



GCSE (9-1) Physical Education

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PE0)

First teaching from September 2016

First certification from June 2018

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in these sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469 2613 0

All the material in this publication is copyright

© Pearson Education Limited 2015

Contents

1	Introduction	1
2	General marking guidance	3
3	Component 1 Question Paper	5
4	Component 1 Mark Scheme	29
5	Component 2 Question Paper	45
6	Component 2 Mark scheme	61

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level

- If it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Write your name here

Surname

Other names

Pearson Edexcel

Level 1/Level 2

GCSE (9–1)

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Physical Education

Component 1: Fitness and Body Systems

Sample assessment materials for first teaching
September 2016

Time: 1 hour and 45 minutes

Paper Reference

1PE0/01

You will need a calculator.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Check your answers if you have time at the end.

Turn over ►

S49519A

©2015 Pearson Education Ltd.



S 4 9 5 1 9 A 0 1 2 3

PEARSON

Answer ALL questions.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Which one of the following muscle fibre types is best suited for use in a 100 m sprint? (1)
- ☐ **A** Type I
 - ☐ **B** Type IIa
 - ☐ **C** Type IIx
 - ☐ **D** Slow twitch
- (b) Which one of the following is the correct composition of inhaled air? (1)
- ☐ **A** Oxygen 21%, carbon dioxide 4%, nitrogen 79%
 - ☐ **B** Oxygen 16%, carbon dioxide 4%, nitrogen 79%
 - ☐ **C** Oxygen 79%, carbon dioxide 4%, nitrogen 0.04%
 - ☐ **D** Oxygen 21%, carbon dioxide 0.04%, nitrogen 79%
- (c) Which one of the following describes a second class lever system? (1)
- ☐ **A** The load is at the right-hand end of the lever
 - ☐ **B** The fulcrum is in the middle of the lever
 - ☐ **C** The load is in the middle of the lever
 - ☐ **D** The load and the fulcrum are at the same point on the lever

Figure 1 shows one plane and one axis of the human body.

The plane is represented by the square.

The axis is represented by the dotted line.

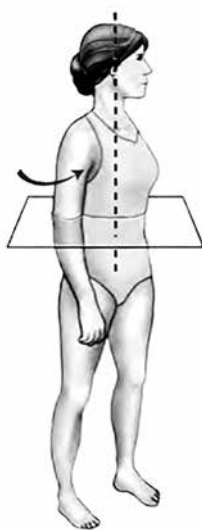


Figure 1

(d) Identify the plane and axis shown in **Figure 1**.

(1)

- ☐ **A** Sagittal plane and frontal axis
- ☐ **B** Frontal plane and vertical axis
- ☐ **C** Transverse plane and frontal axis
- ☐ **D** Transverse plane and vertical axis

(e) Which one of the following fitness tests should be used to measure power?

(1)

- ☐ **A** Grip dynamometer
- ☐ **B** Harvard Step Test
- ☐ **C** Sit and reach test
- ☐ **D** Vertical jump test

- (f) Which one of the following performance-enhancing drugs is an athlete **most** likely to take if they are suffering from a painful injury?

(1)

- ☐ **A** Anabolic steroids
- ☐ **B** Beta blockers
- ☐ **C** Diuretics
- ☐ **D** Narcotic analgesics

Tom is 16, has a resting heart rate of 64 bpm and has just completed a six-week personal exercise programme (PEP).

Figure 2 shows Tom's working heart rate during each week of his training.

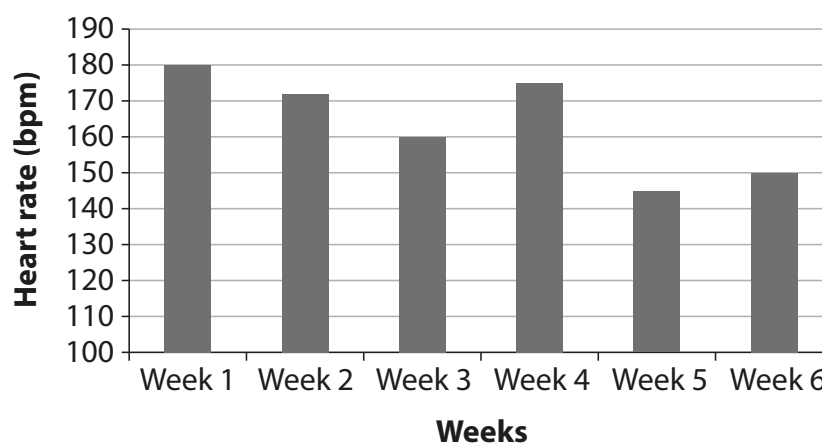


Figure 2

- (g) State the total number of weeks Tom's heart rate was within his aerobic target zone.

(1)

- ☐ **A** One
- ☐ **B** Two
- ☐ **C** Three
- ☐ **D** Four

Jenny is a 16-year-old GCSE PE student. She has just taken the Cooper 12-minute run test.

Table 1 shows ratings for the Cooper 12-minute run test.

Age	Excellent	Above Average	Average	Below Average
15-16	>2100m	2000-2100m	1700-1999m	1600-1699m

Table 1

(h) Which one of the following is the correct rating for Jenny, given her score of 2050m in the Cooper 12-minute run test?

(1)

- ☐ **A** Excellent
- ☐ **B** Above average
- ☐ **C** Average
- ☐ **D** Below average

(Total for Question 1 = 8 marks)

2 Protection is a function of the skeletal system.

Explain, using **one** example, how the skeletal system's protective function aids performance in physical activity and sport.

(Total for Question 2 = 3 marks)

3 **Figure 3** shows an athlete preparing to throw the discus.

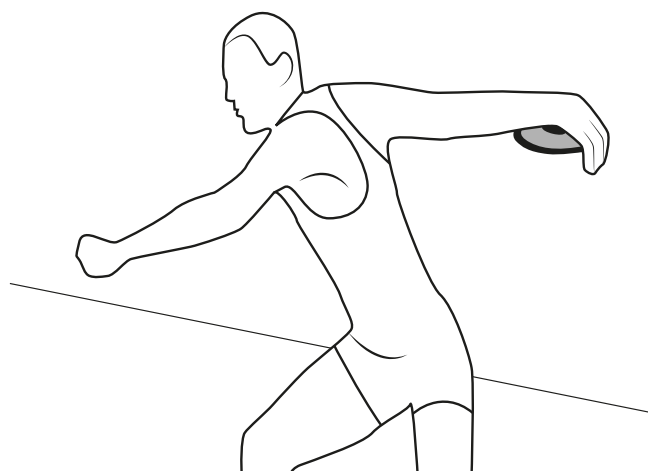


Figure 3

Analyse, using **one** example, how **one** of the ball and socket joints in the body allows the athlete to throw the discus.

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 3 marks)

4 **Figure 4** shows rowers in a race.

The rowers are using a first class lever system. The fulcrum in this lever system is formed where the oars are attached to the boat.

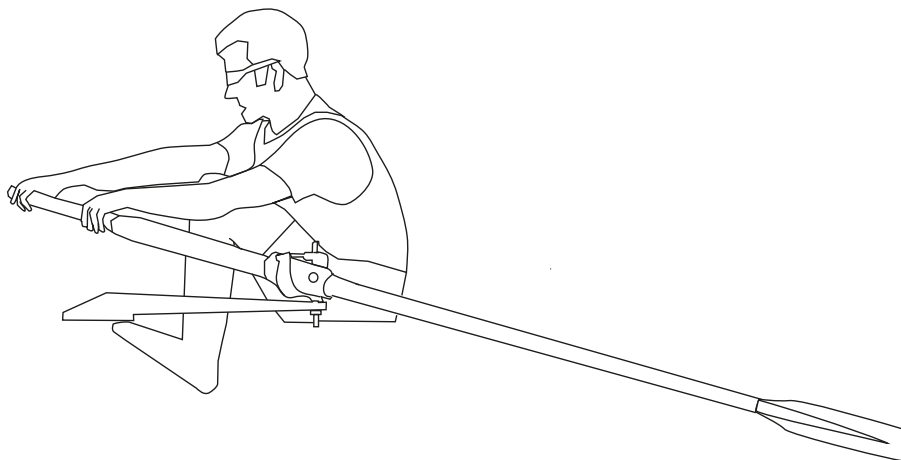


Figure 4

Analyse the role of the first class lever system in affecting the rowers' performance in **Figure 4**.

