



GCSE PE 1-9 SPEC

9 Mark Questions



Example Question:

19 Evaluate whether a 50 m front crawl competitive swimmer should use a combination of interval training and weight training to improve their performance.

- At the end of both your exams there is a 9 mark essay question
- It should be 2 sides of A4 and only take 15-20 mins
- It is marked in bands:

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).

- Evaluate the use of fitness testing in developing fitness and improving performance for a rugby team



Half term 1 = Fitness testing – Mark scheme

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).



AO1 Knowledge and understanding of fitness testing:

- Name several fitness tests and what they test

AO2 Applying it to rugby

- Naming tests relevant to rugby and certain positions (muscular strength, cardio vascular fitness, agility, power, speed, body composition)

AO3 Making connections between the combined use of these tests and impact on rugby performance

- Where they will be useful and how they inform training
- Where they will be un useful and may not inform training
- How they will improve their game
- Conclusion

- Discuss how a long distance runner may alter their diet in order to improve performance



Half term 2 = Diet – Mark scheme

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).

AO1 Knowledge and understanding of fitness testing:

- Name the components of diet and how they help an athlete

AO2 Applying it to long distance

- Naming how they could carbo load and use protein and hydration post race

A03 Making connections between the combined use of these diets and impact on running performance

- Where it will be useful to change diet
- Where it may not work so well
- Conclusion with opinion



Evaluate the use of goal setting for increasing performance levels of Daniel Sturridge (Liverpool FC)



Half term 3 = Goal setting – Mark scheme

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).



AO1 Knowledge and understanding of Goal setting:

- Name and define the smart goal setting principle.

AO2 Applying it to Sturridge

- Naming relevant targets that fit into the SMART principle. E.g. Scoring 20 league goals - Measurable

A03 Making connections between the combined use of goal setting and impact on performance

- How will goal setting be useful – E.g. Motivation
- How may goal setting hinder performance?
- How will it impact Sturridge's performance?
- Conclusion – Your own opinion

Discuss the effect mental preparation has on the performance levels of a batsman in cricket.



Half term 4 = Mental preparation – Mark scheme

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).

AO1 Knowledge and understanding of Mental preparation:

- Identify the positive impact mental preparation can have on performance:
- - Visualise execution of a skill
- - Learn new skill
- - Develop existing skill
- - Prepare for performance

AO2 Applying it to a batsman in Cricket

- How might a batsman mentally prepare?
- - Watching video analysis
- - Visualisation of shots
- - Motivation video

A03 Making connections between the combined use of mental preparation and impact on performance

- How will mental preparation benefit performance:
- - Positives
- - Negatives
- Conclusion – Your opinion



Evaluate the importance of muscle fibres to the performance of Usain Bolt



Half term 5 = Muscular system – Mark scheme

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).



AO1 Knowledge and understanding of the muscular system:

- Name and define the muscle fibres

AO2 Applying it to Usain Bolt

- Which muscle fibres benefit performance of Usain Bolt. E.g. Type II muscle fibres allow Bolt to sprint

AO3 Making connections between the combined use of the muscular system and impact on performance

- Positives and negatives of the importance of muscle fibres
- Impact of the muscular system on performance
- Conclusion – Your opinion

Discuss the effects of the cardiovascular system for an 800m Olympic swimmer



Half term 6 = cardio vascular system/ respiratory system

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).



AO1 Knowledge and understanding of the muscular system:

- Name components of the cardiovascular system and their functions:
- - Blood pressure
- - Stroke Volume
- - Cardiac output
- - Heart rate
- - Vascular shunting

AO2 Applying it to an Olympic swimmer:

How might long distance swimming effect the athletes cardiovascular system. E.g. Describe resting heart rate (Bradycardia).

A03 Making connections between the combined use of the cardiovascular system and impact on performance:

- Positives and negatives of the effects on the cardiovascular system.
- Impact on performance
- Conclusion – Your opinion

Half term 7 = Short term effects

- Discuss how muscular, cardiovascular and respiratory systems work short term to improve or hinder performance of a basket baller and help them recover



Half term 7 = Short term effects – Mark scheme

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).



AO1 Knowledge and understanding of short term effects

Energy, cO₂, lactate, heart rate, stroke volume, cardiac output, blood pressure, vascular shunting, oxygen debt, increased breathing rate

AO2 Applying it to basketball

- Naming how they help or hinder a basket baller during and after the match

A03 Making connections between the combined use of these effects and impact on performance

- How a warm helps pre game
- How recovery after a game is effected

- Discuss the movement of the diver below. Analyse the movement to determine the plane and axis in use.



