



Mark Scheme

Edexcel GCSE PE – Paper 2

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 preparation for and during the live revision shows provided by James Simms in May 2022.

All questions/mark schemes are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms

1.

One physical health benefit when taking part in exercise is reducing the chance of obesity. State **two** other physical benefits.

Marking guidance

To be awarded both marks, **two** separate benefits must be stated.

Marking points

(1) [AO 1] Less chance of coronary heart disease/Coronary heart disease/Less chance of a heart attack

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

(3) [AO 1] Reduced risk of type 2 diabetes/Type 2 diabetes

(4) [AO 1] Reduced blood pressure/Reduced cholesterol levels/Blood pressure

2.

One emotional health benefit when taking part in exercise is stress relief.
State **two** other emotional benefits.

Marking guidance

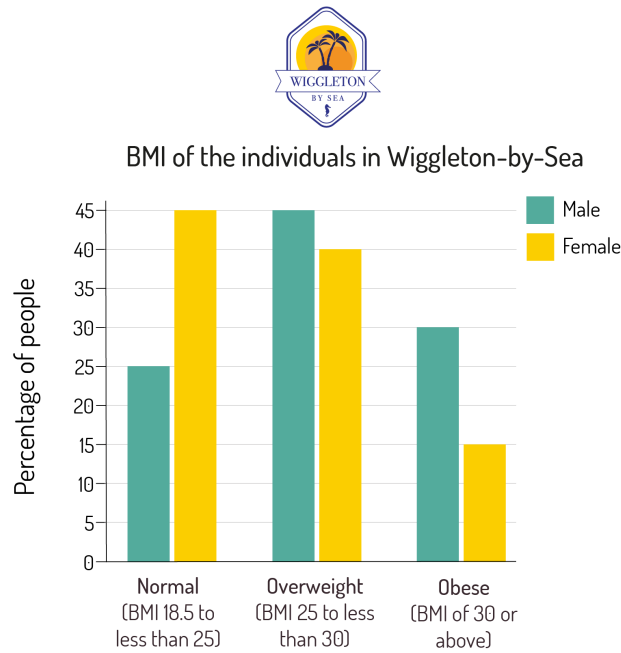
To be awarded both marks, **two** separate benefits must be stated.

Marking points

- (1) [AO 1] To make the person feel good/Feeling good
- (2) [AO 1] Reduces depression/Depression
- (3) [AO 1] Improve self-confidence/Self-confidence/Confidence
- (4) [AO 1] Improve self-esteem/Self-esteem
- (5) [AO 1] For enjoyment/Enjoyment
- (6) [AO 1] For an emotional challenge/For a psychological challenge/Emotional psychological challenge
- (7) [AO 1] Aesthetic appreciation/Aesthetic

3.

The graph shows the Body Mass Index (BMI) of adults in Wiggleton-by-Sea. Analyse the graph and make comparisons between males and females.



Marking guidance

To be awarded full marks, **three** separate analytical points must be made. Simply repeating information is not enough. For example "25% of males have normal weighting" is not making comparisons.

Marking points

- (1) [AO 3] 20% more females have a normal weight than males/20% less males have a normal weight than females/20% more females have a normal weight
- (2) [AO 3] 5% more males are overweight than females/5% less females are overweight than males/5% more males are overweight
- (3) [AO 3] 15% more males are obese than females/15% less females obese than males/Males are 15% more obese

4. Osteoporosis is a medical condition that leads to fragile bones. Suggest one activity that would reduce the risk of osteoporosis and **justify** your choice.

Marking guidance

Sub max of one mark for suggesting and sub max of one mark for justifying your choice.

Marking points

(1) [AO 1] Walking/Running/Jogging

(2) [AO 3] Needs to be weightbearing/Weightbearing/Impact on your bones

5.

Using a named mineral in your answer, explain why mineral intake is important for sports performance.

