



**GCSE (9-1)**

# Physical Education

**Specimen paper (1PE0/02)**

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

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Write your name here

Surname

**Pearson Edexcel**  
**International GCSE**

Centre Number

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Candidate Number

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# Physical Education

## Component 2

Sample assessment materials for first teaching  
September 2016  
**Time: 1 hour 45 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.
- Check your answers if you have time at the end.

Turn over ►

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**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 states why an endurance athlete would use carbohydrate loading? (1)

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

(b) Which one of the following is an example of gamesmanship? (1)

- A Shaking hands at the end of a match
- B Taking performance enhancing drugs to win a 100m race
- C Claiming a catch in cricket when you know the ball hit the ground first
- D Accepting the referee's decision without arguing

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

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

(1)

- A Visual
- B Verbal
- C Manual
- D Mechanical

(d) Which one of the following affects optimum weight? (1)

- A Fitness
- B Bone structure
- C Race
- D Age

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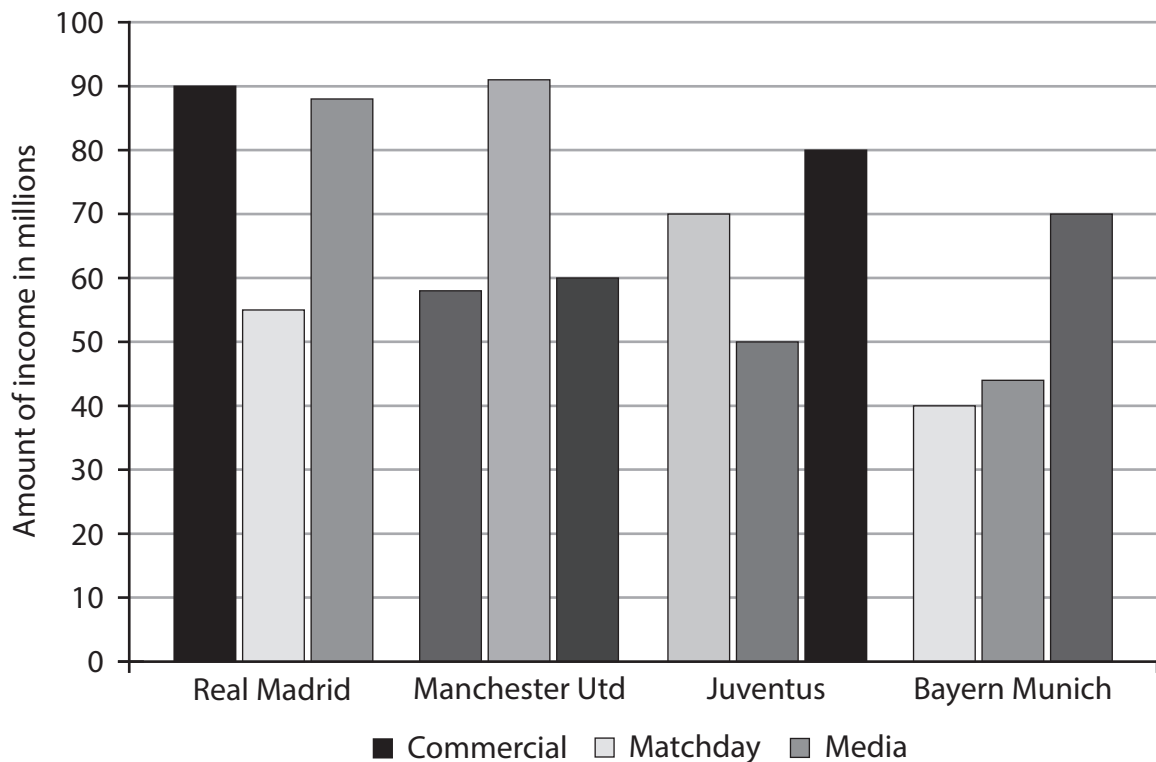


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**Figure 1** shows some of the income from different sources for four European football clubs in 2015.



**Figure 1**

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

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

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

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

**(Total for Question 1 = 6 marks)**



S 5 5 7 6 3 A 0 3 1 4

2 Asif has recently moved to a new area.

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

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

(1)

(b) Give an example of an emotional health benefit for Asif joining the school football club.

(1)

**(Total for Question 2 = 2 marks)**

3 Explain **two** ways mental rehearsal can help improve performance.

1 .....

2 .....

