



GCSE Physical Education: Mocks Marking

Welcome to this Professional Development Training

This training supports teachers delivering Pearson Edexcel GCSE Physical Education.

You will:

- look at the assessment requirements of the specification
- explore the paper structure and question types
- review student responses to questions and look at how to accurately apply the mark scheme
- be able to ask questions and share good practice.

Agenda

In this session we are going to look at:

- assessment requirements, paper structure, types of questions and student responses
- mark schemes, levels-based questions and student responses to levels-based questions
- support and further questions.



Relevant resources can be downloaded from the [GCSE Physical Education](#) pages.

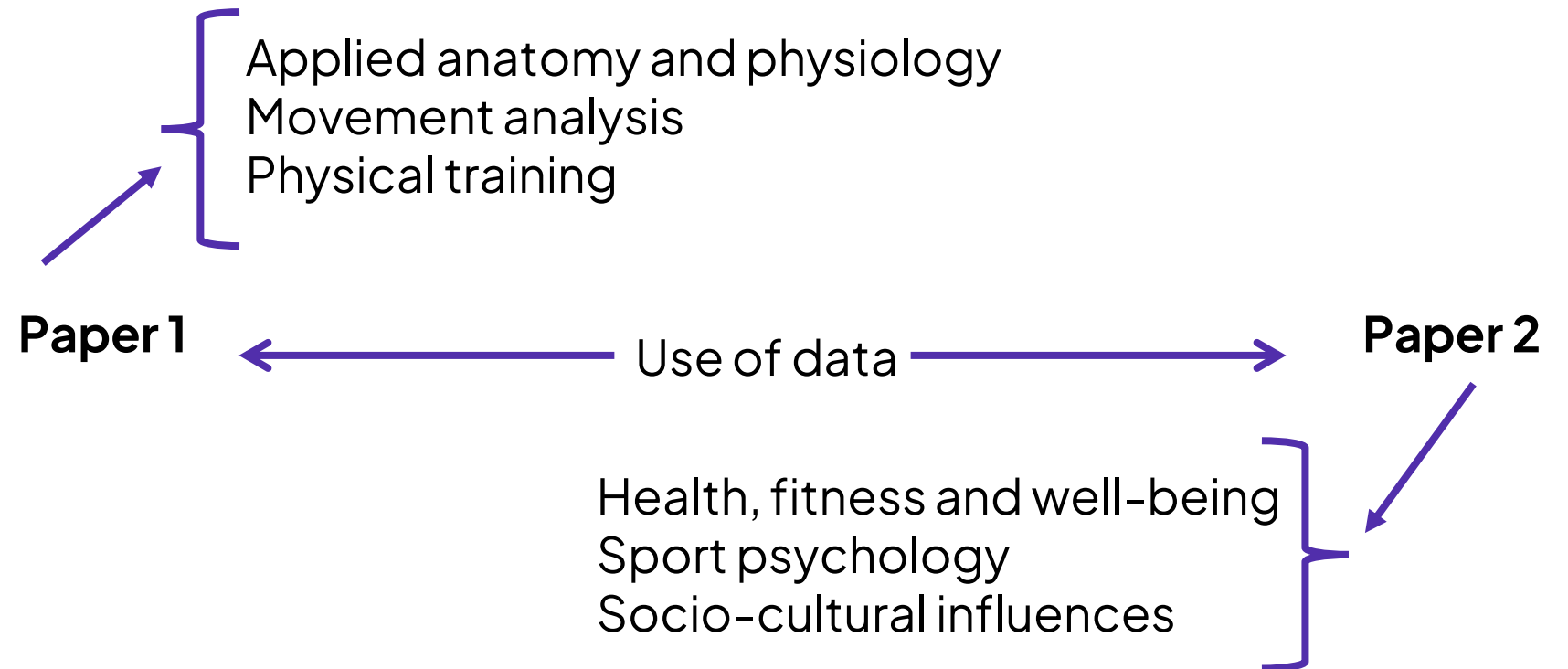


Assessment

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

Assessment Objectives

Which AO is this question testing?