Marking guidance

Not provided

Marking points

(1) [AO 1] Calcium/Ca

(2) [AO 2] Keeps bones healthy/Bones stronger/Prevents osteoporosis

(3) [AO 3] Helps to prevent injuries to bone/More force can be applied to bones/Bones can work with muscles more efficiently during movement

(4) [AO 1] Iron/Fe

(5) [AO 2] For building haemoglobin/For greater oxygen transportation/For making red blood cells

(6) [AO 3] Helps to delay fatigue/Complete higher-intensity work aerobically/Prevents lactic-acid accumulation

(7) [AO 1] Zinc/Zn

(8) [AO 2] Helps cells to grow/Helps with healing/Better immune system

(9) [AO 3] Athlete stays healthy and can keep training/Doesn't get ill/Never misses competition through illness

6. Explain why a power athlete must use protein supplementation **at the right time** in their diet.

Marking guidance

Not provided

Marking points

- (1) [AO 1] Protein causes muscle repair/Muscle regrowth/Muscle adaptation
- (2) [AO 2] Protein supplements should be take after training and competition/Consume after intense training/After training
- (3) [AO 3] In order to recover faster/To cause adaptations to occur sooner/To cause protein synthesis

7.

Max is a professional weightlifter and is considering his diet for next season's competitions. Evaluate the need for Max to consume a balanced diet.



Marking guidance

[9 Mark Level Descriptors](#)

A01 is knowledge and understanding of what a balanced diet incorporates. A02 is applying that knowledge to Max's requirements as a weightlifter. A03 is making reasoned judgements about the importance of a balanced diet to Max's performance and any possible alternatives that would be more suitable.

Reward all acceptable answers and responses are not limited to the marking points.

Marking points

(1) [AO 1] Balanced diet is lots of different types of food/Wide variety of foods/Different types of food

(2) [AO 1] Contains all the nutrients required/Right balance of proteins, carbohydrates and fats/Enough protein, carbohydrates and fats

(3) [AO 1] Includes plenty of vitamins, minerals and fibre/Sufficient vitamins, minerals and fibre/Vitamins and minerals

(4) [AO 1] Sufficient hydration at all times/Drinking sufficient fluids to maintain healthy body systems/Preventing dehydration

(5) [AO 2] Protein is required for muscle growth and repair and can increase strength/Protein for muscular adaptations/Protein for increased strength

(6) [AO 2] Carbohydrate is required as a source of energy and allows Max to complete an entire training session at high intensity

7.

Max is a professional weightlifter and is considering his diet for next season's competitions. Evaluate the need for Max to consume a balanced diet.

(7) [AO 2] Fats are a form of stored energy and are released slowly during recovery when training

(8) [AO 2] Vitamins and minerals are for overall health and immunity and help to prevent reversibility

(9) [AO 2] Fibre helps with good digestion to maximise Max's intake of other nutrients

(10) [AO 2] Water improves cell function and allows muscles to contract repeatedly without cramp

(11) [AO 3] Max is likely to adjust his diet to eat large quantities of protein/Max may consume protein supplements after training/30g of protein post-exercise is optimal

(12) [AO 3] Max is likely to adjust his diet to eat large quantities of carbohydrates/Max may consume carbohydrates the day before training to maximise energy/Carbo-loading will be a daily occurrence

(13) [AO 3] Max will minimise fat consumption because it is less useful for high intensity work compared to carbohydrates/Fats do not help with repair of tissues like protein

(14) [AO 3] Max, as a weightlifter, would need to avoid eating a normal balanced diet/He is eating an unbalanced diet for most people/A healthy diet to Max is not a healthy diet for other people

This table includes details of the organisational continuum.

8. Describe high organisation **and** provide **two** different sporting examples of high organisational skills.

Level of organisation (High/Low)	Description	Sporting examples
Low organisation	<u>Can</u> be broken down into subroutines	<ul style="list-style-type: none">• Front crawl stroke• Dance routine
High organisation	?	?

Marking guidance

Accept other sporting examples for either point two or point three as long as they are clearly high organisation.

If the student names long jump and high jump, one mark.

If the student names a golf drive and putting, one mark.