**(Total for Question 3 = 4 marks)**



4 Figures 2 and 3 show performers in two different activities.



Shot put  
Figure 2



Netball match  
Figure 3

Figure 4 shows the open and closed skills continuum.



Figure 4

- (a) Label **Figure 4** to show where the two activities would be placed on the open and closed continuum. (2)
- (b) Describe the difference between open and closed skills. (2)

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(Total for Question 4 = 4 marks)



5 Some lifestyle choices have a negative impact on performance in physical activity and sport.

Explain how drinking alcohol can negatively affect performance.

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**(Total for Question 5 = 3 marks)**

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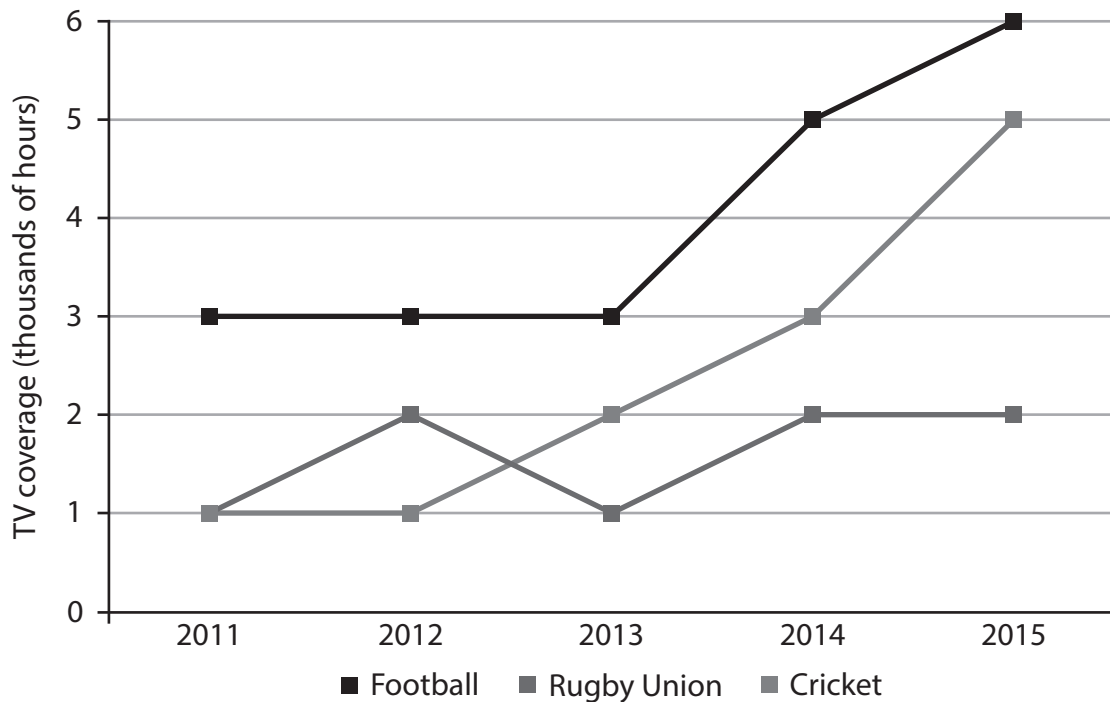
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- 6 **Figure 5** shows the amount of live television coverage by Sky Sports of three female sports in the UK between 2011 and 2015.



**Figure 5**

- (a) Using the data in **Figure 5**, predict the most likely trend in the coverage of women's cricket on Sky Sports in 2016.

(1)

- (b) Using the data in **Figure 5** state **two** reasons to justify your answer to (a).

(2)

- (c) Analyse the data in **Figure 5** to determine the changing patterns in live television coverage of women's football between 2011 and 2015.

(2)

**(Total for Question 6 = 5 marks)**





- 7 Shivani is a 200m runner and is using SMART targets to set herself a goal for the new season.

Explain why Shivani would use measurable and time-bound targets in her training.

(i) Measurable

(2)

(ii) Time-bound

(2)

**(Total for Question 7 = 4 marks)**

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

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

**(Total for Question 8 = 3 marks)**



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9 Iman is the coach of an Under 10 Girls football team.

Explain, using an example, when Iman would use concurrent and terminal feedback with her players.

(i) Concurrent

(3)

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(ii) Terminal

(3)

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**(Total for Question 9 = 6 marks)**



**10** Roger's tennis coach carried out an analysis of Roger's last match. The data collected is shown in **Table 1**.

Aces	5
1st serve percentage	21%
2nd serve percentage	84%
Double faults	2
Forehand winners	16
Forehand unforced errors	2
Backhand winners	1
Backhand unforced errors	11

**Table 1**

Analyse the data to determine **one** area of performance Roger's coach will want to feedback on to improve Roger's tennis performance.