.....

.....

.....

.....

.....

.....

(Total for Question 4 = 3 marks)

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	(1)	(1)
Quadriceps	(1)	(1)

Table 2

(Total for Question 5 = 4 marks)

6 **Figure 5** shows a man weight training.

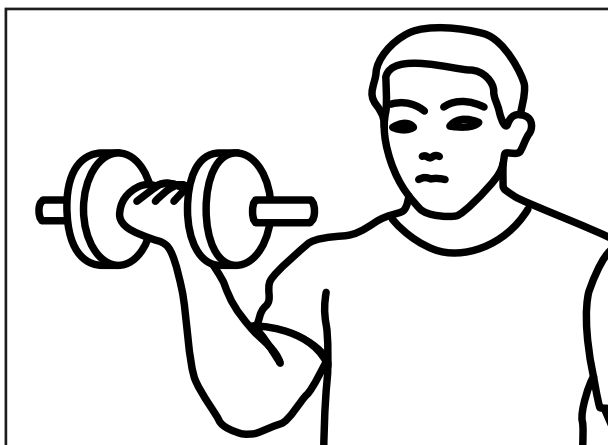


Figure 5

Analyse how the following parts of the lever system allow the weight trainer in **Figure 5** to lift the weight.

(i) Fulcrum

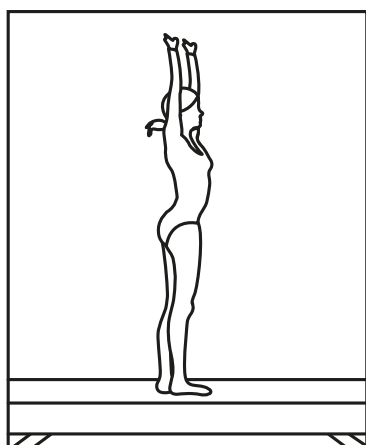
(2)

(ii) Effort

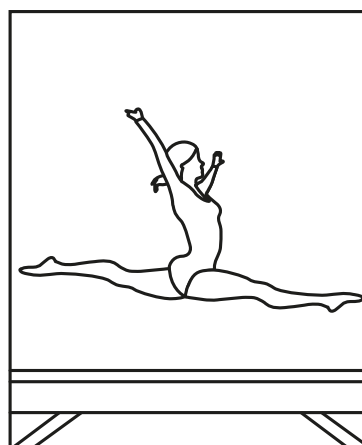
(2)

(Total for Question 6 = 4 marks)

- 7 **Figure 6** shows a gymnast moving from a standing Position A on the beam to a split Position B in the air.



Position A



Position B

Figure 6

Analyse the movement and muscle action at the ankle as the performer in Figure 6 moves from Position A to Position B.

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 7 = 4 marks)

8 **Figure 7** shows a cross-section of the heart.

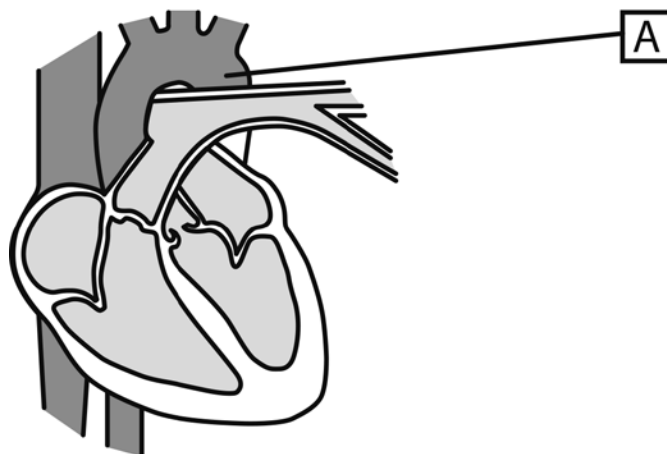


Figure 7

Complete the following statements about the labelled structures of the heart in **Figure 7**.

The structure labelled **A** in **Figure 7** is the

This blood vessel carries blood out
of the heart to the

(Total for Question 8 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(a) Identify from **Table 3** the heart rate values recorded just before exercise starts and during recovery.

(2)

- 10** Explain why tidal volume increases when a performer takes part in physical activity.

(Total for Question 10 = 3 marks)

- 11** Explain how the alveoli and capillaries work together to provide the muscles with the oxygen they need for recovery after a long-distance run.

(Total for Question 11 = 4 marks)

12 Identify the **two** by-products released while producing energy aerobically.

(Total for Question 12 = 2 marks)

13 Muscular endurance and body composition are components of fitness.

Assess the relative importance of each of these components of fitness to a 100 m sprinter.

(3)

(i) Muscular endurance

(ii) Body composition

(3)

(Total for Question 13 = 6 marks)

14 (a) Define the term **agility**.

(1)

(b) Give one example of when a basketball player would use agility in a game.

(1)

(Total for Question 14 = 2 marks)

15 Miriam wants to increase her fitness for netball. Her teacher suggests circuit training would be an appropriate method to use.

(a) State two advantages of using circuit training to increase fitness.

(2)

- 1
- 2

(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

Table 4

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

(3)

-
-
-
-
-
-

- (ii) Justify **one** circuit station for Miriam in order to optimise her performance in netball.

(2)

.....

.....

.....

.....

Miriam adds a tricep dip station to her circuit.

- (c) Miriam applies the principle of progressive overload to her tricep dip station. She thinks this could increase the muscular endurance and strength in her arms.

Explain how Miriam could do this. You should use an example in each of your answers.

- (i) the muscular endurance in her arms

(3)

.....

.....

.....

.....

.....

.....

- (ii) the muscular strength in her arms.

(3)

.....

.....

.....

.....

.....

.....

(Total for Question 15 = 13 marks)

16 State **two** ways that quantitative data from fitness testing can be used when planning a personal exercise programme (PEP).

1

.....

2

.....

(Total for Question 16 = 2 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- 17 Ashran is a cyclist. He wants to increase his fitness levels so that he can improve his cycling performance. His local fitness centre offers the fitness classes shown in **Figure 8**.

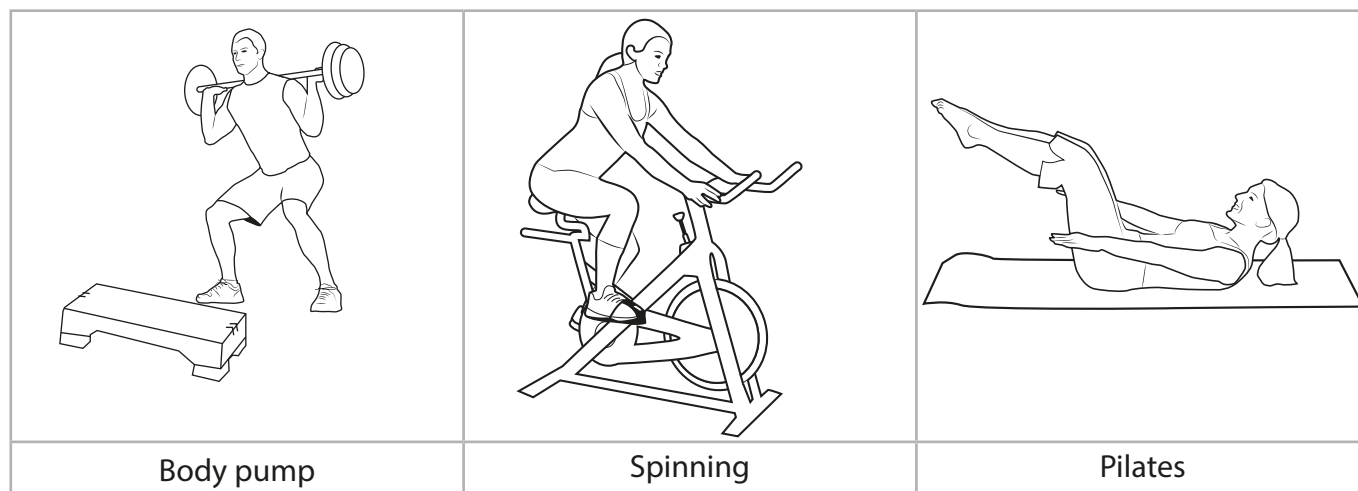


Figure 8

- (a) Identify **two** classes that Ashran could attend in order to increase his fitness for cycling.

