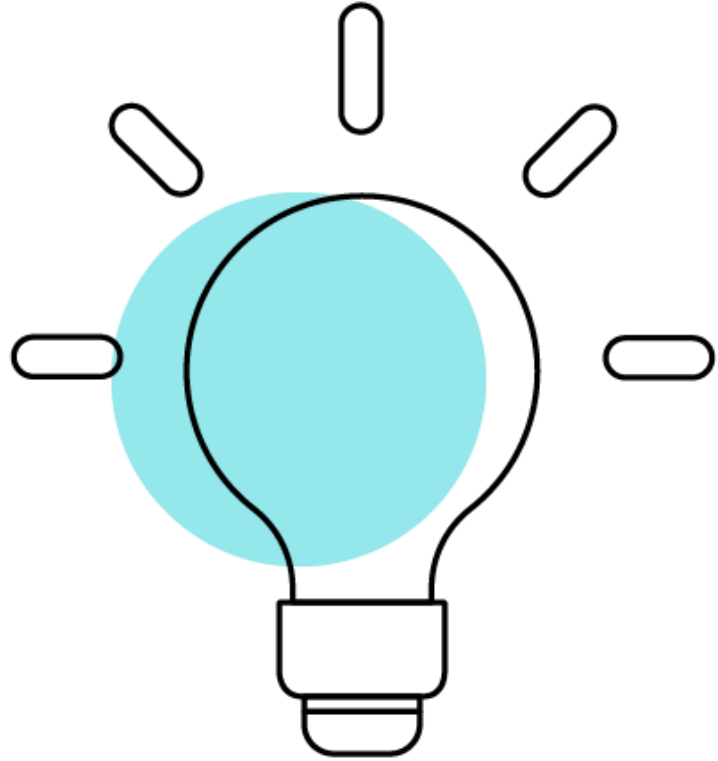
- ☐ A Real Madrid
- ☐ B Manchester United
- ☐ C Juventus
- ☐ D Bayern Munich

**Figure 1** shows some of the income from different sources for four European football clubs in 2015.



**Figure 1**

## Activity 2



How much should a question be worth?

(b) State **two** reasons why gas exchange is important in a long tennis match

Refer to delegate file SO2

# Mark Schemes

Points based:

- Each appropriate point made in a response gains a mark
- These mark schemes give examples of expected responses.

Give an example of a sports performer who would use plyometric training.

Answer

(AO2 – 1 mark)

One mark for identification of a suitable example of a performer who would gain from plyometric training.

Any **one** from:

- A volleyball player (1)
- A high jumper (1)

Accept other appropriate examples.

Additional marking guidance may be given

- Any valid answer will gain marks

# Student Responses – MCQs

(f) Using the data in **Figure 1** which club receives the lowest income from media?

(1)

- ☐ **A** Real Madrid
- ☒ **B** Manchester United
- ☐ **C** Juventus
- ☒ **D** Bayern Munich

(2)



# Student Responses – Short Answers

Note how the question gives context – this should be used to determine the most appropriate response.

2 Asif has recently moved to a new area.

To help him make new friends he joins the school football club.

(a) Identify the type of health benefit for Asif when making new friends.

(1)

*emotional health*

# Student Responses – Long Answers

Key  
information

8 David is a tennis player. A balanced diet is essential for his performance.

Explain, using an example, how vitamins or minerals can help David's tennis performance.

vitamin c is important for growth and repair and  
as he is a tennis player vitamin c is essential.  
Minerals are important for calcium and for  
David's ~~bones~~ bones so they are strong and don't break.

