

Practice Paper

GCSE (9–1) Physical Education

J587/02: Socio-cultural issues and sports psychology

MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 60

Final Version

This document consists of 18 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
- OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations used in the detailed Mark Scheme

	?	Unclear
	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	VG	Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	Example
	K	Knowledge
	DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **K** 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 this extended response question, one K 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 for: True	1 1 x (AO1)	
2	Two marks from: 1. Using promotional material/media/role models to highlight benefits or to raise awareness 2. Provide specialized/adapted, (activity specific) equipment/facilities such as a hoist in a swimming pool Or to provide more facilities/equipment (that can be used by the disabled) 3. Improve general access such as a wheelchair ramp 4. Provide coaches who specialize in/are qualified for coaching disabled people 5. To provide/improve transport arrangements to be able to access activities 6. Provide subsidised/cheap/free facilities	2 2 x (AO1)	Do not accept: <ul style="list-style-type: none"> • Single words without description e.g. 'access' • Fitness centre posters for Pt 1 = Vg • Provide coaching = vg for point 4 Accept: Fitness centre posters that increase awareness = Pt 1 Provide swimming hoist for point 2
3	(a) One mark from: 1. Women less likely to participate than men 2. Participation decreases with age 3. Less likely (than men) to participate in (organised) competition 4. Increase in participation in cricket, rugby and football	1 1 x (AO1)	<ul style="list-style-type: none"> • Assessors to check current trends: www.sportengland.org www.gov.uk/government/organisations/department-for-culture-media-sport
	(b) Two marks for: 1. (ii)	2 2 x (AO1)	

Section A			
Question	Answer	Marks	Guidance
	2. (iii)		
4	One mark for: (d) Sponsorship enables the development of community jogging projects	1 1 x (AO2)	
5	One mark for: Anabolic steroids	1 1 x (AO1)	Do not accept: • Steroids
6	One mark for: A suitable practical example of sportsmanship such as: stopping / kicking the ball out of play when a rugby player is injured; clapping your opponent/shaking hands at the end of the football match; a batswoman walking in cricket when she knows she has been caught out.	1 1 x (AO2)	Do not accept: • Following the rules • Obeying/respecting officials
7	Three marks for: 1. Includes sport and sponsorship and media 2. All factors show interdependence / links / connections 3. Influence of the media in making sport more commercial by providing sponsorship opportunities or to make more money for commerce/industry	3 3 x (AO3)	Accept: • 'Links sport, sponsorship and media' (Pt1 and Pt2 = 2 marks)

Section A			
Question	Answer	Marks	Guidance
	<p>4. Influence of sponsorship and media provides more money for sport</p> <p>5. Influence of sport and sponsorship provides more money for the media</p>		
8	<p>Two marks in total.</p> <p>1 mark for: (i).....results.....feedback....won</p> <p>1 mark for: (ii).... adherence....motivation....performance/results Or adherence.....performance.....motivation/results</p>	<p>2</p> <p>2 x (AO1)</p>	
9	<p>One mark for:</p> <p>A suitable practical example to show aesthetic quality E.g. a gymnast performing a routine that looks good; a striker scoring a goal showing fluency of movement; a dancer performing an attractive sequence of movements; a rugby player making a tackle that looks fluent and co-ordinated</p>	<p>1</p> <p>1 x (AO2)</p>	<p>Do not accept:</p> <ul style="list-style-type: none"> • 'Aesthetic' unless qualified
10	<p>Two marks for:</p> <p>1. Manual/physical (guidance) – A coach holds the legs of a gymnast during a handstand to prevent overbalancing</p> <p>2. Mechanical (guidance) – A (novice) cyclist uses stabilisers on the bicycle to make it more stable</p>	<p>2</p> <p>2 x (AO2)</p>	<p>Accept other suitable examples</p>

Section A			
Question	Answer	Marks	Guidance
11	One mark for: (c)	1 1 x (AO2)	
12	One mark for: TRUE	1 1 x (AO1)	
13	Two marks for: 1. Giving information that involves praise/reward 2. A motivating type of feedback Or feedback which encourages a performer to continue/improve Or feedback which gives confidence to the performer	2 2 x (AO1)	Do not accept: Single word answers as a description e.g. praise Accept suitable examples as descriptions E.g.: A coach that praises a gymnast for a successful handstand
14	One mark for: Accept the X anywhere on the right hand side of the continuum (the closed 'half' of the continuum) (Open) / (Closed)	1 1 x (AO2)	Do not accept: • X directly on the closed end of the continuum
15	One mark for: (b) A decrease in the likelihood of Type 2 diabetes.	1 1 x (AO1)	

Section A			
Question	Answer	Marks	Guidance
16	a	One mark for: Taking in/input of the right amount / level of energy to match the level of expenditure /output/exercise	1 1 x (AO1) Do not accept: • Input = output (too vague)
	b	Two marks for: 1. Carries nutrients in the body 2. Helps remove waste products 3. Regulates body temperature Or decreases body temperature Or slows the rise in body temperature 4. Replaces water loss (from urine and sweat)	2 2 x (AO1) Do not accept: • Prevents dehydration (repeat of question)
17		One mark or: False	1 1 x (AO1)
18		One mark for: (well-being) is the feeling of being contented/happy/prosperous and healthy	1 1 x (AO1) Accept any one or combination of 'contented/happy/prosperous' but must include 'healthy' element
19		One mark for: (practical example) Pilates / yoga / Alexander Technique / dance exercise And (helps posture because) the physical activity example	1 1 x (AO2) Need both elements (e.g. and how it benefits posture) for a mark Accept other suitable examples and links to posture