(2)

- (b) Justify your choices in terms of how the class would improve his fitness for cycling.

(2)

Class 1

Justification for choice

.....

.....

.....

.....

Class 2

Justification for choice

.....

.....

.....

.....

(Total for Question 17 = 4 marks)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 18 = 9 marks)

DO NOT WRITE IN THIS AREA

TOTAL FOR PAPER = 90 MARKS

Component 1 Mark Scheme

Question Number	Answer	Mark
1 (a)	C	(1)

Question Number	Answer	Mark
1 (b)	D	(1)

Question Number	Answer	Mark
1 (c)	C	(1)

Question Number	Answer	Mark
1 (d)	D	(1)

Question Number	Answer	Mark
1 (e)	D	(1)

Question Number	Answer	Mark
1 (f)	D	(1)

Question Number	Answer	Mark
1 (g)	C	(1)

Question Number	Answer	Mark
1 (h)	B	(1)

Question Number	Answer (AO1 – 1 mark; AO2 – 2 marks)	Mark
2	<p>One mark for protective function, one mark for an example of how protective function aids performance and one mark for appropriate expansion of explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> Protection reduces the chance of the performer becoming injured (1), for example in football the cranium protects the brain/the sternum protects the heart (1) therefore players can head the ball/tackle to improve their game/make use of aerial play/are able to continue to train/play (1) Protection reduces the chance of the performer becoming injured (1), for example the cranium protects the head in football when heading/in boxing when being punched (1) therefore performers can head the ball/prevent being knocked out (1) Protection reduces the chance of the performer becoming injured (1), for example in football the cranium protects the brain/the sternum protects the heart (1) therefore players can head the ball/tackle to improve their game/make use of aerial play/are able to continue to train/play (1) Protection reduces the chance of the performer becoming injured (1), for example in rugby the ribs protect the lungs/the vertebral column protects the spinal cord (1) therefore players can engage in physical contact/tackle with reduced chance of spinal injury/paralysis making it possible to play the game (1) Protection reduces the chance of the performer becoming injured (1), for example in the high jump the ribs protect the kidneys/the vertebral column protects the spinal cord (1) therefore the high jumper can perform the Fosbury flop/land on back without fear of injury, making it possible to jump higher because they can use this technique (1) <p>Accept any other appropriate responses showing:</p> <p>One mark for protective function</p> <ul style="list-style-type: none"> - Reduces chance of injury (AO1) <p>Up to two marks for suitable expansion</p> <ul style="list-style-type: none"> - Example (AO2) - How this aids performance (AO2) 	(3)

Question Number	Answer (AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark)	Mark
3	<p>One mark for example, one mark for how ball and socket allows athlete to throw a discus and one more mark for appropriate expansion of explanation.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Ball and socket joints at the hip allows them to rotate at the hip (1) which allows a greater range of movement in the body (1) therefore generates more power to throw the discus further (1) • The ball and socket joint at the shoulder gives a complete range of movement (1) which means they move their arm from extension to flexion/can get the required sideways movement of the arm (1) in order to throw the discus with the correct technique/flight/follow through (1) <p>Accept any other appropriate responses showing:</p> <p>One mark for analysis of image to find an example:</p> <ul style="list-style-type: none"> - Hip/shoulder (AO3) <p>Up to two marks for suitable expansion</p> <ul style="list-style-type: none"> - Specific range of movement utilised (AO1) - Applied to discus throw (AO2) 	(3)

Question Number	Answer (AO1 – 2 marks; AO3 analysis – 1 mark)	Mark
4	<p>One mark for each point related to how first class levers aid performance (up to three marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Rowers need to apply a relatively small amount of muscular effort to achieve higher propulsion through the water (1); first class levers allow you to move a large load (1) with relatively small effort (1) • the rowers can apply a relatively small amount of effort/force from their muscles to move the relatively heavy load/boat and crew quickly through the water (1); in a first class lever the fulcrum is between the load and the effort (1) when the pivot point is close to the water/load (1) <p>Accept any other appropriate responses showing:</p> <p>One mark for analysis of how this is utilised by rowers and the impact on performance (AO3) One mark for movement of a large load (AO1) One mark for small effort (AO1)</p>	(3)

Question Number	Answer (5 (a) AO1 – 2 marks; 5 (b) AO2 – 2 marks)	Mark									
5 (a) and 5 (b)	<p>One mark for each correct response.</p> <table border="1"> <thead> <tr> <th>Muscle</th><th>Function</th><th>Specific sporting movement</th></tr> </thead> <tbody> <tr> <td>Triceps</td><td>Extend the arm at the elbow (1)</td><td>Arm action in follow through of a set/jump shot in basketball or netball (1)</td></tr> <tr> <td>Quadriceps</td><td>Extend the leg at the knee (1)</td><td>Follow through after kicking the ball with power (1)</td></tr> </tbody> </table> <p>Accept any other appropriate examples of specific sporting movements for the stated muscles.</p>	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)	(4)
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)									

Question Number	Answer (AO1 – 2 marks; AO3 – 2 marks)	Mark
6 (i) and (ii)	<p>One mark for linking bone or muscle to component of lever system and one mark for linking this to its use in the biceps curl to lift the weight (up to four marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Fulcrum – elbow is the fulcrum (1) which allows the arm to bend/flex (1) • Effort – biceps muscle provide the effort (1) which allows the weight lifter to lift the weight (1) <p>One mark for the analysis of how each part of the lever system operates (AO3) One mark for suitable expansion (AO1)</p>	(4)

Question Number	Answer (AO1 – 2 marks; AO3 analysis – 2 marks)	Mark
7	<p>One mark each for any of the following points (up to four marks).</p> <ul style="list-style-type: none"> • In position A the ankle is dorsi-flexed (1) because the tibialis anterior is contracting and the gastrocnemius is relaxing (1) • By position B the ankle becomes plantar-flexed (1) as the gastrocnemius contracts to allow the tibialis anterior to relax (1) <p>Accept any other appropriate responses showing:</p> <p>One mark for each analysis of image to determine the joint position (AO3) One mark for each expansion (AO1)</p>	(4)

Question Number	Answer (AO1 – 3 marks)	Mark
8	<p>One mark for each correct answer shown in bold.</p> <p>The structure labelled A in Figure 7 is the aorta. This blood vessel carries oxygenated blood out of the heart to the body.</p> <p>Accept other appropriate responses for 'to the body'.</p>	(3)

Question Number	Correct answer (AO3 analysis – 2 marks)	Mark
9 (a)	<p>One mark for interpreting the data to determine the heart rates</p> <ul style="list-style-type: none"> Just before exercise starts heart rate identified as 72 (bpm) (1) Recovery heart rate identified as 80 (bpm) (1) 	(2)