# Student Responses – Questions Requiring Use of Data

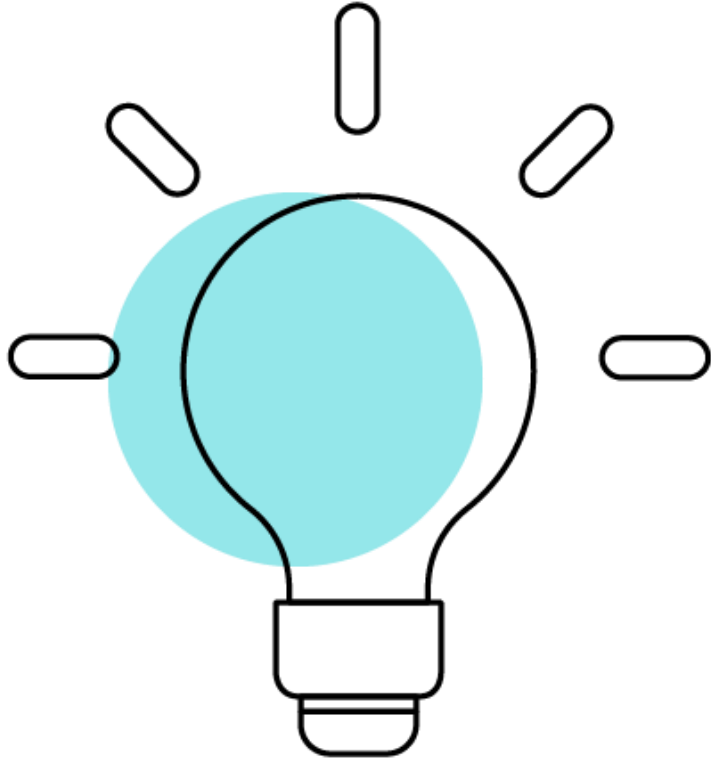
- (b) Miriam is following a six week circuit training programme to improve her fitness for netball. **Table 4** shows her fitness test results collected during her six week training programme.

Fitness test	Weeks					
	1	2	3	4	5	6
Cooper's run	1700m	1750m	1800m	1850m	1900m	1950m
Vertical jump test	41.0cm	41.5cm	42.0cm	42.5cm	43.0cm	43.5cm
35m sprint	5.50s	5.55s	5.55s	5.57s	5.57s	5.59s

- (i) Analyse the data in **Table 4** to determine the trends for each fitness test

(3)  
 The Cooper run shows she was improving by 50m every time she did it showing consistency and improvement in cardio vascular endurance. Her vertical jump test results go up in 0.5cm weekly again showing progression but this time in power and muscular strength. In the sprint, her first time was the best, then it increased, stays the same, increases, stays the same and then increases. This isn't progress because her times are slower, this could be due to tiredness.

## Activity 3



### What mark would you award?

(c) Identify the type of guidance from the description.

The use of a demonstration to help guide the performer to reproduce a movement.

(1)

- ☒ **A** Visual
- ☒ **B** Verbal
- ☐ **C** Manual
- ☐ **D** Mechanical

Refer to delegate file SO3

# Question Types

## Extended answer questions (EAQs)

- 9 marks
- one on each paper
- will assess AO1, AO2 and AO3
- will use one command – evaluate
- uses a levels-based mark scheme based on the quality of the response.

# Levels-Based Mark Schemes

- Only applies to final questions on papers
- Indicative content is given (but not one mark per appropriate point)
- A maximum of three marks is available for each AO

## Assessment Objectives

AO1: Knowledge and understanding

3 marks

AO2: Application

3 marks

AO3: Analysis and Evaluation

3 marks

# Levels-Based Mark Schemes

- The response is placed in a level first based on its quality
- The 'quality' of a response is measured by the extent of relevant development, i.e. progress from knowledge to application to evaluation.

# Levels-Based Mark Schemes

14 Evaluate the view that sportsmanship is disappearing from professional sport and being replaced by gamesmanship.

Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<ul style="list-style-type: none"><li>• Demonstrates isolated elements of knowledge and understanding, with limited technical language used (AO1).</li><li>• Limited attempt to apply knowledge to question context (AO2).</li><li>• Generic assertions may be presented (AO3 – evaluation).</li></ul>
2	4-6	<ul style="list-style-type: none"><li>• Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1).</li><li>• Applied knowledge to question context (AO2).</li><li>• Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).</li></ul>
3	7-9	<ul style="list-style-type: none"><li>• Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1).</li><li>• Applied detailed knowledge to question context throughout (AO2).</li><li>• Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).</li></ul>

How many marks for a response that demonstrates accurate knowledge and understanding throughout but limited ability to apply knowledge to question context.



