



AQA qualification training

GCSE Physical Education

An introduction to the new specification

Sample of written questions, mark schemes and NEA practicals

BOOKLET 2

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GCSE PHYSICAL EDUCATION

Paper 1 – The human body and movement in physical activity and sport

Answer **all** questions.

For questions with four responses only **one** answer per question is allowed.


For each answer completely fill in the circle alongside the appropriate answer.


CORRECT METHOD



WRONG METHODS



If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

0 1

Which **one** of these is an immediate effect of exercise?

- A Improvement in muscular endurance
- B Improvement in stamina
- C Increase in aerobic fitness
- D Increase in heart rate

[1 mark]

0 2

Which **one** of these performers relies most heavily on their cardiovascular endurance?

- A 200m runner
- B 10,000m runner
- C Discus thrower
- D Long jumper

[1 mark]

GCSE PHYSICAL EDUCATION

Paper 2 – Socio-cultural influences and well-being in physical activity and sport

0 2

Which **one** of these activities is most suited to an introvert?

A Football

B Hockey

C Netball

D Rock climbing

[1 mark]

0 9 . 4

Explain how a performer may use stress management techniques to control arousal in order to maximise performance.

[4 marks]

1	9
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Hooliganism sometimes occurs at football matches.

Discuss the effectiveness of the strategies that can be used to combat hooliganism at football matches.

[6 marks]

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Non-exam assessment (NEA) exemplar and marking criteria

Badminton

Students can be assessed in singles format or in doubles format. They cannot be assessed in both badminton singles and in badminton doubles.

1. Service – high, low, flick (forehand or backhand).
2. Overhead – clear, drop (forehand and backhand where appropriate).
3. Underarm – clear, drive, drop (forehand and backhand where appropriate).
4. Net play.
5. Smash.

Part 1 – Skills (10 marks)

Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase the pressure and incorporate direct competition in conditioned drills. This must not be in a fully competitive game of badminton.

Level	Mark	Description
5	9-10	The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations, maintaining quick and effective footwork. They almost always produce the intended results/accuracy.
4	7-8	The quality of technique is maintained for all skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations, maintaining effective footwork. They regularly produce the intended results/accuracy.
3	5-6	The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations, occasionally lacking effective footwork. There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. They sometimes produce the intended results/accuracy.
2	3-4	The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. There may be frequent errors and the student is only occasionally adaptive with progressively challenging situations, often finding footwork difficult. They occasionally produce the intended results/accuracy.

Level	Mark	Description
1	1-2	The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt with progressively challenging situations. Footwork is rather static and ineffective. They may not produce the intended results/accuracy.
0	0	Nothing creditworthy.

Part 2 – Full context (15 marks)

Students should perform in a fully competitive game of badminton (singles or doubles), demonstrating the appropriate skills against a suitably challenging opponent(s).

Level	Mark	Description
5	13-15	The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent(s). The student's contribution is highly effective, significant and sustained for almost all of the game. They maintain quick and effective footwork. The student maintains a high level of technique, accuracy and consistency in the performance of all skills in game play. The application of skill is fully appropriate to the positioning of their opponent(s). The student demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting their opponent(s), while hardly ever being outwitted themselves.
4	10-12	The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position of their opponent(s), with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. They maintain effective footwork. The student maintains technique, accuracy and consistency in the performance of all skills in game play. The application of skill is usually appropriate to the position of their opponent(s), though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often outwitting their opponent(s) but only occasionally being outwitted themselves.
3	7-9	The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position of their opponent(s). The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game. There may be significant lapses and they occasionally lack effective footwork. The student maintains technique and accuracy in the performance of most skills in game play but it is not always consistent. The application of skill is not consistently appropriate to the position of their opponent(s). The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting their opponent(s), though there may be some

Level	Mark	Description
		obvious areas of weakness and they will sometimes be outwitted themselves.
2	4-6	The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position of their opponent(s). The student's contribution is evident within the game but only occasionally effective or significant. They often find footwork difficult. The student shows some technique and accuracy in the performance of some skills in game play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to the position of their opponent(s). The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits their opponent(s) and is often outwitted themselves.
1	1-3	The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position of their opponent(s). The student contribution is evident within the game but is seldom effective or significant. Footwork is rather static and ineffective. The student shows only limited technique and accuracy in the performance of a few skills in game play. The application of skill is rarely appropriate to the position of their opponent(s). The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting their opponent(s) and usually being outwitted themselves.
0	0	Nothing creditworthy.