Question Number	Answer (AO2 – 2 marks)	Mark
9 (b)	<p>One mark each for each appropriate reason for the placement of before and after heart rate values.</p> <ul style="list-style-type: none"> Heart rate before is lowest – as the body is resting/no need for increased blood flow (1) Recovery heart rate is middle value – heart rate is still elevated to help with recovery/higher than resting, but lower than working as the body has not had time to recover/maintain increased oxygen supply/repaying oxygen debt (1) <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer (AO2 – 3 marks)	Mark
10	<p>One mark for identifying link to physical activity and a maximum of two more marks for appropriate expansion of why this impacts on tidal volume.</p> <p>Any one from:</p> <ul style="list-style-type: none"> When we start to exercise, demand for oxygen increases (1) to meet these demands our depth of breathing/breathing rate increases (1) but this is insufficient on its own therefore tidal volume is also increased (1) When we start to exercise the need to remove carbon dioxide increases (1) to meet this demand our depth of breathing/breathing rate increases (1) but this is insufficient on its own therefore tidal volume is also increased (1) When we start to exercise we need more energy (1) in order to produce more energy we need more oxygen (1) therefore we increase tidal volume to increase oxygen intake (1) <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer (AO1 – 2 marks: AO2 – 2 marks)	Mark
11	<p>One mark each for the following linked points.</p> <p>Any one from:</p> <ul style="list-style-type: none"> Increased breathing rate means that the alveoli have a high concentration of oxygen (1) as the capillaries surrounding the alveoli have a low concentration of oxygen (1) and the capillaries and/or alveoli have thin walls so gas exchange can take place/diffuses from high concentration to low (1). Therefore, the blood in the capillaries circulates to the muscles/provides the muscles with additional oxygen to aid recovery (1) Due to demands of the exercise there is a lower concentration of oxygen in the capillaries surrounding the alveoli (1) compared to the concentration in the alveoli (1) this creates a diffusion gradient (1) so the oxygen in the alveoli can diffuse/transfer to the capillaries to help recovery (1) <p>Accept any other appropriate responses showing:</p> <p>Up to two marks for how capillaries and alveoli work (AO1) Up to two marks for expansion and application to the demands of the exercise (AO2)</p>	(4)

Question Number	Correct answer (AO1 – 2 marks)	Mark
12	<p>One mark each for the following correct answers:</p> <ul style="list-style-type: none"> Carbon dioxide (1) Water (1) 	(2)

Question Number	Answer (13 (i) AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark evaluation) (13 (ii) AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark evaluation)	Mark
13 (i) and 13 (ii)	<p>One mark for identifying value of muscular endurance and a maximum of two more marks for appropriate expansion regarding how this might impact on the sprinter and its relevance. One mark for identifying value of body composition and a maximum of two more marks for appropriate expansion regarding how this might impact on the sprinter and its relevance.</p> <p>Muscular endurance: Any one from:</p> <ul style="list-style-type: none"> • A 100 m sprint is over very quickly/lasts only 10 seconds (1) so sprinters do not need to use their muscles repeatedly/for a long period of time (1) therefore muscular endurance is not very useful to a 100 m sprinter (1) • Muscular endurance is beneficial in events where work is at low intensity but long duration (1) this is opposite to a sprinter's needs as their event is high intensity/short duration (1) therefore this component will not be useful to them (1) • Muscular endurance is not useful to a 100 m sprinter during their event (1) as the event is over very quickly (1) however it could be more useful in recovery during training (1) <p>Body composition Any one from:</p> <ul style="list-style-type: none"> • Having the right body composition is essential (1) because if they had too much body fat it would slow them down (1) and without enough muscle they would lack the required power to generate the speed they need to win (1) • A high fat content would mean the sprinter was carrying unnecessary weight (1) this would slow them down (1) therefore having the correct ratio of muscle to fat/not having too much fat is essential to the sprinter (1) • 100m sprinters tend to have a lot of muscle due to their training (1) this means they can apply more force at the start of the race to the starting blocks (1) to drive in front of competitors therefore body composition is an important aspect of fitness for 100m sprinters (1) <p>Accept any other appropriate responses showing: One mark for the reasoned assessment of how valuable the component is to the sprinter (AO3) One mark for the impact on the sprinter (AO2) One mark for knowledge of the component of fitness (AO1)</p>	(6)

Question Number	Answer (AO1 – 1 mark)	Mark
14 (a)	<p>Credit a definition that includes all the following points.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Changing direction • Quickly • In/with control <p>For example: Agility is the ability to change the direction of the whole body quickly and with control.</p>	(1)

Question Number	Answer (AO2 – 1 mark)	Mark
14 (b)	<p>One mark for any of the following examples (up to one mark).</p> <p>Any one from:</p> <ul style="list-style-type: none"> • When driving round an opponent/side stepping/dodging to make a shot (1) • Losing a marker (1) • Remaining in position when marking someone (1) <p>Accept other appropriate examples of sporting actions involving a quick change of direction.</p>	(1)

Question Number	Answer (AO1 – 2 marks)	Mark
15 (a)	<p>One mark each for any two of the following advantages (up to two marks):</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Equipment is not expensive/no specialist equipment required (1) • All levels accommodated/can be tailored to individual needs (1) • Can be used with large groups (1) • Can focus on any component of fitness (1) • Can include both aerobic and anaerobic activities (1) • Can include a wide variety of exercises to prevent boredom/maintain interest (1) <p>Accept other appropriate advantages.</p>	(2)

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)

Question Number	Answer (AO3 evaluation – 2 marks)	Mark
15 (b) (ii)	<p>One mark for justification of activity and one mark expansion on that justification in relation to netball (up to two marks)</p> <p>Accept any one from:</p> <ul style="list-style-type: none"> • She should use an active rest period between exercise stations/increase the length of shuttle runs in order to improve her aerobic fitness even though it is improving (1) so that she can maintain the quality/intensity of her play during the match (1) • She should include a shuttle run to improve her 35m sprint time/increase her speed (1) which she will need to keep up with her opponent/run quickly into a space to receive a pass on the netball court (1). • She should include some box jumping/plyometrics in her circuit in order to improve her power (1) so that she can intercept a high pass (1). <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer (AO1 – 1 mark; AO2 – 2 marks)	Mark
15 (c) (i)	<p>One mark for appropriate example of how to create progressive overload to increase muscular endurance and a maximum of two more marks for appropriate expansion (up to three marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Increase reps (1) from 12 to 15 (1) to gradually increase overload (1) • Increase the length of time at the station (1) from 20 seconds to 25 seconds (1) so that the muscles are gradually being made to work for longer (1) <p>Accept any other appropriate responses showing:</p> <p>An example of progressive overload (AO1) Reference to need to increase reps/time spent (AO2) Reference to need for increase to be gradual (AO2)</p>	(3)

Question Number	Answer (AO1 – 1 mark; AO2 – 2 marks)	Mark
15 (c) (ii)	<p>One mark for appropriate example of how to create progressive overload to increase muscular strength and a maximum of two more marks for appropriate expansion (up to three marks).</p> <ul style="list-style-type: none"> • She needs to lift a greater weight (1) therefore could adjust her technique to gradually increase the amount of body weight lifted/range of movement (1) but would need to reduce reps (so she can lift heavier weight) (1) <p>Accept any other appropriate responses showing:</p> <p>An example of progressive overload (AO1) Reference to need to increase weight/intensity (AO2) Reference to need to decrease reps to compensate/to avoid injury (AO2)</p>	(3)

Question Number	Answer (AO1 – 2 marks)	Mark
16	<p>One mark for stating any of the following ways that quantitative data from fitness testing can be used when planning a PEP (up to two marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Identifies current fitness levels (1) • Indicates strengths/areas of weakness for focus of PEP (1) • Identifies starting levels of fitness/can be used to calculate initial workload intensities (1) <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer (AO2 – 2 marks; AO3 evaluation – 2 marks)	Mark
17 (a) and 17 (b)	<p>One mark for identifying reason for selection (AO2) and one mark for how this would increase fitness in cycling (AO3). Maximum four marks</p> <p>Any two from:</p> <ul style="list-style-type: none"> • (Body pump) – working on muscular endurance in the legs (1) therefore able to keep sustain cycling action for the duration of the event (1) • (Spinning) – emphasis on cardiovascular fitness/works body aerobically (1) therefore able to cycle further distance for longer (1) • (Pilates) – develops core strength (1) therefore increased ability to maintain cycling posture to work more efficiently (1) <p>Accept any other appropriate responses showing: Reason given for choice of class (AO2) How this would increase fitness in cycling (AO3)</p>	(4)