# Levels-Based Mark Schemes

14 Evaluate the view that sportsmanship is disappearing from professional sport and being replaced by gamesmanship.

Question Number	Indicative content AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks	
14	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p><b>Knowledge and understanding of gamesmanship and sportsmanship (AO1):</b></p> <ul style="list-style-type: none"> <li>Definition of gamesmanship <u>e.g.</u> bending rules/laws of sport without breaking them</li> <li>Definition of sportsmanship <u>e.g.</u> following the rules of sport/fair play/gracious in defeat/showing respect</li> <li>NGB's attempt to encourage sportsmanship</li> </ul> <p><b>Application of knowledge and understanding of sportsmanship and gamesmanship linked to sport (AO2):</b></p> <ul style="list-style-type: none"> <li>Gamesmanship is bending the rules (AO1) <u>e.g.</u> wasting time in football, tampering of ball in cricket (AO2)</li> <li>Sportsmanship is playing by the rules (AO1) <u>e.g.</u> shaking hands after a game, kicking ball out of play in football when someone is injured (AO2)</li> <li>NGB's encourage fair play (AO1) through sanctions/rewards/awards <u>e.g.</u> fair play place for football teams in Europa league, retrospective action for diving in football and citing in rugby (AO2)</li> </ul>	<p><b>Evaluation of topic – making reasoned judgements about whether gamesmanship has replaced sportsmanship (AO3):</b></p> <ul style="list-style-type: none"> <li>Gamesmanship is bending the rules (AO1) <u>e.g.</u> wasting time in football, tampering of ball in cricket (AO2) Gamesmanship has increased in sport due to the rewards available and /or pressure of sponsors/coaches/fans etc to do well (AO3)</li> <li>Sportsmanship is playing by the rules (AO1) <u>e.g.</u> shaking hands after a game, kicking ball out of play in football when someone is injured (AO2) Sportsmanship still exists in many sports e.g. Golf/tennis, where gamesmanship is virtually non- existent due to unwritten code of conduct (AO3)</li> <li>NGB's encourage fair play (AO1) through sanctions/rewards/awards <u>e.g.</u> fair play place for football teams in Europa league, retrospective action for diving in football and citing in rugby (AO2) Making a judgement as to whether gamesmanship has increased or not, reference to gamesmanship being prevalent only in some high profile sports and underlying reasons why</li> </ul> <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p> <p>(9)</p>

Note how the indicative content is split into each AO to give EXAMPLES of typical expected responses.

# Student Responses: EAQ – Example 1

14. Evaluate the view that sportsmanship is disappearing from professional sport and being replaced by gamesmanship.

Sportsmanship is adhering to the rules and following the spirit of the game (like helping a fatigued opponent in a marathon). Gamesmanship is bending the rules to gain an advantage over the opponents (like knocking all of the bottles off a table in a marathon).

Some may think that sportsmanship is being replaced by gamesmanship. People Athletes will follow gamesmanship due to a "must always win" mentality. This means that they will do whatever it takes, without breaking the rules, to win. An example is diving in football towards the end of the game if they're ~~losing~~ <sup>drawing</sup>. This may give them a penalty kick which would allow them to win the game and the competition, if it's the finals. However, others may think that sportsmanship is still prominent. For example, Alistair Brownlee helped his brother Jonathan Brownlee in a marathon. This is sportsmanship, and a lot of things like this still happens. To add on, professional footballer will mostly, if not always, kick the

## Student Responses: Extended Answer Questions cont...

ball out of play if a player is injured. This shows respect to the other players, which is sportsmanship.

In conclusion, I think that sportsmanship is being replaced by gamesmanship from professional sport. This is because there's a greater pressure now <sup>AO3</sup> on elite athletes to perform well and succeed. Due to this, they may follow gamesmanship to gain an advantage and win, which could lead to an increase in financial status and money. Therefore, I think that sportsmanship might be disappearing as it is being replaced by gamesmanship.