Half term 8 = Planes and axis – Mark scheme

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).

AO1 Knowledge and understanding of plains and axis

Sagittal, transverse, frontal planes and axis

AO2 Applying it to Diving

Around the sagittal plain and front axis

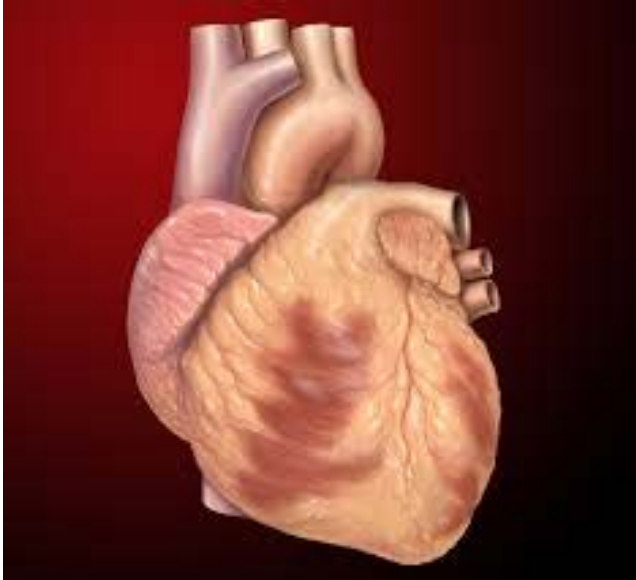


- Evaluate the long term effects of exercise on an Olympic weightlifter and how it effects their performance



Half term 9 = Long term effects– Mark scheme

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	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).



AO1 Knowledge and understanding of long term effects

Mitochondria, energy sources, myoglobin, anaerobic – strength in ligaments and tendons, lactic acid tolerance, muscle strengths.

Bone density, reduced osteoporosis. Size of heart, resting heart rate, cardiac output, capillarisation, red blood cells

AO2 Applying it to weight lifting

Which ones are anaerobic and how they will help weightlifter

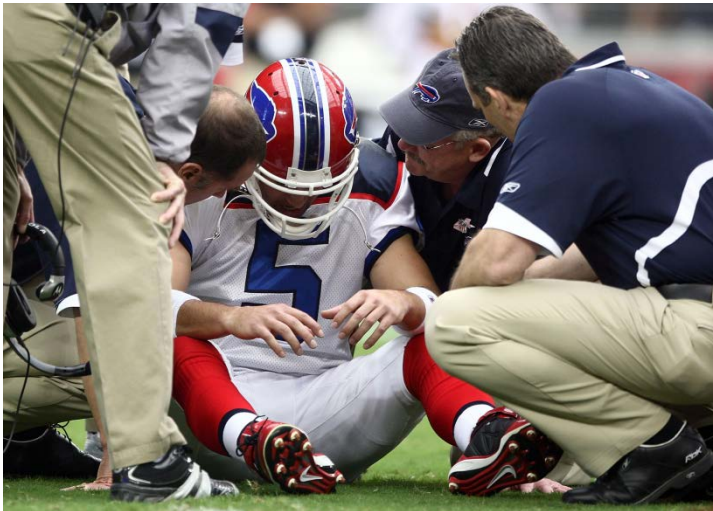
A03 – Conclude which are most important and why CV benefits are least important

- Evaluate methods used to prevent injury in American football



Half term 10 = Injury and drugs

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).



AO1 Knowledge and understanding of Injury prevention

Name the injury prevention methods used to prevent injuries in American football:

- Warm up/cool down
- Equipment
- Facilities
- Protective clothing
- Overuse injuries

AO2 Applying it to American football

How do American football use the above methods to prevent injuries

AO3 – Making connections between the combined use of the injury prevention methods and impact on performance

Positives and negatives of injury prevention methods

Impact on performance

Conclusion – your opinion

- Discuss whether sponsorship in football and the premier league is useful to all footballers



Half term 11 = Sponsorship – Mark scheme

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).
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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).

AO1 Knowledge and understanding of sponsorship

For sponsor, sport and spectator.

Income, awareness, facilities, reduced privacy for players, better standards

AO2 Applying it to football

Good for top level, bad for grass roots

A03 – Conclude which are most important and why they think it is good or bad