Question Number	Indicative content (AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks for evaluation)	Mark
18	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of redistribution of blood flow (AO1)</p> <ul style="list-style-type: none"> • Redistribution of blood flow is also known as vascular shunting, where blood is directed away from inactive areas to active areas. • Vasoconstriction narrows the internal diameter of the arteries/arterioles supplying oxygenated blood to the inactive areas. • Vasodilation widens the internal diameter of the arteries/arterioles supplying oxygenated blood to the active areas. <p>Application of knowledge of redistribution of blood flow to the hockey match (AO2)</p> <p>Specific examples that would impact on requirement for redistribution of blood flow during activity.</p> <ul style="list-style-type: none"> • Inactive areas during the hockey match, the digestive system experiences vasoconstriction. • Active areas during the hockey match, the working muscles, experiences vasodilation. • Consideration of the impact of the nature of hockey on the redistribution of blood flow, for example intensity of exercise during a game of hockey will vary from periods of low intensity to periods of high intensity which will affect the redistribution of blood flow. <p>Making connections between the need for redistribution of blood flow and the hockey match, and conclusion (AO3 – evaluation)</p> <ul style="list-style-type: none"> • Advantages/disadvantages of redistribution of blood flow to the hockey player (oxygen/nutrient supply). • Consideration of why redistribution is required in terms of increased demand by the muscles during different parts of the match (for example walking, jogging, and sprinting) and of potential impact of blood flow to the brain (which remains active during the match). • Conclusion making a judgement that without redistribution of blood players would not be able to sustain match play. <p>Students who only show achievement against AO1 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 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).
Level 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).
Level 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).

Question Number	Indicative content (AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks for evaluation)	Mark
19	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of interval and weight training (AO1)</p> <ul style="list-style-type: none"> Interval training is a series of periods of work alternated with periods of rest. Interval training performed in the pool uses the principle of specificity. Weight training can be used to increase muscular endurance and muscular strength. <p>Application of knowledge to swimming (AO2)</p> <p>Specific examples where each method of training can be used in to develop swimming fitness.</p> <ul style="list-style-type: none"> Interval training is a form of intermittent training that allows the performer to recover so they can work at high levels of intensity during training to match event requirements. Weight training can work on muscular endurance and muscular strength. Swimmer would be more likely to work on muscular strength as they compete in a sprint distance and will want the power to increase speed through the water. Weight training can be varied to allow targeted training on the muscles required for swimming. <p>Making connections between the combined use of these methods of training and impact on swimming performance (AO3 – evaluation)</p> <ul style="list-style-type: none"> Two types of training helps to avoid tedium and therefore increase chances of maintaining training and interval training can be made specific to swimming by working in the pool. Requires correct balance, too much emphasis on weight training could have negative impact on body weight and swimming efficiency, although support of the water may negate this. Conclusion making a judgement that both types are necessary for improvement in competition: interval training will increase sprint speed from the start and allow for a sprint finish; weight training will result in increased strength/power allowing for a stronger start from the blocks and a greater arm pull and leg kick in the water. Conclusion may also make reference to another training method that would also improve performance. <p>Students who only show achievement against AO1 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 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).
Level 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).
Level 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).

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9-1)

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Physical Education

Component 2: Health and Performance

Sample assessment materials for first teaching
September 2016

Time: 1 hour and 15 minutes

Paper Reference

1PE0/02

You will need a calculator.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S49520A

©2015 Pearson Education Ltd.



PEARSON

Answer ALL questions.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box [x]. If you change your mind about an answer, put a line through the box [x] and then mark your new answer with a cross [x].

- 1** (a) Which one of the following activities is most likely to reduce the risk of osteoporosis in the legs?

(1)

<input type="checkbox"/>	A Aerobics
<input type="checkbox"/>	B Cycling
<input type="checkbox"/>	C Rowing
<input type="checkbox"/>	D Swimming

- (b) Which one of the following is an example of a sedentary lifestyle?

(1)

<input type="checkbox"/>	A Not eating five portions of fruit and vegetables each day
<input type="checkbox"/>	B Sleeping eight hours every night
<input type="checkbox"/>	C Not exercising on a regular basis
<input type="checkbox"/>	D Playing football at work during lunch

- (c) Which one of the following would be classified as a high organisation skill?

(1)

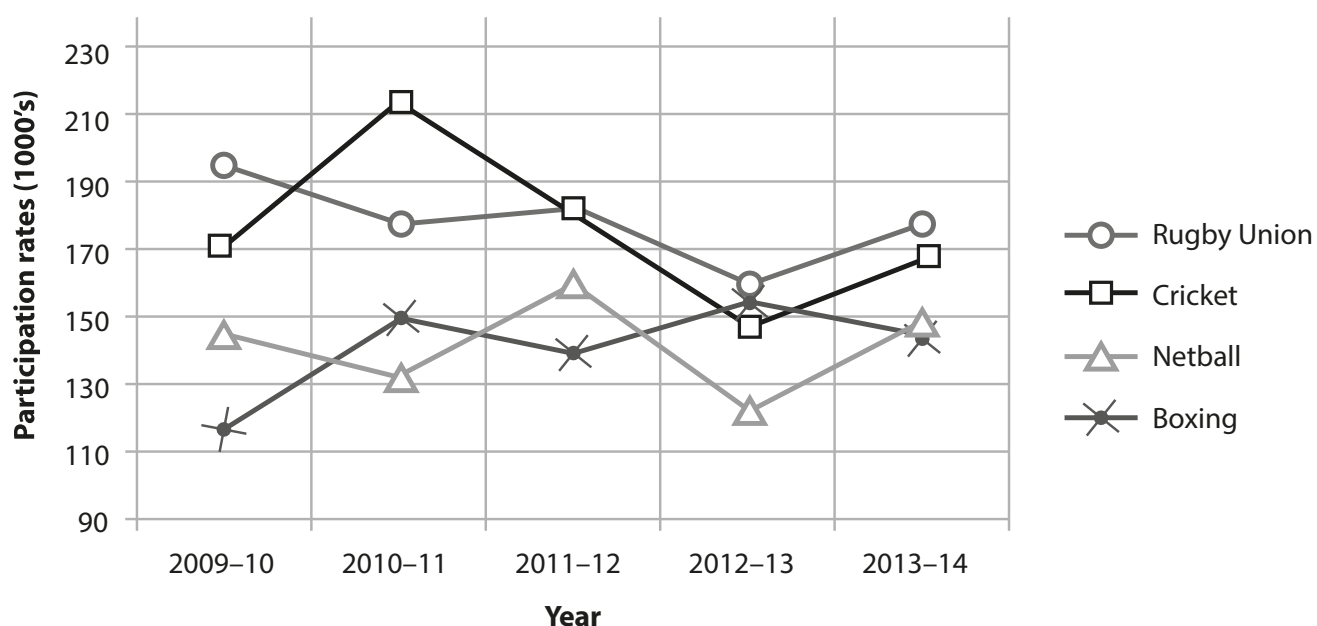
<input type="checkbox"/>	A An easy skill requiring little thought to carry out
<input type="checkbox"/>	B A skill made up of several clear, discrete parts
<input type="checkbox"/>	C A skill that has a clear beginning and end
<input type="checkbox"/>	D A skill that cannot be broken down and practised separately

(d) Identify the plane and axis shown in **Figure 1**.

(1)

<input type="checkbox"/>	A Distributed
<input type="checkbox"/>	B Fixed
<input type="checkbox"/>	C Massed
<input type="checkbox"/>	D Variable

Figure 1 shows participation rates in four sports between 2009 and 2014.



(Source: adapted from Sport England Active People Survey 8)

Figure 1

(e) Using **Figure 1**, identify the sport with the highest participation rate in 2013-14.

