



Mark Scheme (Results)

Summer 2025

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 A – Develop teamwork Incorrect options: <i>B is not correct because increased confidence is an emotional health benefit</i> <i>C is not correct because lower resting heart rate is a physical benefit</i> <i>D is not correct because stress relief is an emotional health benefit</i>	(1)

Question Number	Answer (AO1 – 1 mark)	Mark
Q01 (b)	The only correct answer is D – Muscle fatigue Incorrect options: <i>All other answers are incorrect as they are an effect of hydration not dehydration</i>	(1)

Question Number	Answer A01 – 4 marks	Mark						
Q02 (a) Q02 (b)	One mark for each correct identification of macronutrient and one mark for role of stated macronutrient (up to four marks). <table><tr><th>(a) Macronutrient</th><th>(b) Role of macronutrient</th></tr><tr><td>Protein (1)</td><td> • (Muscle) growth/increase muscle mass (1) • (Muscle) repair (1) • Increased strength/hypertrophy (1) </td></tr><tr><td>Fats (1)</td><td> • Provide energy (1) • Provide insulation (1) • Organ protection (1) </td></tr></table> Accept other appropriate responses.	(a) Macronutrient	(b) Role of macronutrient	Protein (1)	• (Muscle) growth/increase muscle mass (1) • (Muscle) repair (1) • Increased strength/hypertrophy (1)	Fats (1)	• Provide energy (1) • Provide insulation (1) • Organ protection (1)	(4)
(a) Macronutrient	(b) Role of macronutrient							
Protein (1)	• (Muscle) growth/increase muscle mass (1) • (Muscle) repair (1) • Increased strength/hypertrophy (1)							
Fats (1)	• Provide energy (1) • Provide insulation (1) • Organ protection (1)							

Question Number	Answer (AO2 – 1 mark)	Mark
Q02 (c)	One mark for stating one of the following athletics events. • Marathon/ half marathon (1) • Triathlon/cross country runner (1)	(1)

Question Number	Answer (AO1 – 1 mark)	Mark
Q02 (d)	One mark for defining hydration. • Maintaining an adequate level of fluids/water in body (1) Accept any other appropriate responses.	(1)

Question Number	Answer (AO1 – 1 mark; AO2 1 mark)	Mark
Q02 (e)	For example: • Maintains bowel health/aids digestive system/aids bowel movement/gut health (1) reducing risk of constipation/reduces risk of bowel/colon cancer (1) • Helps control blood sugar levels (1) so reduces chances of_type 2_diabetes (1) Accept any other appropriate responses. One mark for reason why fibre is important in balanced diet (AO1) One mark for linked expansion of stated reason for effect of low fibre in balanced diet (AO2)	(2)

Question Number	Answer (AO3 – 1 mark)	Mark
Q03 (a)	One mark for identifying the following age range. • 55-64	(1)

Question Number	Answer (AO1- 2 marks; AO2 – 2 marks; AO3 – 2 marks)	Mark
Q03 (b)	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). Any two from: • Osteoporosis (1) by weight bearing exercise (1) which increases bone strength/bone density (1) • Type 2 diabetes (1) by reducing the body's need for insulin (1) as exercise helps to maintain a healthy weight (1) • (Long-term) stress/depression (1) by increasing endorphin levels/serotonin/ (1) which provide a 'feel good' factor (1) • Stroke (1) by increasing levels of high-density lipoprotein/lowering cholesterol levels (1) enabling appropriate blood flow through the body (1) • Poor posture (1) by strengthening core/abdominal/lower back muscles (1) which increases muscle tone (1) Accept any other appropriate responses. Two marks for identifying health risk (AO1) Two marks for each appropriate expansion relating to health risk (AO2) Two marks for link to how physical activity reduces this risk (AO3)	(2 x 3)

Question Number	Answer (AO1 – 1 mark)	Mark
Q04 (a)	One mark for stating meaning of optimum weight. For example: • The weight someone should be, on average, based on sex, height, bone structure and muscle girth (1) Accept any other appropriate responses.	(1)