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**(Total for Question 10 = 2 marks)**



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11 Obesity can be a consequence of lifestyle choices.

(a) Define the term obesity.

(1)

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(b) Describe **one** lifestyle choice that could reduce the risk of becoming obese.

(2)

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(c) State **three** effects that obesity can have on health and well-being.

(3)

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(Total for Question 11 = 6 marks)



**12** Samuru is following a personal exercise programme (PEP) to improve his health.

Explain why it is important that Samuru monitors his PEP on a regular basis.

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**(Total for Question 12 = 3 marks)**

**13** Mechanical guidance can be used when practising new techniques in sport.

State, using examples, one advantage **and** one disadvantage of mechanical guidance when teaching a trampolinist to somersault.

(i) Advantage

(2)

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(ii) Disadvantage

(2)

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**(Total for Question 13 = 4 marks)**





**15** Evaluate how lifestyle choices in relation to diet and activity levels can impact on a sports performer.

Area with horizontal dotted lines for writing the answer to Question 15.

**(Total for Question 15 = 9 marks)**

**TOTAL FOR PAPER = 70 MARKS**

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Question Number	Answer A02 – 1 mark	Mark
1 (a)	C To increase energy stores	(1)

Question Number	Answer A02 – 1 mark	Mark
1 (b)	C Claiming a catch in cricket when you know the ball hit the ground first	(1)

Question Number	Answer A03– 1 mark	Mark
1 (e)	B Manchester United	(1)

Question Number	Answer A03 – 1 mark	Mark
1 (f)	B Manchester United	(1)

Question Number	Answer A01 – 1 mark	Mark
1 (c)	A Visual	(1)

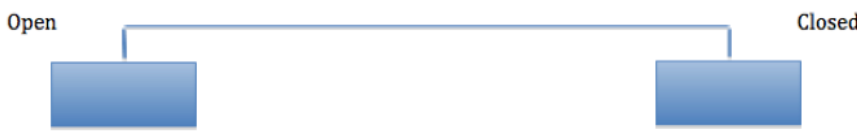
Question Number	Answer A01 – 1 mark	Mark
1 (d)	B Bone structure	(1)

Question Number	Answer A01 – 1 mark	Mark
2(a)	One mark for correct identification of health benefit <ul style="list-style-type: none"> <li>• Social (1)</li> </ul>	(1)

Question Number	Answer A02 – 1 mark	Mark
2(b)	One mark for suitable example of emotional health benefit.  For example: <ul style="list-style-type: none"> <li>• Takes his mind off exams (1)</li> <li>• Relieve stress/reduce anxiety (1)</li> <li>• Makes him <u>feel</u> good (1)</li> <li>• Increase self-esteem/confidence. (1)</li> </ul>	(1)

	Accept other appropriate responses.	
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Question Number	Answer A01 - 4 marks	Mark
3	<p>One mark for identifying benefit of mental rehearsal and one mark for appropriate application linked to performance. (up to 4 marks)</p> <p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• Allows visualisation (1) of the course or aspects of performance to be completed so they are more familiar with the course/bends/jumps (1)</li> <li>• Reduce negative thoughts/ anxiety (1) therefore maintaining focus on their upcoming performance (1)</li> <li>• Recalls previous successful performance (1) therefore improving confidence for performance. (1)</li> </ul> <p>Accept any other appropriate responses.</p>	(4)

Question Number	Answer A02 - 2 marks	Mark
4 (a)	<p>One mark for correct placement of each activity.</p>  <p style="text-align: center;">Figure 4</p> <p>Netball <span style="float: right;">Shot</span></p>	(2)