# Student Responses:

## EAQ – Example 2

14. Evaluate the view that sportsmanship is disappearing from professional sport and being replaced by gamesmanship.

Sportsmanship is adhering to the rules and following the spirit of the game, <sup>for example shaking rival players hand</sup> Gamesmanship is <sup>AO1</sup> bending the rules to gain advantage, <sup>for example time wasting</sup> <sup>AO2</sup>

A reason for gamesmanship is rising, is because of the need for players to win. <sup>AO3</sup> Athletes will feel pressure from their coach, family, fans and mates to win, and to fulfill their wishes they will ~~now~~ take advantages. Athletes will also be financially unstable and will need sponsors to pay them and therefore will bend the rules. For examples ~~this~~ in football a footballer will time waste to secure the win or dive to make the rival player get sent off or receive a freekick or penalty to secure a goal. However Sportsmanship isn't disappearing, as promoting a good spirit, will make them a role model, have more supporters, receive more sponsors, and be financially stable whilst be respected heavily. <sup>AO3</sup> For example shaking ~~the~~ hands with the rival team, or playing the ball off play in football to favour the rival when needed.

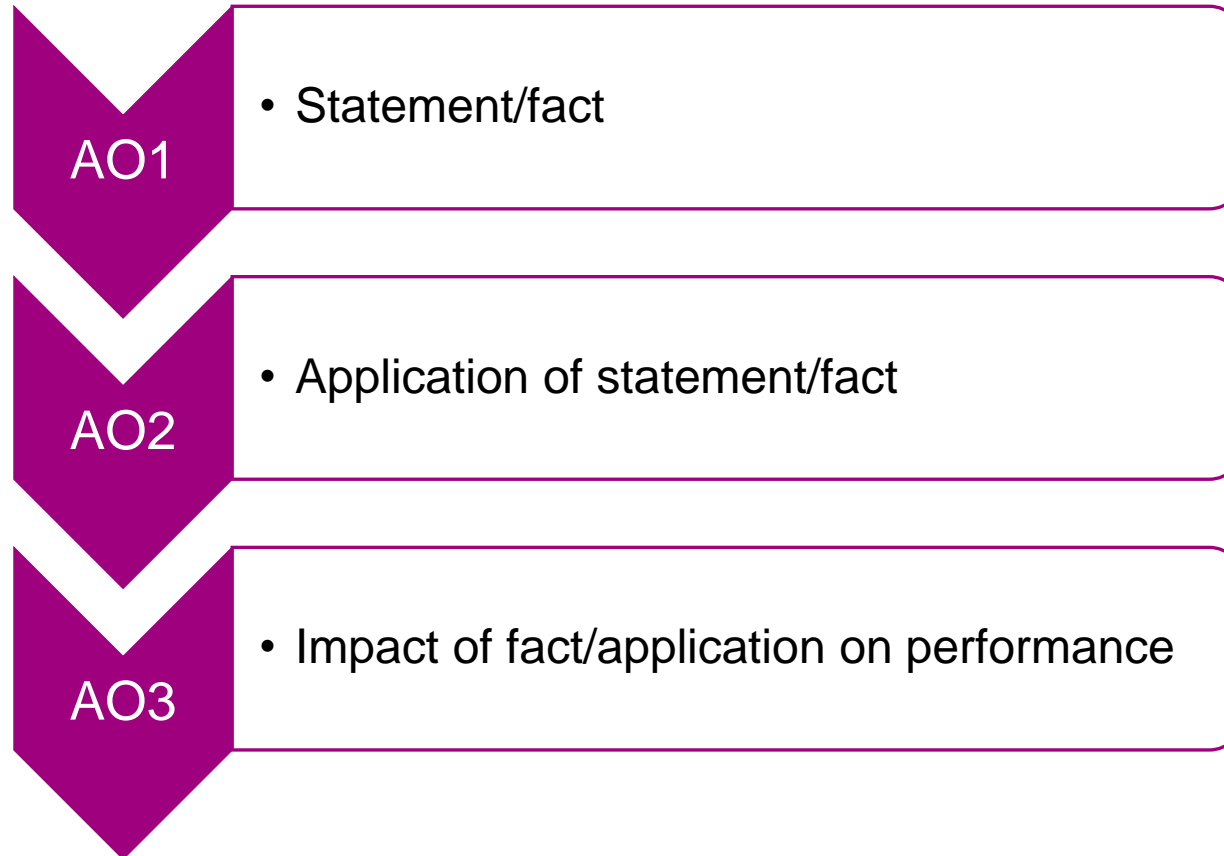
In conclusion, sportsmanship isn't disappearing as the advantages and less negatives when doing it rather than gamesmanship, which makes someone a bad role model.

