



Oxford Cambridge and RSA

GCSE (9–1)

Physical Education

J587/02: Socio-cultural issues and sports psychology

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
✓	Tick	KU	Knowledge and understanding / indicates AO1 on extended response Q (*)
✗	Cross	EG	Example/Reference / indicates AO2 on extended response Q (*)
BOD	Benefit of doubt	DEV	Development / indicates AO3 on extended response Q (*)
TV	Too vague	L1	Level 1 response on extended response Q (*)
REP	Repeat	L2	Level 2 response on extended response Q (*)
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on extended response Q (*)
SEEN	Noted but no credit given / indicates sub-max reached where relevant	5	Sub-max reached
BP	Blank page		

- **KU, EG and DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (*), one KU, EG or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A				
Question		Answer	Marks	Guidance
1		One mark from: 1. Internet or TV or Newspapers or magazines or or radio or films		1 1 x (AO1)
2		Two marks from: 1. (Anabolic) steroids 2. Beta blockers 3. Stimulants 4. EPO 5. HGH		2 2 x (AO1)
3		Two marks from: 1. Difficulty (continuum) or simple to complex 2. Environmental (continuum) or open to closed 3. Muscular movement (continuum) or gross to fine 4. Continuity (continuum) or discrete-serial-continuous 5. Pacing (continuum) or externally paced to internally paced 6. Organisation (continuum) or high organisation to low organisation		2 2 x (AO1)
4		Two marks from 1. e.g. Knowing where to place the serve in tennis 2. e.g. Deciding where to kick the ball for a football penalty		2 2 x (AO2)

Section A				
Question		Answer	Marks	Guidance
5		One mark for: True		1 1 x (AO1)
6		One mark for: D		1 1 x (AO1)
7		One mark for: (Fitness) is a person's capacity to carry out activity without getting (too) tired/fatigued OR being able to cope with the demands of everyday life OR how efficient/effective is your body OR the ability to function effectively / efficiently OR how much work you can do before stopping/getting too tired		1 1 x (AO1) <u>DNA</u> References to health/healthy body or body weight
8		Three marks for: 1. Fitness 2. Confidence 3. Social		3 3 x (AO3)

Section A				
Question		Answer	Marks	Guidance
9		One mark for: C	1 1 x (AO1)	
10		One mark for: e.g. A gymnastics coach demonstrating a handstand or a tennis coach showing a You Tube clip of an effective serve etc	1 1 x (AO2)	Do not accept: A practical example without reference to a specific sport (required by the question)
11		Two marks for: (Advantage) 1. Good for novices/learner can (easily) see what is required/ clear /shows exactly what to do OR easier to remember or easier to form a technical model or is quick. (Disadvantage) 2. If incorrect then incorrect movements (are learned) OR difficult to get the feel/kinaesthetic sense or may be difficult to understand/process.	2 2 x (AO1)	Only accept the first answer given for each Do not accept:
12		One mark for: e.g. a tennis coach telling a player that their grip is <u>incorrect</u> or a football coach shouting to a player that they are playing <u>poorly</u> .	1 1 x (AO2)	Accept any relevant practical example of negative feedback Do not accept: A response that merely repeats 'negative' with no example

Section A															
Question	Answer		Marks	Guidance											
13	Three marks for:		3 3 x (AO2)	Do not accept:											
	<table border="1"> <tr> <td>Age</td> <td></td> <td>A UK Asian male is unlikely to take up skiing due to the climate</td> </tr> <tr> <td>Discrimination</td> <td></td> <td>A young black person is not allowed to join a golf club on grounds of race</td> </tr> <tr> <td>Environment</td> <td></td> <td>A female has taken up dancing because her father shows a keen interest in dance</td> </tr> <tr> <td>Family</td> <td></td> <td>A 50 year old male has given up attempting to learn gymnastic skills.</td> </tr> </table>		Age		A UK Asian male is unlikely to take up skiing due to the climate	Discrimination		A young black person is not allowed to join a golf club on grounds of race	Environment		A female has taken up dancing because her father shows a keen interest in dance	Family		A 50 year old male has given up attempting to learn gymnastic skills.	
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14	<p>Two marks for:</p> <ol style="list-style-type: none"> 1. An instinctive response or they can't help it or loss of control or getting angry 2. The pressure to win or to win or to gain an (unfair) advantage or pressure from fans / spectators / coaches / fellow players / to gain financial reward 		2 2 x (AO1)	<p>Look for description rather than lists</p> <p>Do not accept:</p> <p>One word answers eg 'retaliation'(must be a description)</p>											