Marking points

(1) [AO 1] High organisation are skills which cannot be broken down into subroutines/Linked movements that cannot be separated/Cannot be broken down into parts

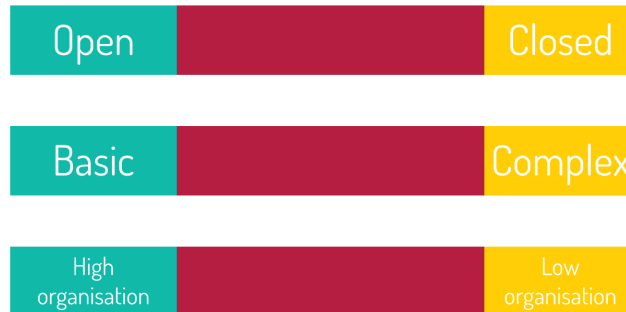
(2) [AO 2] Golf swing/Golf drive/Golf shot

(3) [AO 2] Long jump/High jump/Pole vault

9.

This image shows all three skill continua.

Justify the position of a javelin throw on **two** of the continua.



Marking guidance

Mark only two continua. Even if there is worthy credit in the third continuum, there are no marks available.

For the environmental continuum and the complexity continuum, only accept closed and basic/simple.

For the organisational continuum, accept middle organisation/red zone if the student clearly states that the run-up can be separated from the throw and that the thrower can do a standing throw. However, under no circumstances accept low organisation.

Marking points

(1) [AO 1] Javelin throw is a closed skill/A more closed skill/Closed skill

(2) [AO 3] Because the environment is stable/The skill is not affected by the environment/Javelin throwing is a habitual skills

(3) [AO 1] Javelin throwing is a basic skill/Javelin is more basic/Javelin is a simple skill

(4) [AO 3] It requires little thought to execute/Requires less concentration/Requires less thought

(5) [AO 1] Javelin is a high organisation skill/High organisational activity/High organisation

(6) [AO 3] Because it cannot be easily broken down into subroutines/Cannot be broken down into parts easily/Must be practised as a whole

10.

This table includes details of the organisational continuum.
State the terms that should replace **A and B** in the image.

Level of organisation (High/Low)	Description	Sporting examples
A	<u>Can</u> be broken down into subroutines	<ul style="list-style-type: none">• Front crawl stroke• Dance routine
B	<u>Cannot</u> be broken down into subroutines	<ul style="list-style-type: none">• Long jump• Golf swing

Marking guidance

Not provided

Marking points

(1) [AO 1] A is low organisation skills/A is low organisation/A low organisation

(2) [AO 1] B is high organisation skills/B is high organisation/B high organisation

11.

A badminton player and his coach aim to improve his shots by 5%. Explain how they could use the SMART principle to improve his goal.

Marking guidance

Do not accept reference to measurable, achievable or realistic. All of these were already incorporated in the goal.

Accept other reasonable examples of the use of specific and time-bound.

Marking points

(1) [AO 1] They need to make the goal specific/Specific goals/Specific

(2) [AO 2] Change it to getting 5% more shots over the net/5% faster smashes which could be measured using a speed gun/5% more accurate with 5% fewer shots landing out of the court

(3) [AO 1] They need to make the goal time-bound/Time-bound goals/Time-bound

(4) [AO 2] Aim to achieve the target within a month/State that the measure will be taken over the next five matches/State how many weeks the process will take

12.

A junior shot-putter decides she wants to set a goal of throwing an additional 2m on average. Explain how she could use the SMART principle to improve her goal.

Marking guidance

Do not accept reference to specific or measurable. These were already incorporated in the goal.

Accept "achievable" as an alternative to "realistic".

Marking points

(1) [AO 1] She needs to make the goal more realistic/Realistic goals/Realistic

(2) [AO 2] 2 metres on average is too big a gap/2 metres on average is not achievable/Reduce the goal to 1 metre on average

(3) [AO 1] She needs to make the goal time-bound/Time-bound goals/Time-bound

(4) [AO 2] Aim to achieve the target within a month/State that the measure will be taken over the next five competitions/State how many weeks the process will take

13.

This image shows a player performing a volleyball spike.
Explain why concurrent feedback is not suitable for this performance.



Marking guidance

For the first point, accept "open loop control." Whilst this is not expected language at this level, it is a correct response.