# Extended Answer Questions

- AO1 is the most accessible AO provided the candidate has knowledge of the specification topic.
- Knowledge must be applied to the question topic to access AO2.
- The impact (normally on performance) of the AO1 and AO2 points needs to be clear and specific to access AO3.

# Developed Points

Question





# Developed Points

A generic example is 'Evaluate the need for an endurance athlete to maintain a balanced diet'.

AO1

- Includes carbohydrates, proteins, fats, vitamins, minerals, water and fibre

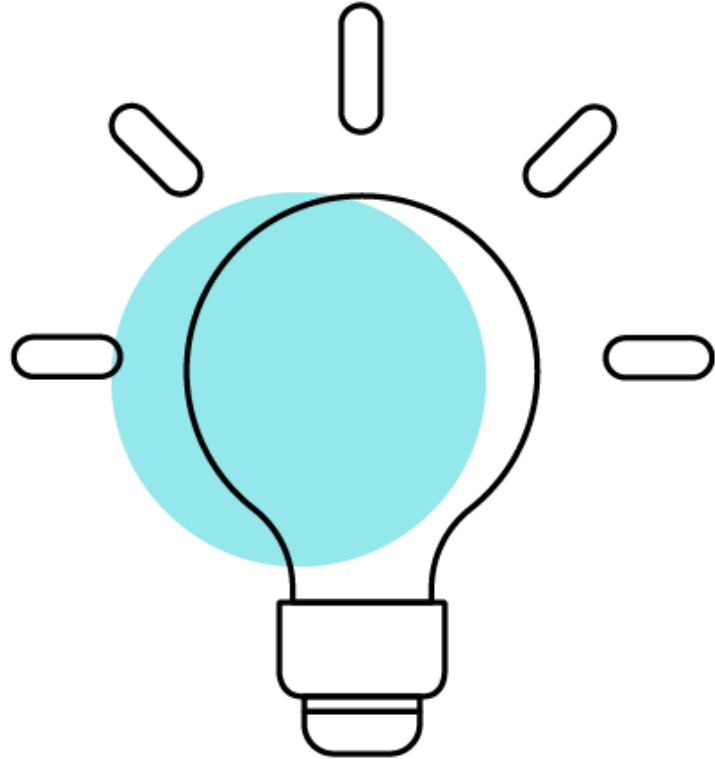
AO2

- Carbohydrates are important to the athlete to make sure they have enough energy to continue to exercise over an extended period of time without fatigue

AO3

- If they don't have enough carbohydrate they will be reliant on fat which takes longer to release energy so they will be slower overall and may need to walk during the race to recover.

