



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In Physical Education (1PE0)
Paper 02: Health and Performance

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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.

Section A

Question Number	Answer AO1 – 1 mark	Mark
Q01 (a)	The only correct answer is D – Osteoporosis. Incorrect options: <i>A is not correct because bronchitis is a consequence of a virus</i> <i>B is not correct because lung cancer is a consequence mainly of smoking</i> <i>C is not correct because muscle tone is a consequence of an active lifestyle</i>	(1)
Question Number	Answer AO1 – 1 mark	Mark
Q01 (b)	The only correct answer is A - A discus thrower. Incorrect options: <i>All other options are incorrect as the discus thrower is the only power athlete</i>	(1)
Question Number	Answer AO1 – 1 mark	Mark
Q02 (a)	One mark for each correct identification of type of health benefit. • Social (1)	(1)
Question Number	Answer AO1 – 2 marks	Mark
Q02 (b)	One mark for suitable identification of emotional health benefits (up to two marks). Any two from: • Stress relief/reduce anxiety/depression (1) • Makes her feel good/release endorphins/serotonin (1) • Improves confidence/self-esteem (1) Accept other appropriate responses.	(2)

Question number	Answer AO1 – 2 marks	Mark
Q03 (a)	One mark for each factor that affects optimum weight (up to two marks). Any two from: • Height (1) • Sex/gender (1) • Muscle girth (1)	(2)

Question number	Answer AO2 – 2 marks; AO3 - 1 mark	Mark
Q03 (b)	Two marks for reasons related to optimum weight and one mark for linked justification of why Taylor is not considered obese. For example: • BMI uses a ratio of height to weight/doesn't tell the difference between excess fat or muscle mass (1) his weight could be due to excess muscle/needs more muscle for the game/he has a higher % of muscle (1) which is advantageous when tackling (1) Accept other appropriate responses. Two marks for linked reason in relation to optimum weight (AO2). One mark for justification (AO3).	(3)

Question Number	Answer AO1 – 2 marks; AO2 – 1 mark; AO3 – 1 mark	Mark
Q04 (a)	Two marks for explanation of energy equation, one mark for its application to Sarah's training and one mark for potential impact on training. For example: • Energy/food/calories in equals (1) • Energy/food/calories out (1) • Otherwise, weight will vary/gain weight/lose weight (1) (no credit for maintain weight as in question) • If she eats too much, she will be too heavy for weight category/fight • If she eats too little, she will be too light_for weight category/fight (1) Accept other appropriate responses. Two marks for energy balance equation (AO1). One mark for application (AO2). One mark for impact (AO3).	(4)

Question Number	Answer AO1 – 1 mark	Mark
Q04 (b)	One mark for identification of the importance of drinking water during training. • To avoid dehydration/maintain hydration (1) • so, she can sweat/prevent overheating (1) • To delay fatigue (1) Accept other appropriate responses.	(1)

Question Number	Answer	Mark
Q05	AO1 – 1 mark; AO2 – 2 marks; AO3 – 1 mark One mark for description of carbohydrate loading, two marks for the application to a triathlon and one mark for the impact on the race. For example: By increasing intensity of training/reducing carbohydrate intake 6+ days before competition then eating a high carbohydrate diet before the race (1) and by tapering/reducing their training levels in the days leading up to the competition (1) the triathlete maximises their glycogen stores in their muscles prior to the event (1) therefore, the triathlete can maintain pace for longer/delay fatigue (reducing their overall triathlon time) (1) Accept other appropriate responses. One mark for describing carbohydrate loading (AO1). Two marks for application to triathlete (AO2). One mark for evaluation of the impact on race (AO3).	(4)

Section B

Question Number	Answer AO2 – 1 mark	Mark
Q06 (a)	The only correct answer is B - Blood doping in athletics Incorrect options: <i>A is not correct because accepting referee's decision in hockey is an example of sportsmanship</i> <i>C is not correct because shaking hands at end of a netball match is an example of sportsmanship</i> <i>D is not correct because verbally abusing a batsman in cricket is an example of gamesmanship</i>	(1)

Question Number	Answer AO2 – 1 mark	Mark
Q06 (b)	The only correct answer is C - Running Incorrect options: <i>A is not correct because golf is less accessible due to cost of membership fees</i> <i>B is not correct because horse riding is less accessible due to cost of owning and maintaining a horse</i> <i>D is not correct because skiing is less accessible due to cost of equipment/travel</i>	(1)

Question Number	Answer AO1 – 1 mark	Mark
Q06 (c)	The only correct answer is A - Athletics Incorrect options: <i>B is not correct because men earn more in cricket than women</i> <i>C is not correct because men earn more in football than women</i> <i>D is not correct because men earn more in golf than women</i>	(1)

Question Number	Answer AO3 – 1 mark	Mark
Q06 (d)	The only correct answer is C - Football Incorrect options: <i>A is not correct because men and women get paid the same amount in athletics</i> <i>B is not correct because women get paid more in cricket than football proportionally</i> <i>D is not correct because women get paid more in golf than football proportionally</i>	(1)