Section A				
Question		Answer	Marks	Guidance
		3. To enhance performance (through channeling) 4. Because of losing or playing poorly or getting frustrated with own performance 5. A reaction to (poor) decisions by officials 6. As retaliation 7. Copying others		
15		One mark for: 1. To improve/optimize performance/focus/concentration or to get better or to win or to show improvement or to measure success OR 2. To be motivated or too try hard or to give more effort or to increase enjoyment to control arousal/anxiety OR 3. To ensure that they stick to training/ exercise or for exercise/training adherence	1 1 x (AO1)	Do not accept:
16		One mark for: Manual	1 1 x (AO2)	Do not accept: physical support (in question)

17	Knowledge of performance	Knowledge of results	2 2 x (AO3)	Accept examples if they show equivalent points to those listed.	
		1. is about technique/skill/how something was executed		2. is about the end product/outcome Need a valid comparison for each mark (as AO3) – An odd number point and an even number point are needed for 1 mark	
		3. often intrinsic/something the performer can 'feel'		4. more likely to be extrinsic e.g. using times/rankings/scores Some may be interchangeable, e.g. 1 and 4 or 5 and 8 could work together as a comparison.	
		5. often received during or immediately following performance		6. can be some time after performance DNA pt 1 - performance	
		7. likely to be quite specific and immediate/short term		8. may be judged over longer time period e.g. goals scored in a tournament	
18	One mark for: e.g. for weightlifting/ throwing the javelin/ Sprinter		1 1 x (AO2)		Mark first answer ONLY
				Accept any relevant example that involves mainly strength or power	

				Body building as practical example- BOD 400m runner - BOD Swimmer or athlete is TV (event needs clarification)
19			One mark for: Carbohydrates	1 1 x (AO1)
20			One mark for: D	1 1 x (AO1)

Section B				
Question		Answer	Marks	Guidance
21	(a)	<p>Six marks for:</p> <ol style="list-style-type: none"> 1. More (affiliated) youth teams/clubs than women's teams 2. Approx double / 41% more female youth teams 3. Large number of 5-15/U16/young / school-aged girls play compared to total number of females playing 4. More women play @ 16+ than U16/school-aged 5. Approx 64%/over half of female players are 16+ 6. Approx 1/3/under half/36% of (total) female players are 5-15/school age/U16 7. More females competed in league / cup competitions in 2018 compared to 1993 8. Relatively few females play in competitions in 2018 OR the number of females playing in competitions is much/significantly lower than (total) female players in 2018 	<p>1</p> <p>2 x (AO2) 4 x (AO3) (inc 3 marks for data interp)</p>	<p>Do not accept:</p> <p>eg 3818 youth teams but only 1580 womens teams (must have a qualifying statement rather than data quoted on its own)</p> <p>There are more youth teams than womens teams = pt 1</p> <p>Comparison to men's football is irrelevant</p>
	(b)	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. World Cup (2019) 2. Discrimination (from others) / sexism /racism 3. Funding/income 4. Role models 5. (Traditionally) male-dominated sports 6. Awareness of opportunities/information available/media coverage or social media coverage 7. Norms / stereotypes / traditions or cultural norms/religion/ family influences/ expectations / old 	4	<p>Do not accept:</p> <p>4 x (AO1)</p>