## Activity 4



Using levels-based mark schemes

Refer to delegate file SO4



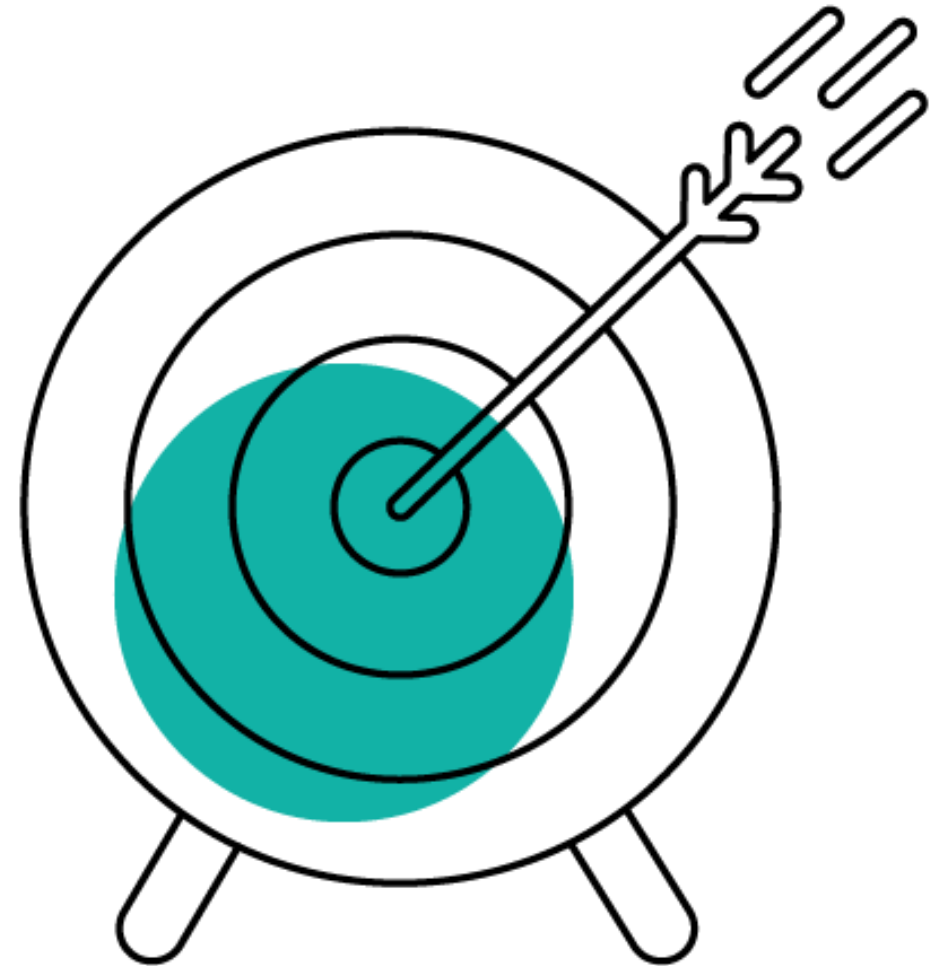
# Further support



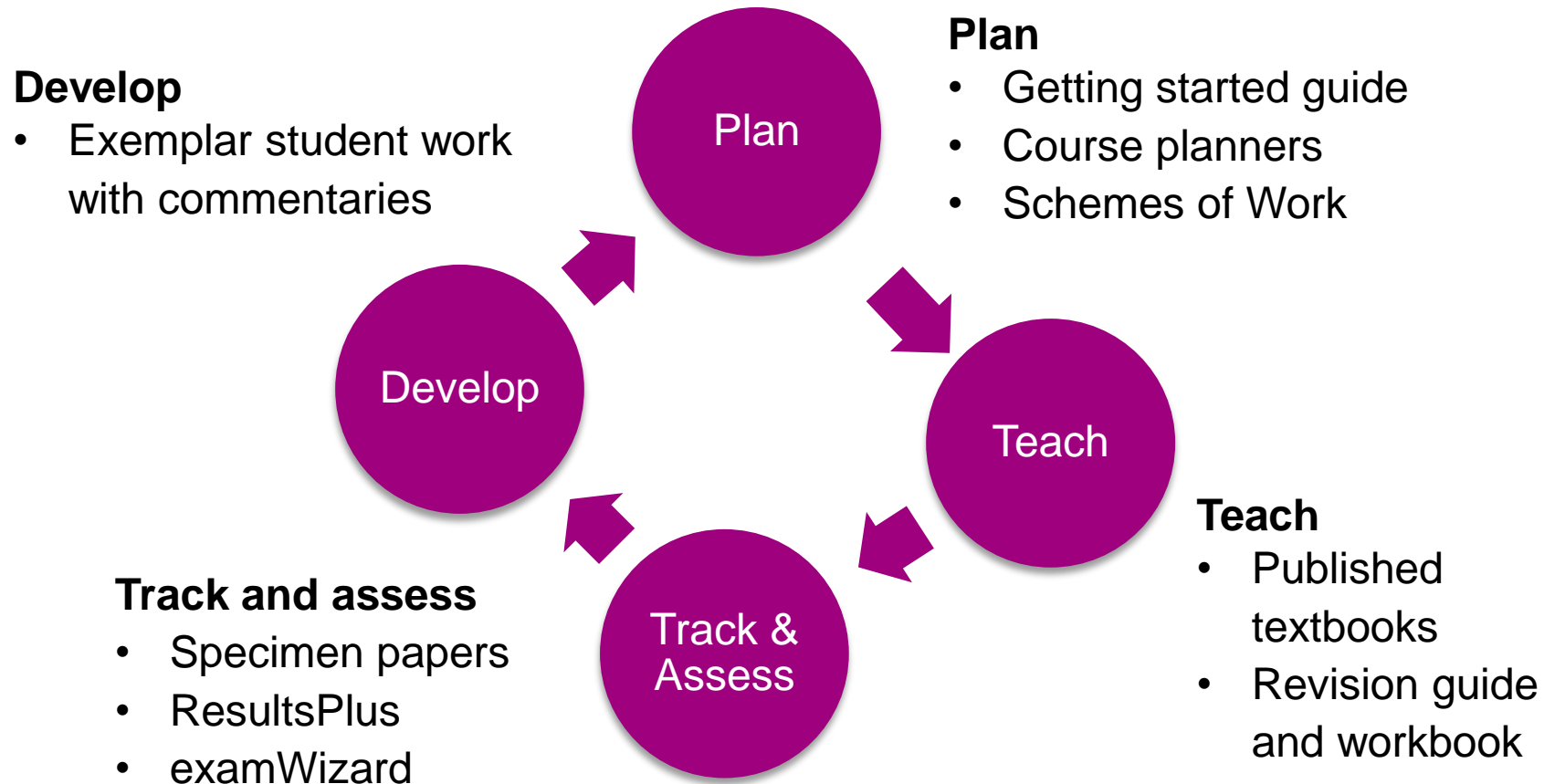
# Summary

In this session we looked at the following objectives:

- the assessment requirements of the specification
- the paper structure and types of questions
- student responses to questions
- accurately applying the mark schemes
- the support we offer you
- sharing good practice and providing you with the opportunity to ask questions.