(c) Blood cells are transported in blood plasma.

State **two other** functions of plasma.

1

(1)

2

(1)



Activity 1

Which AO is each question testing?

Example 1

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

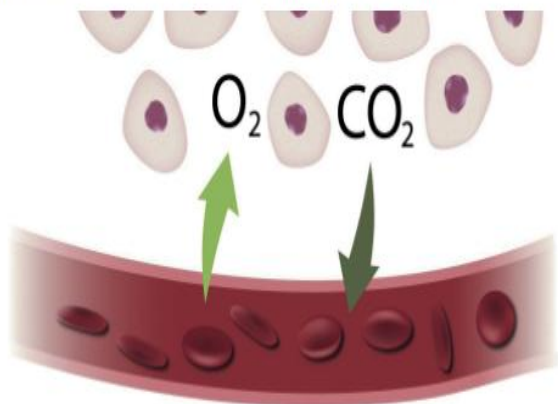


Figure 3

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

(1)

Example 3

7 State a fitness test that the following performers should use to assess their fitness for their sport.

- Finn, a long distance swimmer

(1)

- Depa, a sprint hurdler

(1)

- Owen, a high jumper

(1)

Example 2

Figure 5 shows Jango's heart rate during a typical training session.

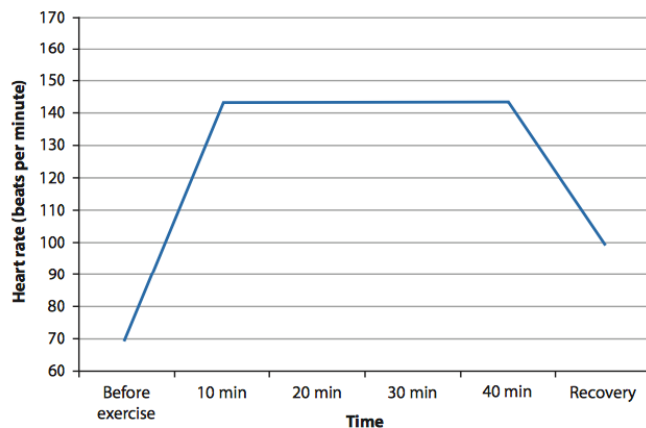


Figure 5

(c) Using **Figure 5**, explain whether Jango is training for an endurance or power event.

(4)

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

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.

Example 1

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)