Marking points

- (1) [AO 2] The spike is performed very quickly/The spike is ballistic/The spike is explosive
- (2) [AO 3] There is not enough time to receive concurrent feedback/Not enough time/Lack of time for feedback

14.

Justify the following statement.

Extrinsic is the most important type of feedback for beginners in sport.

Marking guidance

Not provided

Marking points

(1) [AO 3] Extrinsic feedback comes from an external source/From the coach/From a different perspective

(2) [AO 3] A coach can have the experience and knowledge that the beginner does not have/The beginner needs a knowledgeable perspective/Beginner cannot get it right by themselves

(3) [AO 3] Extrinsic feedback helps the beginner to detect errors/Beginner needs help to spot mistakes/Helps with error detection

(4) [AO 3] Beginner does not know what correct feels like/Lack of kinaesthetic feel/Lack of intrinsic feedback

(5) [AO 3] Extrinsic feedback can come in the form of coaching points/Beginner can receive technical coaching points/Beginners need coaching points

15.

Gender and age are two factors that affect engagement patterns in physical activity. Identify three others.

Marking guidance

Not provided

Marking points

(1) [AO 1] Race/Religion/Culture

(2) [AO 1] Socioeconomic group/Disposable income/Wealth

(3) [AO 1] Disability

According to a study in 2021, the BBC Sport homepage featured images of male performers 17 times more frequently than female performers. Explain how media coverage might affect female participation in sport and physical activity.

The screenshot shows the BBC Sport homepage with a yellow header. The main content area is filled with sports news articles and scores. The top article is about England's cricket performance against India. Other articles include Premier League news, a 'Big Bash' final, and various other sports updates. A 'Football Scores' section on the right lists Premier League matches for Saturday, 6th February 2021, with scores for Aston Villa, Burnley, Newcastle, Fulham, Man Utd, and Arsenal.

Marking guidance

Marking points

- (1) [AO 2] Females are exposed to fewer images of active women/Female activity or physical prowess is far less evident to women/Images of men performing are very common
- (2) [AO 2] This creates an expectation that men are sporty and women are not/This normalises male participation only/Makes sport a male-domain
- (3) [AO 2] Female participants could be judged for being "manly"/Female performance is seen as less normal/Less acceptance of female performance
- (4) [AO 2] Gender stereotypes are created/"Sport is for boys"/"Women are bad at sport"
- (5) [AO 2] Both men and women adhere to the stereotype/Women hold the stereotype and see sport as not for them/Self-fulfilling prophecy
- (6) [AO 2] Fewer female role models are created/Females have no models to copy/Not enough female role models

17. Explain how a company benefits from sponsoring a sport.

Marking guidance

Not provided

Marking points

(1) [AO 2] Businesses sponsor the sport to gain publicity for products/Product is publicised/Product receives exposure

(2) [AO 2] This increases the chances of purchase by the public/People buy the product/People know about and desire the product

(3) [AO 2] Elite sport is featured in the media which gains publicity/Media publicises the product/Exposure for the product in the media

(4) [AO 2] Elite sport is seen as healthy and positive and the product is associated with this positive message/Linked with health/Linked with something positive

(5) [AO 2] People see the product and are more likely to buy it/People see it/Brand awareness

(6) [AO 2] Increased profit for the business/Return on investment is high/The business makes more than it spends on advertising

18.

Using an example of deviant behaviour in your answer, describe the consequences of an elite performer displaying deviance.

Marking guidance

Not provided

Marking points

- (1) [AO 2] Taking a PED/Violent conduct/Deliberately injuring an opponent
- (2) [AO 2] The sport suffers from a worse reputation/Reputational damage to the sport/Sport loses integrity
- (3) [AO 2] The outcome is not fair/The team or individual that wins is not the right one/The wrong outcome
- (4) [AO 2] Health impact for yourself or the opponent/PEDs are damaging to the health/Violence could injure the opponent
- (5) [AO 2] Athlete could lose sponsorship/Loss of endorsements for the athlete/Loss of earnings
- (6) [AO 2] Creation of negative role models/Negative role models/Others behave deviantly
- (7) [AO 2] Athlete loses credibility/Athlete is no longer respected/Athlete is shunned by others