(1)

<input type="checkbox"/>	A Boxing
<input type="checkbox"/>	B Cricket
<input type="checkbox"/>	C Netball
<input type="checkbox"/>	D Rugby Union

- (f) Using **Figure 1**, identify the sport with the greatest increase in participation rate from 2009-10 to 2013-14.

(1)

<input type="checkbox"/>	A Boxing
<input type="checkbox"/>	B Cricket
<input type="checkbox"/>	C Netball
<input type="checkbox"/>	D Rugby Union

(Total for Question 1 = 6 marks)

- 2 Complete the following statements about the benefits of regular participation in physical activity.

Participation in physical activity can provide social health benefits, for example

.....

.....

An increase in self-esteem, however, is an example of a health benefit.

(Total for Question 2 = 2 marks)

3 Figures 2a and 2b show childhood obesity trends for boys and girls from 1994 to 2014.

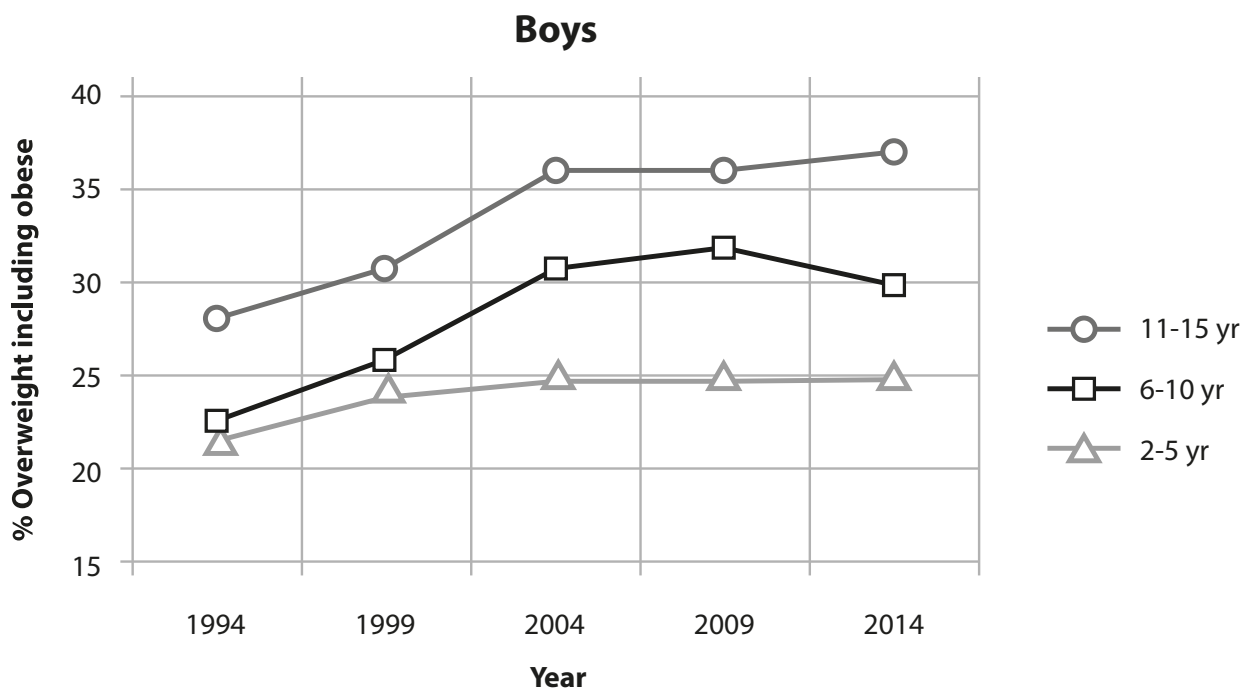


Figure 2a

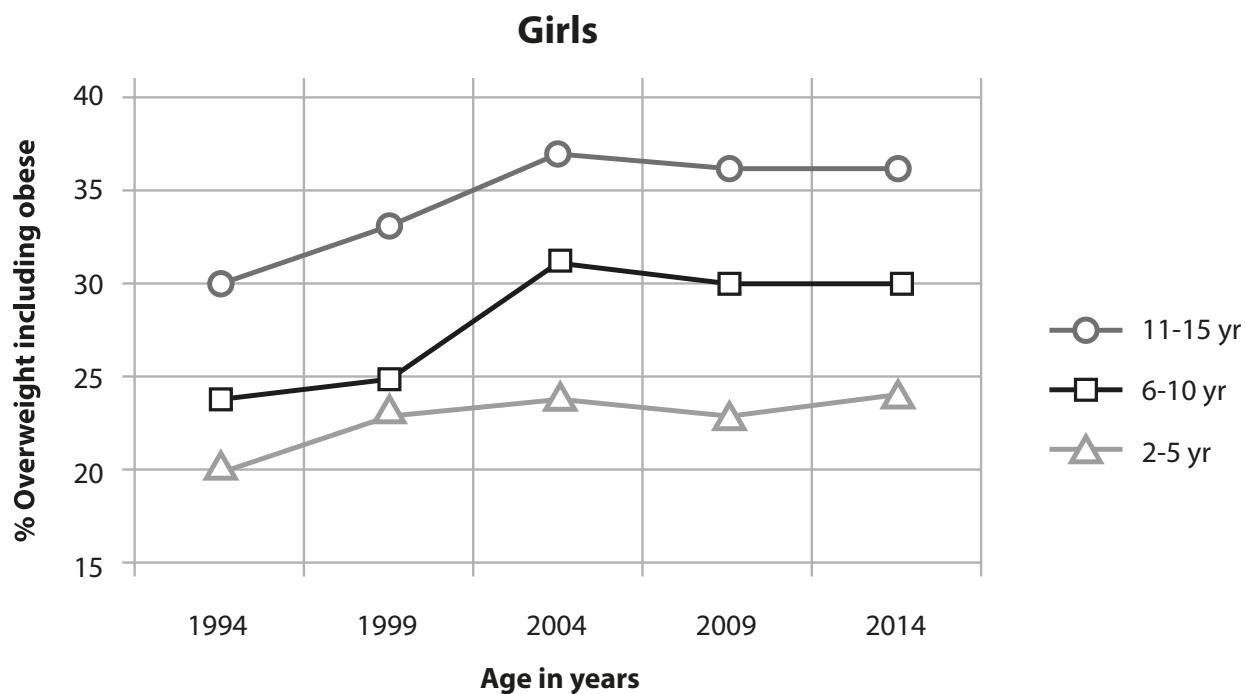


Figure 2b

(a) Analyse the data in **Figures 2a** and **2b** to determine the changing patterns in obesity levels from 1994 to 2014 based on:

- age
- gender

Age

(2)

Gender

(2)

(b) Using the data in **Figure 2a**, predict the **most** likely trend in obesity levels for 11–15 year-old boys in 2015.

(1)

(Total for Question 3 = 5 marks)

- 4** Regular participation in physical activity, such as aerobic exercise, could reduce the risk of obesity and osteoporosis.

Explain how **two** other risks to long-term health can be reduced through regular participation in aerobic exercise.

1

.....

.....

.....

.....

.....

.....

(3)

2

.....

.....

.....

.....

.....

.....

(3)

(Total for Question 4 = 6 marks)

5 Smoking is a lifestyle choice.

Explain **one** way that smoking can impact negatively on health and wellbeing.

(Total for Question 5 = 3 marks)

6 Sports skills can be classified as open or closed skills.

Explain how a coach would vary a training session when coaching open and closed skills.

(Total for Question 6 = 3 marks)

7 Extrinsic and intrinsic feedback are used when performing in sport.

Assess the relative importance of each of these types of feedback to a group of people who have just started to learn to swim.

(i) Extrinsic feedback

(3)

(ii) Intrinsic feedback

(3)

(Total for Question 7 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

8 During a football match, a footballer may display gamesmanship or sportsmanship.

(a) Describe the difference between gamesmanship and sportsmanship.