Question Number	Answer (AO2 – 1 mark; AO3 – 2 marks)	Mark
Q04 (b)	For example: - Rugby forwards have higher optimum weight/heavier (1) because they will need more muscle (for their position/role in team) (1) so they can push in scrum (1) - In netball the GK will have higher optimum weight/taller (1) because they will have longer bones (1) so they can reach high to block the ball (1) Accept any other appropriate responses. One mark for applied reason (AO2) One mark for application of why this reason means a different optimum weight (AO3) One mark for impact on team game (AO3)	(3)

Question Number	Answer (AO3 – 1 mark)	Mark
Q04 (c)	One mark for value stated below. - A = < 3000 (Calories) (1) - Any value <u>less</u> than 3000 (1)	(1)

Section B

Question Number	Answer (AO1 – 1 mark)	Mark
Q05 (a)	The only correct answer is C – Achievable Incorrect options: <i>All other answers are incorrect as they do not represent the letter A in SMART target setting</i>	(1)

Question Number	Answer (AO2– 1 mark)	Mark
Q05 (b)	The only correct answer is D – Taking a penalty in football Incorrect options: <i>All other answers are incorrect as they are examples of open skills</i>	(1)

Question Number	Answer (AO3 – 1 mark)	Mark
Q05 (c)	The only correct answer is D – Paris 2024 Incorrect options: <i>All other options had fewer disqualifications</i>	(1)

Question Number	Answer (AO3 – 1 mark)	Mark
Q05 (d)	The only correct answer is B – Rio 2016 Incorrect options: <i>All other options had more disqualifications</i>	(1)

Question Number	Answer (A02 - 2 marks)	Mark
Q06 (a)	One mark for correct placement of each activity (up to two marks). Basic Running or Fig 5 (1) Complex Pole vault or Fig 4 (1)	(2)

Question Number	Answer (AO1 - 1 mark)	Mark				
Q06 (b)	One mark for correct statement of difference between basic and complex skills. Any one of: <table><tr><td>Basic</td><td> • Straightforward/ easy to learn/simple (1) • Require little thought/concentration (1) • Require little decision making (1) </td></tr><tr><td>Complex</td><td> • Difficult/more difficult to learn (1) • Require lots of thought/concentration (1) • Require lots of decision making (1) </td></tr></table> Accept any other appropriate responses.	Basic	• Straightforward/ easy to learn/simple (1) • Require little thought/concentration (1) • Require little decision making (1)	Complex	• Difficult/more difficult to learn (1) • Require lots of thought/concentration (1) • Require lots of decision making (1)	(1)
Basic	• Straightforward/ easy to learn/simple (1) • Require little thought/concentration (1) • Require little decision making (1)					
Complex	• Difficult/more difficult to learn (1) • Require lots of thought/concentration (1) • Require lots of decision making (1)					

Question Number	Answer (A01 - 1 mark)	Mark
Q07 (a)	One mark for stating either of the following two remaining practice structures. - Massed (practice) (1) - Distributed (practice) (1)	(1)

Question Number	Answer (AO2 - 1 mark; AO3 - 1 mark)	Mark
Q07 (b)	For example: Fixed practice involves repeating (whole skill) (1) as golf shots are skills that cannot be broken down/one movement/high organisation skills (1) Accept any other appropriate responses. One mark for why golf swing is suitable for fixed practice (AO2) One mark for linked explanation (AO3)	(2)

Question Number	Answer (AO1 - 1 mark)	Mark
Q07 (c)	One mark for stating any of the suitable skill classifications for variable practice. - Open (skills) (1) - Complex (skills) (1) - High organisation (skills) (1)	(1)

Question Number	Answer (AO1 - 2 marks)	Mark
Q08 (a)	One mark for stating any of the following methods of guidance (up to two marks). - Mechanical (guidance) (1) - Visual (guidance) (1) - Verbal (guidance) (1)	(2)