Example 2

5 Figure 6 shows the muscular system while running.

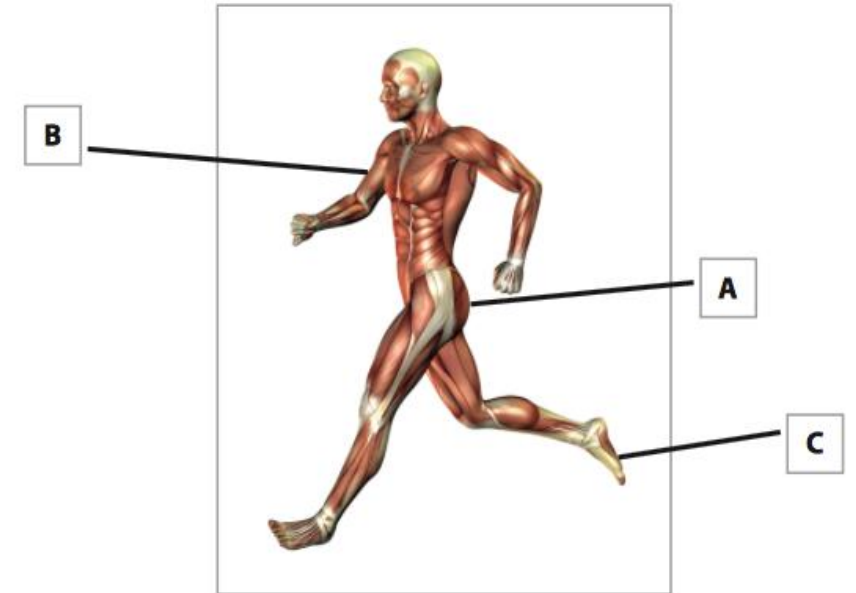


Figure 6

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

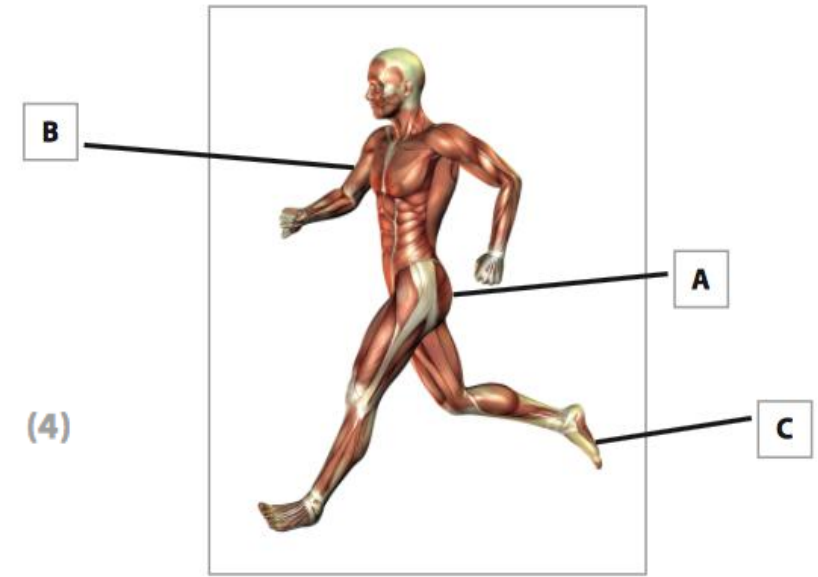
The muscle labelled **A** in **Figure 6** is the

Question Types: Longer answer

Longer answer questions:

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

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



Question Types: Extended Answer Questions (EAQs)

Extended answer questions:

- 9-mark questions.

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

(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.