Section B				
Question		Answer	Marks	Guidance
		theories the game is not for ladies 8. Facilities / lack of female teams/clubs 9. Child-care availability 10. Health / pregnancy 11. Age 12. Lack of time		
22	(a)	Two marks for: 1. Creating pictures in the mind/visualising 2. A relaxing (mental) process or to get to feel happy/at peace 3. It is a (cognitive) skill that should be practised/rehearsed	2 2 x (AO1)	Do not accept: DNA imagery/imagining 0in answer as RQ
	(b)	Four marks for: 1. To picture/imagining yourself outside the body (external imagery) (e.g. imagining being in the crowd and watching yourself play tennis) 2. To picture/imagining yourself / doing the activity/ thinking what they can do (internal imagery) (e.g. picturing yourself playing tennis) 3. To think through techniques (e.g. tennis player thinking about the preparation and swing for each stoke) e.g. Scoring 2,3 pointer in basketball 4. To think through strategies / tactics (e.g. tennis player thinks about hitting more shots to the opponent's backhand)	4 4 x (AO2)	Accept any relevant practical example for <u>each point</u> but they should all be linked to the named sport The same example throughout is required

Section B				
Question		Answer	Marks	Guidance
		5. To find a peaceful/quiet place/uninterrupted to carry out the mental rehearsal (e.g. to find a quiet corner of the tennis changing room)		
(c) (i)		<p>One mark for:</p> <p>A relevant practical example</p> <p>e.g A netball player thinking that she will do well will help to motivate all her teammates who will try harder to succeed</p> <p>e.g. I am going to hit the ball well and straight off the tee.</p>	<p>1</p> <p>1 x (AO2)</p>	DNA accept 'scoring in football or scoring a penalty in football ' example needs to be different (ie not football)
		<p>Three marks for:</p> <ol style="list-style-type: none"> 1. increase confidence 2. increase motivation/determination/work harder 3. increase enjoyment 4. control arousal 5. control anxiety 6. increases task adherence/stops giving up 7. improves concentration/stops distractions 8. it can be intimidating/de-motivate opponent 	<p>3</p> <p>3 x (AO2)</p>	<p>Explanation must be full (see three points below) to score each of the three marks available</p> <ul style="list-style-type: none"> • Thinking of success • Link to physical/emotional/social • Outcome / play better

Section B				
Question		Answer	Marks	Guidance
23 (a)		<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Raise self-esteem / e.g. feeling better about themselves playing sport/going to gym. makes feel good 2. Raise self-confidence / e.g. – have more confidence after playing well or making effort to exercise 3. Controls stress/anxiety/worry or gets rid of/channels aggression / e.g. Improved mental health, tackles depression/ feels good/ participating regularly in sport/physical activity as an escape from a stressful job 4. Creates a better (self) image how they look/ e.g. a hockey player feels that she is now fit and has a good body image of herself 5. Gives enjoyment or pleasure or fun or feel happier / e.g. a football player plays each Saturday to have fun and to enjoy the experience 6. Gives a sense of belonging or being part of a team or shared experience / e.g. doing training or fitness or playing sports together with other people 	4 4 x (AO1)	Accept examples as equivalent to descriptions if given and accurate/appropriate

Section B				
Question		Answer	Marks	Guidance
23 (b)*	Indicative content	<p><i>Explain the consequences affecting physical health by following a sedentary lifestyle.</i></p> <p>(AO3 = numbered points along with bullet points)</p> <ol style="list-style-type: none"> 1. Lower life expectancy 	6 2 x (AO2) 4 x (AO3)	<p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> • detailed knowledge & understanding • clear and consistent practical application of knowledge & understanding • effective analysis/evaluation and/or discussion/explanation/development • relevant information drawn upon from other areas of the specification