Question Number	Answer (AO2 - 2 marks; AO3 - 2 marks)	Mark
Q08 (b)	For example: Advantage - Coach can move/manoeuvre/physically guide/support/hold gymnast (into correct position) (1) (to provide knowledge of what the correct position) feels like/ increase confidence/reducing danger/ injury (1) Disadvantage - Gymnast may become too reliant/dependent on the manual guidance/support (1) so unable to progress/complete the skill/lose confidence (1) Accept any other appropriate responses. One mark for reason why manual guidance can be an advantage for an inexperienced gymnast (AO2) One mark for linked explanation (AO3) One mark for reason why manual guidance can be a disadvantage for an inexperienced gymnast (AO2) One mark for linked explanation (AO3)	(2x2)

Question Number	Answer (AO1 – 1 mark; AO2 – 1 mark; AO3 – 1 mark)	Mark
Q09	For example: To check her progress/see if she is improving (1) so she knows what needs to be changed/set new target/allow adaptations to programme (1) which maintain motivation/focus/determination (1) Accept other appropriate responses. One mark for reason for monitoring the training (AO1) One mark for expanding the reason (AO1) linked explanation (AO3) One mark for impact/importance (AO3)	(3)

Question Number	Answer (AO1 – 1 mark; AO2 – 1 mark)	Mark
Q10 (a)	For example: Bending the rules/ to gain an advantage (1) so (increased chances) of winning/win at all costs/for financial reward (1) Accept other appropriate responses One mark for reason why gamesmanship is widely used in professional sport (AO1) One mark for linked expansion (AO2)	(2)

Question Number	Answer (AO2 – 1 mark)	Mark
Q10 (b)	One mark for giving any of the following examples of gamesmanship. - Time wasting (in a game/football/hockey etc) (1) - Distracting an opponent/verbal abuse/sledging (in cricket) (1) - Feigning/faking an injury (to stop the game) (1) Accept other appropriate responses	(1)

Question Number	Answer (AO2- 1 mark; AO3 – 1 mark)	Mark
Q10 (c)	For example: Professional performers are role models/ looked up to/shown in media (1) so actions are copied/ will increase the occurrences of sportsmanship (at grass roots level) (1) One mark for importance of sportsmanship (AO3) One mark for application of behaviour to sport (AO2) Accept other appropriate responses	(2)

Question Number	Answer (AO2 - 2 marks; AO3 - 2 marks)	Mark
Q11	For example: Advantage - The company is associated with excellence/product is seen (by more people)/increases exposure (1) which increases their sales (1) Disadvantage - If the sports performer(s) does something wrong/is a bad role model/ deviant (1) this can reflect badly on the company/ company seen as supporting poor behaviour/lose reputation (1) Accept any other appropriate responses. One mark for reason why sponsors paying money to sports performers to endorse products can be an advantage (AO2) One mark for impact (AO3) One mark for reason why sponsors paying money to sports performers to endorse products can be disadvantage (AO2) One mark for impact (AO3)	(2x2)

Section C

Question Number	Indicative content (AO1 – 3 marks; AO2 – 3 marks; AO3 - 3 marks)	Mark
Q12	Reward acceptable answers. Responses may include, but are not limited to, the following: Knowledge and understanding of personal factors that can have a negative impact on adults' participation in sport (AO1): • Gender/sex • Age • Socio-economic Application of knowledge of personal factors that can have a negative impact on adults' participation in sport (AO2): • Gender/sex (AO1) as there are fewer role models/fewer opportunities (AO2) • Age (AO1) Adults may have less time to participate due to work commitments (AO2) • Socio-economic (AO1) Adults must spend money on bills e.g. mortgage, therefore less disposable income (AO2) Evaluation of topic – making a reasoned judgment about personal factors that can have a negative impact on adults' participation in sport (AO3): • Gender/sex (AO1) as there are fewer role models/fewer opportunity (AO2) resulting in lower self-esteem/confidence (AO3) • Age (AO1) Adults may have less time to participate due to work commitments (AO2) and therefore choose activities like squash/padel that are played over a limited time period (AO3) • Socio-economic (AO1) Adults must spend money on bills e.g. mortgage, therefore less disposable income (AO2) so they cannot afford to pay for gym membership/golf club/horse riding (AO3) Students who only show achievement against A01 will not be able to gain marks beyond level 1.	(9)

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).