Question Number	Answer	Mark
	AO1 – 2 marks; AO3 – 2 marks	
Q07	One mark each for a characteristic of an open and closed skill with two marks for specific examples to justify the environmental factors. For example: The bowling action is considered open as skill is performed in an unpredictable/unstable environment/external factors (1), for example the wind can affect the delivery of the ball (1). Closed skills are performed in a predictable/stable environment/no external factors (1), for example the pitch is the same length/the same action is repeated (1) Accept other appropriate responses One mark for characteristic of an open skill (AO1). One mark for characteristic of a closed skill (AO1). Two marks for justifications why environment is stable/unstable or specific examples to justify the instability/environment factors (AO3).	(4)
Question Number	Answer	Mark
	AO1 – 1 mark	
Q08 (a)	One mark for correct identification of another type of visual guidance. Any one from: - Video/DVD/TV replay (1) - Photo/diagram/drawing (1) - Observing/watching another performer (1)	(1)

Question Number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
Q08 (bi)	One mark for stating reason why a demonstration is an advantage and one mark for linked impact on performance. For example: Advantage: - Provides learner with mental image of skill/be shown skill (1) so correct action can be copied/which increases understanding of skill and corrects errors (1) - Other students can provide demonstration (1) increasing confidence/motivation of other learners (1) - Can be used with multiple performers (1) so saves time (1) Accept other appropriate responses. One mark for reason why a demonstration is an advantage (AO2). One mark for impact on performance (AO3).	(2)

Question Number	Answer AO2 – 1 mark; AO3 – 1 mark	Mark
Q08 (bii)	One mark for stating reason why a demonstration is a disadvantage and one mark for linked impact on performance. For example: Disadvantage: - The players will copy a poor demonstration (1) therefore learn the incorrect technique (1) - Learner may not be physically capable of replicating demo/is too hard for beginner (1) so becomes demotivated/decrease confidence/ gives up (1) - The demonstration will be over too quickly/speed of demonstration (1) so will need repeating/slowing down (1) Accept other appropriate responses. One mark for reason why a demonstration is a disadvantage (AO2). One mark for impact on performance (AO3).	(2)

Question Number	Answer	Mark									
	AO1 – 2 marks; AO2 – 2 marks										
Q09	One mark for each correct response. For example: <table border="1"> <thead> <tr> <th>Skill Type</th><th>(a) Meaning</th><th>(b) Example</th></tr> </thead> <tbody> <tr> <td>Basic</td><td> - Few decisions need be made - They are learned very quickly/easy to learn - Require a low level of coordination/ concentration/ thought (1) </td><td> For example, jogging/ jumping/cycling/ throwing/ kicking Accept other relevant examples (1) </td></tr> <tr> <td>Complex</td><td> - Lots of decisions to be made - Need to be practiced/takes time to learn - Requires a high level of coordination/ concentration/ thought (1) </td><td> For example, high jump in athletics/ cover drive in cricket (1) </td></tr> </tbody> </table> Accept other appropriate responses. Two marks for stating the meaning of basic and complex skills (AO1). Two marks for examples of a basic and complex skill (AO2).	Skill Type	(a) Meaning	(b) Example	Basic	- Few decisions need be made - They are learned very quickly/easy to learn - Require a low level of coordination/ concentration/ thought (1)	For example, jogging/ jumping/cycling/ throwing/ kicking Accept other relevant examples (1)	Complex	- Lots of decisions to be made - Need to be practiced/takes time to learn - Requires a high level of coordination/ concentration/ thought (1)	For example, high jump in athletics/ cover drive in cricket (1)	(4)
Skill Type	(a) Meaning	(b) Example									
Basic	- Few decisions need be made - They are learned very quickly/easy to learn - Require a low level of coordination/ concentration/ thought (1)	For example, jogging/ jumping/cycling/ throwing/ kicking Accept other relevant examples (1)									
Complex	- Lots of decisions to be made - Need to be practiced/takes time to learn - Requires a high level of coordination/ concentration/ thought (1)	For example, high jump in athletics/ cover drive in cricket (1)									

Question Number	Answer	Mark
	AO1 – 2 marks	
Q10 (a)	One mark for each correct response (up to two marks). Any two from: - Age (1) - Gender/sex/male or female (1) - Ethnicity/race/country of origin/religion/culture (1)	(2)

Question Number	Answer AO2 – 2 marks; AO3 – 2 marks	Mark
Q10 (b)	Two marks for identifying reasons why disability can affect participation in sport and physical activity and two marks for linked expansion related to impact on participation rates. For example: • A person with a disability may have less access (1) due to limited number of clubs/ facilities/ coaches/ adapted equipment required/difficulty in travel/opponents to play (1) • Due to cost/additional equipment (1) such as specialised wheelchairs/adapted equipment/blades (1) • Lack of role models/Negative stereotypical attitudes (1) which decreases motivation/confidence (1) Accept other appropriate responses. Two marks for identifying reasons that disability can affect participation (AO2). Two marks for appropriate expansion of impact on participation rates (AO3).	(4)

Question Number	Answer AO3 – 1 mark	Mark
Q11 (a)	One mark for each correct identification of season. • 2015/16 (1)	(1)