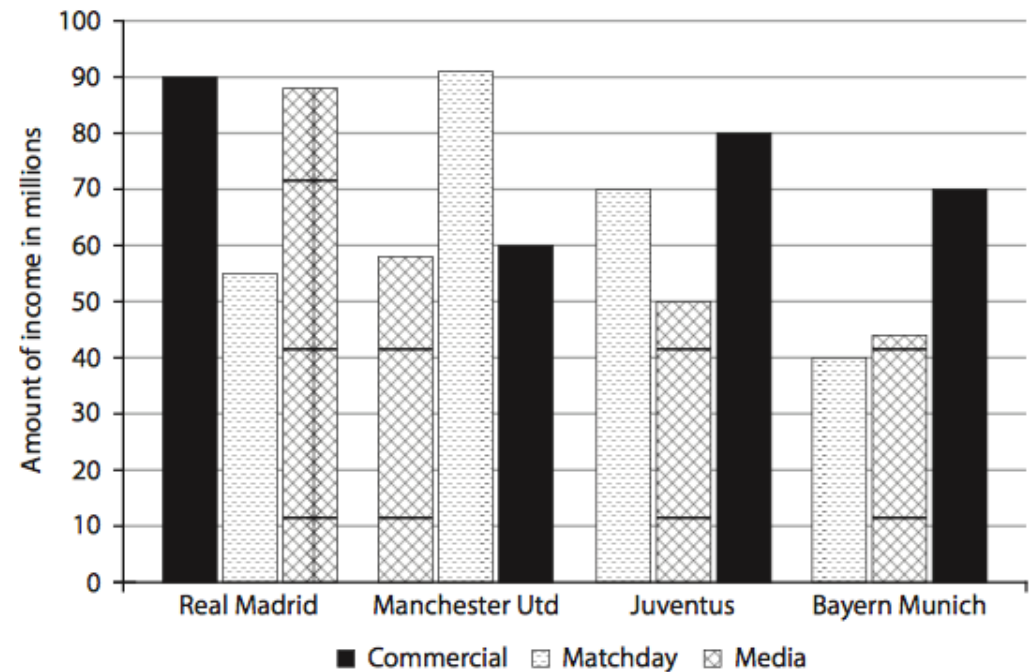


Figure 1



Activity 2

Look at the example questions below (taken from the SAMs).

State the most likely mark for each question given your understanding of the use of command words and what you think the question is asking.

Example 1

State **two** reasons why gas exchange is important in a long tennis match.

Example 2

Explain, using an example, why white blood cell production is important to the rugby player.

Example 3

Examine two ways the skeletal system makes it possible for the rugby player to move into the position shown to pass the ball.

Student responses

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

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

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

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 so they are strong and don't break.

Student Responses – 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



Activity 3

continued

5 Muscles work with the skeleton to bring about specific sporting movements.

Complete **Table 2** by:

- (a) stating the function of each muscle
- (b) giving an example of a specific sporting movement that uses each muscle.

Muscle	(a) Function	(b) Specific sporting movement
Triceps	Flexes Extend arm in the elbow (1)	When throwing a javelin (1)
Quadriceps	Extends the leg at the knee (1)	kicking a ball (1)

Table 2

Answer
(5 (a) AO1 – 2 marks; 5 (b) AO2 – 2 marks)
One mark for each correct response.

Muscle	Function	Specific sporting movement
Triceps	Extend the arm at the elbow (1)	Arm action in follow through of a set/jump shot in basketball or netball (1)
Quadriceps	Extend the leg at the knee (1)	Follow through after kicking the ball with power (1)

Accept any other appropriate examples of specific sporting movements for the stated muscles.



Activity 3 continued

Fitness test	Weeks					
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35m sprint	5.50s	5.55s	5.55s	5.57s	5.57s	5.59s

+0.05s Table 4 +0 +0.02 +0 +0.02

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

(3)

In the 12 minute Cooper run, she improves by 50m each week, which shows that her cardiovascular endurance is improving. In the vertical jump test she is improving by 0.5cm per week, which shows her muscular strength is developing. In the 35m sprint test her time gradually gets worse, which shows that her training isn't successfully improving her speed.

Question Number	Answer (AO3 analysis – 3 marks)	Mark
15 (b) (i)	<p>One mark for each analysis of set of fitness test data (up to three marks)</p> <ul style="list-style-type: none">The cooper's run test is increasing in distance which means she can run a greater distance in the same time (1)The vertical jump test is increasing height jumped which means she is able to jump slightly higher (1)The 35m sprint is taking longer to complete which means she is taking longer to run the same distance/slowing down (1) <p>Accept other appropriate responses.</p>	(3)

Extended Answer Questions

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

- 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"> • 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	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1). • Applied knowledge to question context (AO2). • Attempts at drawing conclusion, with some support from relevant evidence (AO3 – evaluation).
3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding throughout, including appropriate use of technical language (AO1). • Applied detailed knowledge to question context throughout (AO2). • Reaches a valid and well-reasoned conclusion supported by relevant evidence (AO3 – evaluation).