(2)

(b) Assess the importance of elite performers demonstrating sportsmanship in high-profile sports, such as football.

(3)

(Total for Question 8 = 5 marks)

9 In 2013-14 it was reported that '58% of adults do not play sport'.

Two factors that can influence participation rates are socio-economic group and ethnicity.

(a) State **two** other personal factors that can influence participation rates.

(2)

1

.....

2

.....

(b) Explain **two** reasons why an individual's socio-economic group could influence their participation in sport.

(4)

1

.....

.....

2

.....

.....

.....

(Total for Question 9 = 6 marks)

10 According to research, some sports have higher participation rates than others.

Explain **two** ways in which the media can help to increase participation in sport.

1

.....

.....

.....

2

.....

.....

.....

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

- 11** Assess the positive and negative impact on an under-16 school rugby team accepting sponsorship from a company that produces alcohol.

Positive

Negative

(Total for Question 11 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

58

DO NOT WRITE IN THIS AREA

[illegible]

TOTAL FOR PAPER = 70 MARKS

Component 2 Mark Scheme

Question Number	Answer	Mark
1 (a)	A	(1)

Question Number	Answer	Mark
1 (b)	C	(1)

Question Number	Answer	Mark
1 (c)	D	(1)

Question Number	Answer	Mark
1 (d)	C	(1)

Question Number	Answer	Mark
1 (e)	D	(1)

Question Number	Answer	Mark
1 (f)	A	(1)

Question Number	Answer (AO1 – 2 marks)	Mark
2	<p>One mark for suitable example of social health benefit (up to one mark).</p> <p>For example:</p> <ul style="list-style-type: none"> • Social mixing (1) • Making friends (1) • Socialising with others (1) • Learning teamwork/cooperation skills (1) <p>Accept other appropriate responses.</p> <p>One mark for correct identification of emotional health benefit or equivalent term (up to one mark).</p> <ul style="list-style-type: none"> • Emotional (1) or • Psychological (1) <p>Also accept:</p> <ul style="list-style-type: none"> • Mental (1) 	(2)

Question Number	Answer (AO3 analysis – 4 marks)	Mark
3 (a)	<p>One mark each for any four of the following points based on an analysis of the graphs (up to four marks).</p> <p>For example:</p> <p>Age</p> <ul style="list-style-type: none"> • Younger children/2–5-year-olds generally have lower obesity rates than other ages (1). • Obesity rates rise with each age group (1). • Male children aged 2–5-years-old tend to have a higher obesity rate than girls of the same age (1). <p>Gender</p> <ul style="list-style-type: none"> • Evidence of a drop in obesity levels in boys aged 6–10 from 2009 (1). • All age groups/both genders show increased obesity rates in 2014 compared to 1994 (1). • Increase in obesity levels in girls up to 2004 but since then plateauing or decrease in levels (1). <p>Accept other appropriate responses.</p>	(4)

Question Number	Answer (AO3 analysis – 1 mark)	Mark
3 (b)	<p>One mark for identification of upward trend in obesity levels (up to one mark).</p> <ul style="list-style-type: none"> • Upward/rise/increase (1). <p>Accept other appropriate responses.</p>	(1)

Question Number	Answer (AO1 – 2 marks; AO2 – 4 marks)	Mark
4	<p>One mark for identifying health risk and a maximum of two more marks for appropriate expansion and connection of how physical activity reduces this risk (up to six marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Reduces the chance of coronary heart disease (1) by reducing resting blood pressure (1), through the removal of cholesterol from walls of arteries (1). • Reduces the risk of type 2 diabetes (1) by reducing the body's need for insulin (1) as the exercise helps to maintain a healthy weight (1). • Reduces the risk of a stroke (1) by increasing levels of high density lipoprotein (1), enabling appropriate blood flow through the body (1). • Reduces the risk of long-term stress/depression (1) by increasing endorphin levels/serotonin (1) providing a 'feel good' factor (1). <p>Accept other appropriate responses.</p>	(6)

Question Number	Answer (AO1 – 3 marks)	Mark
5	<p>One mark for identifying health risk and a maximum of two more marks for appropriate expansion of how smoking impacts negatively on health (up to three marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> Increases risk of lung cancer (1) as chemicals in the smoke enter the lungs (1) and damage the cells that line the lungs (1). Increases risk of bronchitis (1) by causing an infection of the main airways/bronchi in the lungs (1) due to breathing in the chemicals in tobacco smoke (1). Increases risk of pneumonia (1) because smoking damages the lining of the lungs (1), therefore the lungs are at greater risk of becoming infected (1). Increases risk of emphysema (1) by killing the cilia (1) so that they are not available to clear toxins from the airways (1). <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer (AO2 – 3 marks)	Mark
6	<p>One mark for identifying that practice in training session would vary depending on type of skill and a maximum of two more marks for appropriate expansion (up to three marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> • If a skill is closed (like a penalty) practice should be in closed conditions (1), however, if it is an open skill, the skill should be practised in pressured situations (1) so the player/team get used to using the skill under pressure of time/opposition (1). • If a skill is open (like a pass during the game) practice should be in open conditions (1) it should be practised using variable practice (1) so the player/team get used to adapting the execution of the skill to match the changing circumstances of the game (1). • Knowing whether a skill is open or closed means that the coach can set up appropriate drills in training (1), this means that the players would practise closed skills in closed conditions to match the way they need to perform the skill in the game (1), this allows the performer to focus on the skill without unnecessary distractions from others (1). <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer (7 (i) AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark evaluation) (7 (ii) AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark evaluation)	Mark
7 (i) and (ii)	<p>One mark for determining the value of extrinsic feedback and a maximum of two more marks for appropriate expansion regarding how this will impact on the group of beginners and the development of their skills.</p> <p>One mark for determining the value of intrinsic feedback and a maximum of two more marks for appropriate expansion regarding how this will impact on the group of beginners and the development of their skills.</p> <p>Extrinsic feedback: Any one from:</p> <ul style="list-style-type: none"> • The relative importance of extrinsic feedback is greater than intrinsic feedback because beginners will have little or no knowledge of how to perform the swimming skills (1) so extrinsic feedback from the coach will (1) will give them the basic knowledge they require to develop their skills and technique (1). • A beginner will require extrinsic feedback because they lack confidence as they are new to the activity (1) therefore they will require extrinsic feedback from a coach (1) to motivate/encourage them/confirm what they are doing is correct in order to develop their skills and technique (1) <p>Intrinsic feedback Any one from:</p> <ul style="list-style-type: none"> • The relative importance of intrinsic feedback is not as great as extrinsic because a beginner will not be able to use intrinsic feedback (1) because they lack the basic and essential knowledge of swimming skills and techniques (1) which need to be used to self-assess and self-correct their performance (1). • Intrinsic feedback is useful for experienced performers therefore not applicable to a group of beginners (1) because experienced performers will have developed a kinaesthetic/feel for the correct movement/skills/techniques (1) and will therefore know when the action is incorrect but a beginner will not be able to differentiate in this way (1). <p>Accept any other appropriate responses showing: One mark for the reasoned assessment of the relative importance of each type of feedback (AO3) One mark for the application to swimming beginners (AO2) One mark for knowledge of the type of feedback (AO1)</p>	(6)