Question Number	Answer AO3 – 1 mark	Mark
Q11 (b)	One mark for the correct identification of trend. • It will increase/rise/grow/get higher (1) • Upwards trend (1)	(1)

Question Number	Answer AO1 – 1 mark; AO2 – 1 mark	Mark
Q11 (c)	One mark for identification of reason why some sports receive less or more sponsorship and one mark for linked expansion. For example: • Some sports are less popular/not in media/on TV as much/minority sports/ watched by fewer fans (1) • so sponsor makes less money/reduced income/sell less products/less profit (1) Accept other appropriate responses One mark for identifying reason why some sports receive less/more than others (AO1). One mark for appropriate expansion (AO2).	(2)

Question Number	Answer AO2 – 2 marks	Mark				
Q11 (d)	One mark for reason why sports have made rule changes and one mark for linked expansion. For example: <table><tr><th>Reason why sports have made rule change</th><th>Explanation</th></tr><tr><td> • Make the game more exciting/interesting/less boring (1) • Makes game more attacking/more points etc scored (1) • Speeds game up (1) • So keeps the sport fresh/ appeals to a new/younger audience (1) </td><td> • increases number of spectators (1) • So the sport is more likely to be televised (1) </td></tr></table> Can credit expansion point on its own for one mark. Accept other appropriate responses,	Reason why sports have made rule change	Explanation	• Make the game more exciting/interesting/less boring (1) • Makes game more attacking/more points etc scored (1) • Speeds game up (1) • So keeps the sport fresh/ appeals to a new/younger audience (1)	• increases number of spectators (1) • So the sport is more likely to be televised (1)	
Reason why sports have made rule change	Explanation					
• Make the game more exciting/interesting/less boring (1) • Makes game more attacking/more points etc scored (1) • Speeds game up (1) • So keeps the sport fresh/ appeals to a new/younger audience (1)	• increases number of spectators (1) • So the sport is more likely to be televised (1)					

(2)

Question Number	Answer AO1 – 1 mark	Mark
12 (a)	One mark for correct definition of sportsmanship. Qualities of fairness/following the rules/ being gracious in victory or defeat/ respecting opposition (1) Accept any other appropriate responses.	(1)

Question Number	Answer AO2 – 2 marks	Mark
Q12 (b)	Two marks for any of following statements related to why television replays may have a negative effect on sport (up to two marks). - Highlights incorrect decisions by officials (1) - Slows game down/more stoppages/disrupts flow of game (1) - Replays/slow motion replays can lead players to question technology e.g., VAR (1) - May show players getting away with misconduct/violence/cheating (accept examples of any of these) (1) Accept any other appropriate responses.	(2)

Section C

Question Number	Indicative content AO1 – 3 marks; AO2 – 3 marks; AO3 – 3 marks	Mark
Q13	Reward acceptable answers. Responses may include, but are not limited to, the following: Knowledge and understanding of massed and distributed practice structure in relation to a beginner learning skills in tennis (AO1): • Definition of massed practice – repeated practice of skill over period of time without a break • Recognition that massed practice is more suited to closed skills/basic skills like a forehand volley • Definition of distributed practice – repeated practice of skill over a set amount of time with recovery periods. • Recognition that distributed practice is more suited to open skills/complex skills i.e., in a match • Reference to any other type of practice i.e., fixed, variable Application of knowledge of massed and distributed practice structure in relation to a beginner learning skills in tennis (AO2): • Massed practice is repeated practice of skill over period of time without a break (AO1) so gives player <u>more time to focus</u> on skill of forehand volley (AO2) • Massed practice is repeated practice of skill over period of time without a break (AO1) so a beginner may get fatigued/not have the fitness to cope/get bored easily (AO2) • Distributed practice is repeated practice of skill over a set amount of time with recovery period (AO1) so reduces boredom/maintains motivation due to change of activity (AO2) • Distributed practice is more suited to open skills/complex skills i.e., in a match (AO1) so develops ability to adapt skills to different situations in matches (AO2) Evaluation of topic – making connections between massed and distributed practice structures in relation to a beginner in tennis and impact (AO3): • Massed practice is repeated practice of skill over period of time without a break (AO1) so gives player <u>more time</u> to focus on skill of forehand volley (AO2) which means the skill is developed quicker (than if a range of skills were being taught) (AO3) • Massed practice is repeated practice of skill over period of time without a break (AO1) so a beginner may get tired/not have the fitness to cope/get bored easily (AO2) so quality of performance/practice will drop (AO3)	

	• Distributed practice is repeated practice of skill over a set amount of time with recovery period (AO1) so reduces boredom/maintains motivation due to change of activity (AO2) and allows time for feedback from coach/ time for recovery/ability to adapt to different situations (AO3) • Distributed practice is more suited to open skills/complex skills i.e., in a match (AO1) so develops ability to adapt skills to different situations in matches (AO2) but may not provide enough time to learn skill before moving on to another task (AO3) Students who only show achievement against AO1 will not be able to gain marks beyond Level 1.	(9)
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Level	Mark	Descriptor
	0	No rewardable material
1	1-3	• 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	• 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	• 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).