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>Knowledge and understanding of gamesmanship and sportsmanship (AO1):</p> <ul style="list-style-type: none"> Definition of gamesmanship <u>e.g.</u> bending rules/laws of sport without breaking them Definition of sportsmanship <u>e.g.</u> following the rules of sport/fair play/gracious in defeat/showing respect NGB's attempt to encourage sportsmanship <p>Application of knowledge and understanding of sportsmanship and gamesmanship linked to sport (AO2):</p> <ul style="list-style-type: none"> Gamesmanship is bending the rules (AO1) <u>e.g.</u> wasting time in football, tampering of ball in cricket (AO2) 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) 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) 	<p>Evaluation of topic – making reasoned judgements about whether gamesmanship has replaced sportsmanship (AO3):</p> <ul style="list-style-type: none"> 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) 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) 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 <p>Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.</p>	(9)

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

Student Responses: EAQ – Example 1

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. 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

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 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

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, ^{for example shaking rival players hand} ~~for example shaking rival players hand~~ ^{A01} Gamesmanship is bending the rules to gain advantage, ^{for example time wasting} ~~for example time wasting~~ ^{A02}

A reason for gamesmanship is rising, is because of the need for players to win. ^{A03} Athletes will feel pressure from their coach, family, fans and mates to win, and to fulfill their wishes they will ~~now~~ take advantage. 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. ^{A03} For example shaking ~~the~~ hands with the rival team, or playing the ball off play in football to favour the rival when needed.

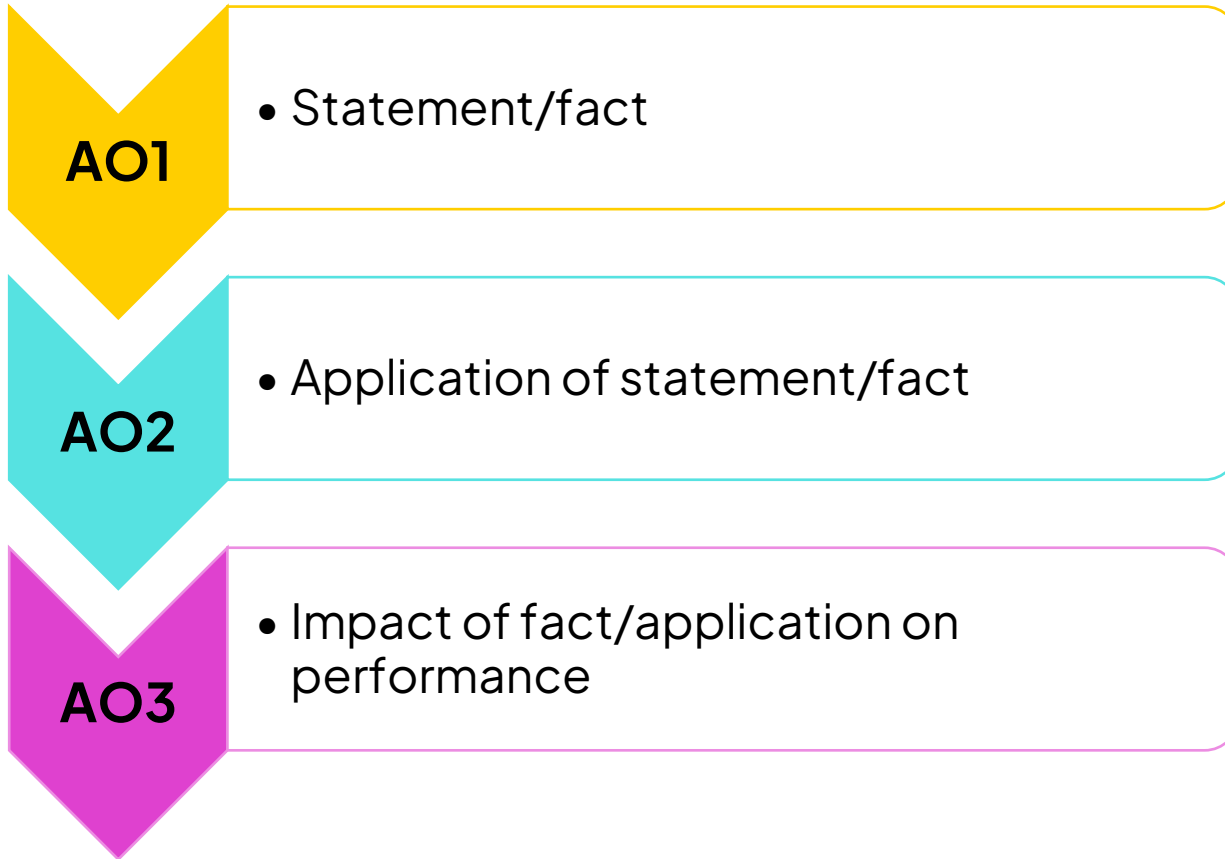
In conclusion, sportsmanship isn't disappearing as the advantages and less negatives when doing it rather than gamesmanship, which makes someone a bad role model.