Question Number	Answer A01 - 2 marks	Mark
4 (b)	<p>One mark for identifying characteristics of open/closed skill and one mark for appropriate expansion linked to characteristics.</p> <ul style="list-style-type: none"> <li>• In open skills the environment is constantly changing (1) whereas in closed skills the environment is stable. (1)</li> <li>• In open skills the performer is constantly reacting/adapting to action of own players or opposition (1) whereas in closed skills the</li> </ul>	

	performer does not need to react/adapt to the action of own players or opposition. (1) Accept any other appropriate responses.	(2)
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<b>Question Number</b>	<b>Answer</b> <b>A01 – 1 mark, A02 – 1 mark, A03 – 1 mark</b>	<b>Mark</b>
<b>5</b>	<p>Maximum of three marks for linked response on how alcohol consumption impacts negatively on sports performance. (up to 3 marks)</p> <ul style="list-style-type: none"> <li>• It can lead to dehydration (1) as alcohol is a diuretic (1) therefore performance will drop as the individual will suffer headaches/dizzy spells and be unable to concentrate on the game. (1)</li> <li>• It can lead to a drop in blood glucose/energy levels (1) as the alcohol is being broken down (1) therefore the performer has a drop in energy levels so they are unable to work as hard in their sport. (1)</li> </ul> <p>Accept other appropriate examples. One mark for identification of negative impact on health (AO1) One mark for expansion of how alcohol causes this (AO2) One mark for effect on performance (AO3)</p>	(3)

<b>Question Number</b>	<b>Answer</b> <b>A03 - 1 mark</b>	<b>Mark</b>
<b>6(a)</b>	<p>One mark for identification of the upward trend in coverage of women's cricket on Sky Sports.</p> <ul style="list-style-type: none"> <li>• Upwards/up/increase/more (or equivalent)</li> </ul>	(1)

<b>Question Number</b>	<b>Answer</b> <b>A03 - 2 marks</b>	<b>Mark</b>
<b>6(b)</b>	<p>One mark for each of the following reasons (based on analysis of the graph) why the trend in cricket coverage is likely to increase in 2016. For example:</p> <ul style="list-style-type: none"> <li>• There has been a continued increase in coverage since 2012/ over the last three years (1)</li> <li>• The greatest increase so coverage is unlikely to drop in the following year (1)</li> <li>• Of the three sports it is the one showing the greatest increase in coverage since 2011. (1)</li> </ul> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer <b>A03 - 2 marks</b>	Mark
<b>6(c)</b>	<p>One mark for each of the following points based on analysis of the graph. For example:</p> <ul style="list-style-type: none"> <li>• Coverage of football increased dramatically between 2013 and 2014 (1)</li> <li>• Coverage of football increased again in 2014/2015, although the increase was not as great (1)</li> <li>• Coverage of football plateaued between 2011 and 2013. (1)</li> </ul> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer <b>A01 – 2 marks A02 – 2 marks</b>	Mark
<b>7(i) and 7(ii)</b>	<p>One mark for identifying benefit of each SMART target and one mark for how this will affect her training.</p> <p>Measurable</p> <ul style="list-style-type: none"> <li>• So Shivani can see progress / monitor progress (1) so she can see her training is working/ improving/if she needs to amend her training. (1)</li> </ul> <p>Time-bound</p> <ul style="list-style-type: none"> <li>• So Shivani has a definite point when the target must be achieved/finishing point (1) therefore this makes her more motivated to work hard. (1)</li> </ul> <p>Accept other appropriate responses.</p> <p>One mark for each identified benefits (AO1) One mark for how each benefit will affect her training (AO2)</p>	(2)  (2)

Question Number	Answer A01 - 2 marks A02 – 1 mark	Mark
8	<p>One mark for identifying a micronutrient, one mark for description of its role and one mark for appropriate application to tennis.</p> <ul style="list-style-type: none"> <li>• Vitamins maintain health (1) reducing risk of illness/catching cold/flu (1) allowing David to continue to train/play to improve his performance. (1)</li> <li>• Minerals are used to maintain body processes (1) for example, calcium is essential to maintain bone density (1) therefore when David plays he is less likely to sustain injuries to the skeletal system. (1)</li> <li>• Iron is used to form haemoglobin (1) which increases the body's ability to carry oxygen (1) therefore David's working muscles will receive enough oxygen to continue to play effectively. (1)</li> <li>• Vitamin C aids growth and repair of tissue (1) therefore helps in the healing of cuts and wounds (1) so if David is injured he will return to training/competition faster. (1)</li> </ul> <p>Accept other appropriate responses.</p> <p>One mark for identification of role (AO1)  One mark for expansion of role (AO1)  One mark for effect on tennis performance (AO2)</p>	(3)