Section B			
Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Die earlier • More likely to develop health issues/diseases <p>2. Unhealthy heart / lungs</p> <ul style="list-style-type: none"> • more likely to have CHD / heart disease • more likely to have lung disease • heart attacks <p>3. High blood pressure</p> <ul style="list-style-type: none"> • More likely to have heart/vascular disease • Strokes <p>4. More likely to have a decrease in bone density</p> <ul style="list-style-type: none"> • osteoporosis • Leads to bone disease • More likely to be injured <p>5. More likely to be overweight / obese</p> <ul style="list-style-type: none"> • Can result in CHD / stroke • More likely to have joint/muscle problems <p>6. More likely to contract (Type 2) diabetes</p> <ul style="list-style-type: none"> • Can result in limb dysfunction • Need for insulin • More likely to suffer organ disease <p>7. Affects posture / leads to poor posture</p>		<ul style="list-style-type: none"> • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <p>Discriminators</p> <ul style="list-style-type: none"> • L3: Both AO2 and AO3 are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed. • At the top of this level responses include many physical health consequences with each point well developed. Many potential hazards are described well with all having good practical application to fitness centres • At the bottom of this level include several physical health consequences with most points well developed. Several potential hazards are described well with most having good practical application to fitness centres <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge & understanding • some success in practical application of knowledge & understanding • analysis/ evaluation and/or discussion/explanation/development attempted with some success • some relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with some

Section B			
Question	Answer	Marks	Guidance
	<p> <ul style="list-style-type: none"> • Spine deformities • Back ache / problems </p> <p>8. Poor overall fitness</p> <ul style="list-style-type: none"> • Organ and muscular diseases • Suffering fatigue <p><i>Describe the potential hazards of using a fitness centre when following an active lifestyle.</i></p> <p>(AO2 main points with developments)</p> <ol style="list-style-type: none"> 1. Incorrect use of machinery / equipment Poor technique <ul style="list-style-type: none"> • Lifting weights incorrectly • Can result in injury 2. Damaged/poor quality equipment <ul style="list-style-type: none"> • Can lead to accidents • Cause incorrect use 3. Crowded environment/ not enough space <ul style="list-style-type: none"> • Equipment not put away/left out • Causes accidents / collisions • Doors / windows left open are also hazards 4. Floor / matting <ul style="list-style-type: none"> • Wet / slippery surfaces • Damaged matting / floor • Not enough floor covering for protection 5. Lack of supervision <ul style="list-style-type: none"> • No support in case of accidents • Ne/little support re-equipment use or training programs 		<p>accuracy</p> <ul style="list-style-type: none"> • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. <p>Discriminators</p> <ul style="list-style-type: none"> • L2: Some success at more developed AO2 and AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with some success = 4 marks). • At the top of this level responses include some physical health consequences with some points developed. Some potential hazards are described well with some having practical application to fitness centres • At the bottom of this level include several physical health consequences but mostly undeveloped. A few potential hazards are described well with at least one good practical application to fitness centres. <p>Level 1 (1-2 marks)</p> <ul style="list-style-type: none"> • basic knowledge & understanding • little or no attempt at practical application of knowledge & understanding • little or no attempt to analyse/ evaluate and/or discuss/explain/develop • little or no relevant information drawn upon from other areas of the specification • technical and specialist vocabulary used with limited success • the information is basic and communicated in an

Section B			
Question	Answer	Marks	Guidance
	<p>6. Over training / over working</p> <ul style="list-style-type: none"> • Program not suitable to ability / age • Becoming too tired to train correctly <p>7. Poor lighting / faulty lighting</p> <ul style="list-style-type: none"> • Leads to poor use of equipment • Collision with other participants <p>8. Equipment not put away/left out</p>		<p>unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>Discriminators</p> <ul style="list-style-type: none"> • L1: Responses only demonstrating AO2 application Level 1. • At the top of this level responses include at least one physical health consequence little development. At least one potential hazard is described. • At the bottom of this level include at least one health consequence and at least one potential hazard. <p>(0 marks)</p> <ul style="list-style-type: none"> • no response or no response worthy of credit.

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