# Supporting Great Physical Education Teaching



# Other Useful Links

## 1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

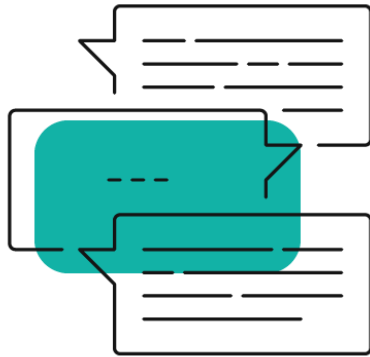
Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## 3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
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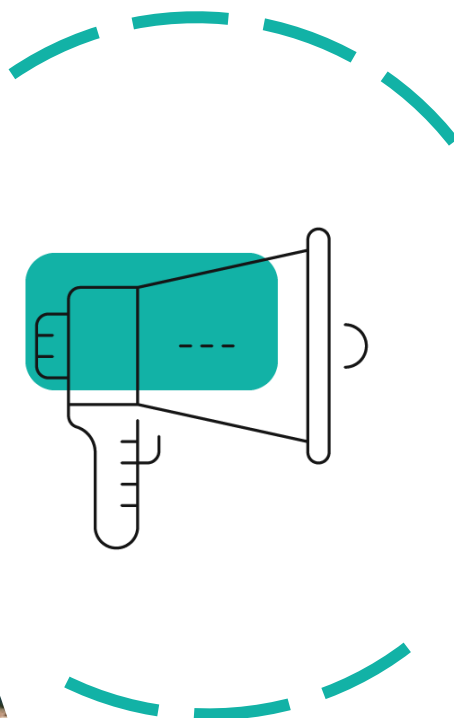




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# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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