Question Number	Answer (AO1 – 2 marks)	Mark
8 (a)	<p>One mark for statement about gamesmanship or sportsmanship and one mark for appropriate expansion of how this differs from the other type of sports behaviour (up to two marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> Gamesmanship is where the performer tries to 'bend' the rules (1) whereas sportsmanship is strict adherence to the spirit of the rules/game/good ethics/etiquette (1). Gamesmanship is where the performer tries to get away with as much as possible without breaking the rules (1), whereas sportsmanship is admitting or accepting when you have broken a rule even if the referee has not seen it (1). <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer (AO1 – 1 mark; AO2 – 1 mark; AO3 – evaluate – 1 mark)	Mark
8 (b)	<p>One mark for identifying why elite performers should demonstrate sportsmanship and a maximum of two more marks for appropriate expansion (up to three marks).</p> <p>Any one from:</p> <ul style="list-style-type: none"> It is important because it will be good for the sport as it will increase the occurrences of sportsmanship at grassroots level (1) as elite performers are role models (1), as football is viewed by millions, the footballers' behaviour will be seen and copied by those watching (1). It is important because it will increase participation at grassroots (1) as elite footballers are always in the media (1), and if they demonstrate good behaviour on the pitch this will reflect positively on the sport (1). It is important because it will decrease the number of people influenced by the negative actions of elite sportsmen (1) as it is a high profile sport it will have a lot of media coverage (1) and the media will use instances of gamesmanship behaviour to sell newspapers/stories (1). <p>Accept any other appropriate responses showing:</p> <p>One mark for how important sportsmanship is (AO3) One mark for their knowledge of commercial sport (AO1) One mark for the application of that behaviour to the sport (AO2)</p>	(3)

Question Number	Answer (AO1 – 2 marks)	Mark
9 (a)	<p>One mark for each correct factor.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Gender (1) • Age (1) • Disability (1) 	(2)

Question Number	Answer (AO1 – 2 marks; AO2 – 2 marks)	Mark
9 (b)	<p>One mark for identification of reason and one mark for appropriate expansion linking reason to participation (up to four marks). Reasons must be different and cannot be the same reasons with opposite differentiators.</p> <p>For example:</p> <ul style="list-style-type: none"> • Low income (1), therefore limited access to sports facilities/resources/for example could not afford expensive golf club fees (1). <p>OR</p> <ul style="list-style-type: none"> • High income (1) therefore can afford to participate in more expensive activities/for example could play golf at a private club (1). <p>AND</p> <ul style="list-style-type: none"> • Lack of time (1), therefore limited free time to participate in sport/for example plays squash rather than trains for a marathon (1). <p>OR</p> <ul style="list-style-type: none"> • Lot of time (1), therefore able to participate in sport frequently/for example trains for a marathon (1). <p>Accept other appropriate responses.</p>	(4)

Question Number	Answer (AO1 – 2 marks; AO2 – 2 marks)	Mark
10	<p>One mark for identification of how media can increase participation and one mark for appropriate expansion of explanation that would lead to increased participation, up to maximum of two marks for each identification and expansion (up to four marks).</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Media increases profile of sports through broadcasting/advertising to a greater number of people (1), therefore more people become aware of the sport/want to play the sport (1). • Media provides funding for the sport (through payment for coverage) (1), therefore sport can develop at grassroots allowing more people to participate (1). • Media increases people's knowledge of sports, which raises awareness (1) so that they want to play the sport/more people know how to play the sport (1), <p>Accept other appropriate responses.</p>	(4)

Question Number	Answer (AO1 – 2 marks; AO2 – 2 marks; AO3 evaluation – 2 marks)	Mark
11	<p>One mark for determination of why an alcohol company would be an unsuitable sponsor and two more marks for appropriate expansion (up to three marks).</p> <p>Any one from: Positive</p> <ul style="list-style-type: none"> An alcohol company would be a suitable company to sponsor an under-16 school rugby team because it will generate income for the team (1) which can be used to purchase equipment/kit/ground maintenance (1) enabling them to perform better/attract more spectators (1) An alcohol company would be a suitable company to sponsor an under-16 school rugby team because it will generate money for the team (1) and is unlikely to influence the team members unduly due to health education in school (1), they will be aware that alcohol is bad for their health and will not aid their performance in rugby (1) <p>Any one from: Negative</p> <ul style="list-style-type: none"> An alcohol company would be an unsuitable company to sponsor an under-16 school rugby team because alcohol is not good for health (1), therefore by promoting it may increase the likelihood that students will start drinking (1) leading to them damaging their health, for example liver damage (1). An alcohol company would not be a suitable sponsor for an under-16 school rugby team as the school would be expected to display/advertise the alcohol company (1) and the rugby team should be promoting healthy products as part of its image rather than something that can cause negative health issues/consequences (1), which could influence younger, more impressionable members of the school (1). <p>Accept any other appropriate responses showing:</p> <p>One mark for the impact on the team (AO3) One mark for their knowledge of impact of alcohol on lifestyle (AO1) One mark for the application of that impact to the team/individual/school (AO2)</p>	(6)

Question Number	Indicative content (AO1 – 3 marks; AO2 – 3 marks; AO3 evaluation – 3 marks)	Mark
12	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of types of nutrition/balanced diet (AO1)</p> <ul style="list-style-type: none"> • Will help to maintain correct weight so that optimum weight for activities is achieved. • Will provide essential nutrients for the body to function effectively and reduce risk of health issues. • Identification of role of specific nutrients, e.g. protein for growth and repair. <p>Application of knowledge to performance by endurance athlete (AO2)</p> <p>Specific examples where aspects of a balanced diet are required for exercise.</p> <ul style="list-style-type: none"> • Linkage of correct body weight to energy outlay to complete activity, e.g. if performer has excess body weight then they will be expending too much unnecessary energy/will not be able to run as fast. • Linkage of role of nutrient and specific needs of endurance activity, e.g. energy sources to carry out prolonged physical work. • Consideration of nature of activity and hydration levels, e.g. will need to rehydrate during long distance runs. <p>Making connections between the elements of nutrition and impact on performance if in excess/insufficient (AO3 – evaluation)</p> <ul style="list-style-type: none"> • Consideration of advantages/disadvantages of different fuel sources, e.g. fat vs carbohydrate for endurance activities and the importance of other factors, e.g. training, duration and intensity of training, lifestyle choices, that impact on performance. • Consideration of manipulation of diet to meet specific demands of activity, e.g. carbohydrate loading to supplement balanced diet and potential impact on performance. • Conclusion making a judgement that a balanced diet is required in order to sustain an endurance athlete's performance in the race, or conclusion making a judgement that a balanced diet is essential during training, but dietary manipulation (e.g. carbo-loading) may provide greater energy stores and improve performance. Conclusion may also make reference to how diets may differ for other types of athlete. <p>Students who only show achievement against AO1 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 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).
Level 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).
Level 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).

Question Number	Indicative content (AO1 – 3 marks; AO2 – 3 marks; AO3 evaluation – 3 marks)	Mark
13	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of types of guidance (AO1)</p> <ul style="list-style-type: none"> • Visual guidance, can be through practical demonstrations/images, for example, the coach/a high level performer could demonstrate the skill. • Verbal guidance, being told how to complete a skill. • A coach explaining the skill. <p>Application of knowledge of use of guidance with a group of beginners in badminton (AO2)</p> <ul style="list-style-type: none"> • Consideration of any areas where verbal guidance on its own would be best, e.g. questioning the performer/giving basic instructions regarding positions on the court so that the performer can have success. • Consideration of any areas where visual guidance on its own would be best, e.g. demonstration of how to serve so the beginners can see what is expected and know what to do. • Consideration of any areas where verbal and visual guidance would be best, e.g. talking through key teaching points while demonstrating them. <p>Making connections between the use of guidance, the activity and the level of the badminton player (AO3 – evaluation)</p> <ul style="list-style-type: none"> • Consideration of best method of guidance to fit the needs of the players. Including the disadvantages of types of guidance for particular players, e.g. verbal guidance can be excessive and cause information overload; visual guidance can be ineffective if people are not paying attention or it is a poor demonstration. • Consideration of other difficulties, e.g. verbal guidance difficult to deliver in a large sports hall, complex skills are difficult to explain. • Conclusion, making a judgement that a combination of visual/verbal guidance would be best for a group of badminton beginners, or that visual guidance would be preferable to verbal in this context, because of limited skill level. Conclusion may also make reference to whether other forms of guidance may be more useful to improve performance. <p>Students who only show achievement against AO1 will not be able to gain marks beyond level 1.</p>	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 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).
Level 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).
Level 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).

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121