Question Number	Answer (A01 - 2 marks; A02- 2 marks; A03- 2 marks)	Mark
9(i) and 9(ii)	<p>One mark for determining why concurrent feedback would be used and a maximum of two more marks for appropriate expansion regarding how this will impact on the group of girls and the development of their skills.</p> <p>One mark for determining why terminal feedback would be used and a maximum of two more marks for appropriate expansion regarding how this will impact on the group of girls and the development of their skills.</p> <p>Concurrent feedback: Any one from: Concurrent feedback can be given at the time the skill is executed (1). This is essential during a training session/match as it allows the coach to provide feedback during play (1) for example, the coach may shout out instructions to players about positional play/shape of the team/tactics (1).</p> <p>Terminal feedback: Any one from: Terminal feedback is given after the skill has been completed (1). This is valuable feedback as it allows time to talk to the players after the game or in a time-out to go through more in-depth instructions (1) for example the coach could discuss tactics for the second half of the match/ or pass on information about a weakness/ or things to work on before the next session/match (1).</p> <p>Accept any other appropriate responses showing: One mark for knowledge of the type of feedback (A01) One mark for the application to football performance (A02) One mark for the reasoned assessment of why each type of feedback would be used (A03)</p>	(6)



Question Number	Answer A03 – 2 marks	Mark
10	<p>One mark for determining an area for improvement and one mark for appropriate expansion. (up to 2 marks)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• He will feedback on how to improve his first serve as only 21% of these are going in (1) because this gives the opponent too much of an advantage (1)</li> <li>• He will feedback on his backhand (1) as he is losing too many points through unforced errors. (1)</li> </ul> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer A01 – 1 mark	Mark
11 (a)	<p>Credit a definition of obesity that includes the following point.</p> <ul style="list-style-type: none"> <li>• abnormal/excessive fat accumulation</li> </ul> <p>For example: Obesity is where there is an extreme amount of fat mass on the body.</p> <p>Accept other appropriate responses, e.g. reference to BMI in excess of 30 (W.H.O.).</p>	(1)

Question Number	Answer A01 – 2 marks	Mark
11 (b)	<p>One mark for identification of lifestyle choice to reduce risk of obesity and one mark for appropriate linked expansion. (up to two marks).</p> <p>Any <b>one</b> from:</p> <ul style="list-style-type: none"> <li>• By taking part in regular exercise (1) to use up any 'spare' calories that would otherwise be stored on the body (1).</li> <li>• By maintaining the correct energy balance in the diet (1) by only eating the amount of calories you need for the energy expended (1).</li> </ul> <p>Accept other appropriate responses.</p>	(2)

Question Number	Answer A01 – 3 marks	Mark
11(c)	<p>One mark for <b>each</b> correct identification of effect of obesity on health and well-being.</p> <p>Any <b>three</b> from:</p> <ul style="list-style-type: none"> <li>• risk of osteoarthritis (1)</li> <li>• risk of heart disease/attack (1)</li> <li>• cause of high blood pressure (1)</li> <li>• can result in a stroke (1)</li> <li>• risk of diabetes. (1)</li> </ul> <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer A01 – 1 mark A02 - 2 marks	Mark
12	<p>One mark for identifying why monitoring is important and a maximum of two more marks for appropriate expansion (up to three marks).</p> <ul style="list-style-type: none"> <li>• Monitoring of the PEP allows Samuru to see if he is improving (1) this will motivate him to continue with the training programme (1) allowing him to make further improvements to his health. (1)</li> </ul> <p>Accept other appropriate responses.</p>	(3)

Question Number	Answer A02 – 4 marks	Mark
13(i) and 13(ii)	<p>One mark for linking use of mechanical guidance to teaching a somersault in trampolining and one mark for linking this to an <b>advantage</b> for the performer in terms of developing the technique.</p> <p>One mark for linking use of mechanical guidance to teaching a somersault in trampolining and one mark for linking this to an <b>disadvantage</b> for the performer in terms of developing the technique.</p> <p>Advantage:</p> <ul style="list-style-type: none"> <li>• Mechanical guidance will allow the trampolinist to use a harness when learning to somersault (1) so they are able to learn the correct technique for the somersault without risk of injury. (1)</li> </ul>	(4)

	Disadvantage: <ul style="list-style-type: none"> <li>• The trampolinist may get over-reliant on using the harness (1) so unwilling to practice without one, impeding their progress. (1)</li> </ul>	
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Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for analysis/evaluation)	Mark
<b>14</b>	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of advantages and disadvantages of media in sport on sport and the spectator (A01)</p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• Increased money in sport</li> <li>• More opportunity to watch live sport on TV/Sky Sport for viewers</li> <li>• Can encourage greater participation in sport.</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Can lead to more deviance/cheating in some sports</li> <li>• Some sports get a lot of exposure, while others get none</li> <li>• Attendance figures may drop as people watch from home</li> <li>• Can lead to unpopular rule changes.</li> </ul> <p>Application of knowledge of advantages and disadvantages and how it effects sport and the spectator (A02)</p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• Increased money in sport for best players/facilities</li> <li>• Lure of increased money through media coverage in different sports has led to changes to make sport become more exciting to the viewer</li> <li>• Enables minority sports/low profile sports to gain greater recognition e.g. netball superleague</li> <li>• Creates more role models/better informed supporters.</li> </ul> <p>Disadvantages</p>	(9)