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 – example 1

Annotate (using AO1, AO2, AO3) the following responses using the relevant mark scheme.

18 Evaluate the extent to which the redistribution of blood flow is necessary during a hockey match?

The redistribution of blood is directing oxygenated blood to where it is needed most, especially during exercise. During exercise, blood flow and demand is increased across the body, which makes blood redistribution extremely necessary in hockey as it entails a lot of aerobic, running, exercise. During the match, a player's leg muscles, like the quadriceps, need more oxygenated blood than the triceps, for example. Blood redistribution will then help the athlete keep at a constant rate of exercise for longer during the game. The redistribution of blood is vitally important during a hockey match because it keeps the athlete at a constant rate of exercise, for longer, which can also be helped by increased cardio-vascular endurance.



Activity 4 – example 2

18 Evaluate the extent to which the redistribution of blood flow is necessary during a hockey match?

It's necessary in a hockey match as blood flow changes dramatically during exercise. At rest only 15–20% of cardiac output is directed to skeletal muscles (the majority of it goes to the liver and kidneys). So blood is redirected to areas where it's needed most this is known as shunting or accommodation. So when playing hockey the increase amount of carbon dioxide and lactic acid is noticed by the nerves. This makes the blood vessel size change shape so vasodilation will allow a greater amount of blood flow, bringing the oxygen around the body and to the muscles and flushing away the harmful waste products. So the hockey player can carry on running around and playing without becoming as much short of breath. Some muscle layers remain in a state of contraction and when vasoconstriction occurs and blood flow is restricted it's redirected to other body parts that much greater need it.



Activity 4 – example 3

19 Evaluate whether a 50 m front crawl competitive swimmer should use a combination of interval training and weight training to improve their performance.

A 50m swimmer should use a interval training because it improves the swimmers aerobic & speed as interval training is a ^{fitness training} test for different speeds. A 50m swimmer would only need to swim for a short distance therefore they need a bit to train more anaerobically as they don't need as much oxygen supplied. Interval training is focused on anaerobic endurance/speed, the swimmer would need to finish the swim in the quickest time possible, therefore she needs to train anaerobically to get her speed quicker. If she didn't do weight interval training then her anaerobic speed wouldn't be as quick so they are more likely to lose the race if there not as quick. So ~~the~~ interval training would improve their performance.

However weight training wouldn't really be important improve their performance, as much as interval.

(Total for Question 19 = 9 marks)

19. Weight training is usually for weightlifters or people that needs more muscles specific to their sport. Weight training would improve muscular endurance/strength. This could help the 50m swimmer because at the start of the race they need to get a powerful start. Without a powerful start the performer may be behind so they would need to catch them up by speed not muscular endurance. Although power = strength x speed which means the swimmer would get a better start due to weight training improving strength. In conclusion interval training and weight training would be a good combination to improve their performance because interval training increases speed and weight training improves strength. If the swimmer does both at the training then they would have more power which would lead to the swimmer being quicker and having the best start so they have an big advantage.

Summary and 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.
-

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Physical Education and Sport
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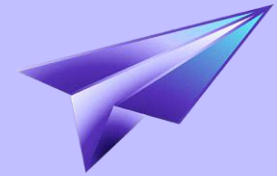
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Following this event, you will receive a survey to share your thoughts about the session. Please let us know what you'd like to see more of and what areas could be improved.





Thank you.