- Identification of reasons for greater deviance/cheating/gamesmanship- amount of prize money/fame/rewards/pressure from coach
- Playing times altered /playing seasons altered/increased price of tickets/ ticket allocations given to sponsors not fans/corporate sport/ fewer viewers for some sports due to pay-per-view/subscription channels, e.g. cricket
- Lack of atmosphere at games/competition due to low attendance.

Evaluation of topic – making a reasoned judgement about how increasing media influence has affected sport and the spectator in a positive and negative way (A03)

Positive

- Many sports have reinvented themselves, e.g. new competitions/ formats/rule changes to make games more attractive/ scoring systems altered/clothing/ better facilities
- Coaching aid - watching skilled professionals can help improve performance of others
- Increased participation has knock on effect of increased health of nation/less strain on NHS.

Negative

- More popular sports gain more coverage at expense of minority sports, which may not survive/ over-saturation on television/spectators become bored with too much sport/public prefer to watch rather than play
- Media has too much influence on sport – e.g. KO times with no consideration for travelling supporters
- Discussion of deviance/cheating/gamesmanship potential increase due to rewards.

Students who only show achievement against A01 will not be able to gain marks beyond level 1.

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

Question Number	Indicative content (A01 – 3 marks; A02 - 3 marks for application; A03 - 3 marks for evaluation)	Mark
15	<p>Reward acceptable answers. Responses may include, but are not limited to, the following:</p> <p>Knowledge and understanding of how diet and activity can impact on the sports performer (A01)</p> <ul style="list-style-type: none"> <li>• Over eating - increased weight/over fat/obese – impact on performance.</li> <li>• Need to eat a balanced diet to make sure they get the essential nutrients so the body can function appropriately, e.g. it needs carbohydrates and water.</li> <li>• Sports performers need to do enough training to increase fitness to improve performance.</li> </ul> <p>Application of knowledge of advantages and disadvantages of how diet and activity can impact on the sports performer (A02)</p> <ul style="list-style-type: none"> <li>• Over eating leading to weight gain resulting in the need for increased energy expenditure to complete the same level of work during training.</li> <li>• If essential parts of the diet are omitted this can reduce the performer’s ability, for example a lack of water can lead to dehydration/ lack of carbohydrates can lead to insufficient energy /linkage to specific dietary needs of different sports, e.g. protein for rugby players, carbohydrates for marathon runners</li> <li>• Sports performers need to do enough training to increase fitness to improve performance but they need to make sure they allow time for sufficient rest and recovery.</li> </ul> <p>Evaluation of topic – making a reasoned judgement about how diet and activity can impact on the sports performer (A03)</p> <ul style="list-style-type: none"> <li>• Over eating leading to weight gain resulting in the need for increased energy expenditure to complete the same level of work during training therefore the performer can’t maintain the required level of work due to an energy shortage so their performance drops.</li> <li>• If essential parts of the diet are emitted this can reduce the performer’s ability, for example a lack of water can lead to dehydration/ lack of carbohydrates can lead to insufficient energy. Without appropriate hydration performers can lose focus/become dizzy therefore missing vital cues leading to a drop in standard of play.</li> </ul>	(9)

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>● Consideration of manipulation of diet to meet specific demands of activity - jockeys need to restrict their dietary intake to keep weight down/marathon runners need to carbo-load – increase carbohydrate intake for energy/rugby players eat more protein and may be considered overweight due to more muscle. Reference to difference in optimum weight for different sports.</li><li>● Consideration of need to get activity levels right - over training can lead to injury/poorer performance/importance of rest and recovery to allow for adaptations to take place.</li></ul> |  |
|--|---|--|

Students who only show achievement against A01 will not be able to gain marks beyond level 1.



<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
0		No rewardable material
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Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding, including appropriate use of technical language in places (AO1).</li> <li>• Applied knowledge to question context (AO2).</li> <li>• Attempts at drawing conclusion, with some support from relevant evidence (AO3 - evaluation).</li> </ul>
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