Section A			
Question	Answer	Marks	Guidance
	strengthens the core/back/abdomen muscles etc....		
20	<p>One mark for:</p> <p>A suitable statement that shows the difference between health and fitness.</p> <p>E.g. Health is to what extent you have physical, mental and social well-being, whereas fitness is a person's capacity to carry out life's activities without getting tired.</p> <p>Or Health is being absent from disease/illness and fitness is being physically able to carry out work.</p> <p>Or health is being not being ill and fitness is a measure of your physical capabilities</p>	<p>1</p> <p>1 x (AO3)</p>	

Section B					
Question			Answer	Marks	Guidance
21	(a)	(i)	Two marks for: <ol style="list-style-type: none"> 1. Sport shown in the media is too specialised/beyond the ability of many people/can't be accessed by many people/too elitist 2. Sport shown in the media is too narrow/prioritises certain sports/is male-dominated 3. The media shows the negative physical aspects of sport / too many injuries/ too dangerous 4. The media shows cheating / dysfunctional / unethical / drug taking aspects of sport 5. Breeds the couch potato syndrome Or easier to watch/read about than to participate 	2 2 x (AO1)	
		(ii)	Two marks for: <ol style="list-style-type: none"> 1. Through their own involvement in sport or being a positive role model 2. By encouraging / positively reinforcing / praising / rewarding participation 3. By providing resources / transport / equipment / facilities for participation 4. By funding the young person for facilities / equipment 	2 2 x (AO1)	
	(b)		Two marks for: <ol style="list-style-type: none"> 1. High socio-economic/non-manual/professional groups participate more than the lower/ manual/unemployed socio-economic groups 	2 2 x (AO3)	

Section B				
Question		Answer	Marks	Guidance
		<ol style="list-style-type: none"> 2. Lower socio-economic groups do not have as much disposable income / money for facilities / equipment 3. Lower socio-economic groups lack transport / money to pay for transport in contrast to higher socio-economic groups 4. As well as affecting overall participation levels, those in higher socio-economic groups are likely to take part in a wider range of activity types. 		
	(c)	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Show a wider variety of sports activities Or increase the breadth of coverage of sport 2. Show minority sports to stimulate interest 3. Educate about the importance of participation in sport (e.g. educate about health / fitness / body image / social benefits) 4. Educate about <u>how</u> to play sport (e.g. what the skills are) 5. Give relevant information about opportunities in sport (e.g. where/how to get involved) 6. Show the enjoyment factor of participating 7. Show positive role models Or show role models that young people can relate to 8. Use young people in media coverage 9. Fund / sponsor activities or individual athletes/teams 10. Use social media to promote/advertise sport 	<p>4</p> <p>4 x (AO3)</p>	<p>Responses should be in the form of explanations rather than recall statements that merely opposes the responses in Q21(a)</p>

Section B				
Question		Answer	Marks	Guidance
		11. Highlight the success of UK sports performers Or highlight the success of those who participate		
22	(a)	<p>Four marks in total.</p> <p>Advantages = max of two marks</p> <ol style="list-style-type: none"> 1. Good for beginners because they can construct/visualise a mental image of what is required, for example a novice gymnast can visualise how to perform a handstand 2. Easy to remember a demonstration, for example remembering a coach's demonstration of a forehand in tennis 3. Can be motivating, for example watching a coach demonstrating a successful penalty in football 4. Is quick and effective, for example a coach demonstrating a serve in badminton 5. Limits the learning of incorrect movements /bad habits, for example a coach demonstrating the correct method of a golf swing 6. Can be viewed from different angles/positions to see important points, for example watching a volleyball player serve from different angles <p>Disadvantages = max of two marks</p> <ol style="list-style-type: none"> 7. Demonstrations could be incorrect leading to incorrect learning, for example a coach might show a poor demonstration of a hockey flick 8. Do not get the kinaesthetic sense / feel of the skill by merely watching, for example watching a somersault in trampolining does not result in any physical experience of the activity 	<p>4</p> <p>4 x (AO2)</p>	<p>Each point must include a practical example for a mark to be scored.</p> <p>Accept:</p> <ul style="list-style-type: none"> • Any suitable practical example for each point <p>Do not accept:</p> <ul style="list-style-type: none"> • Direct opposites e.g. motivating (adv) and demotivating (disadvan) = one mark only

Section B				
Question		Answer	Marks	Guidance
		<p>9. May be difficult / too complex to understand / to follow, for example a basketball coach showing a player a defence drill may be too difficult for the player to understand</p> <p>10. Can be demotivating if too difficult or difficult to see/make sense of, for example a novice watching a diver's demonstration of a full twisting somersault results in the novice becoming demotivated.</p>		
22	(b)*	<p>Indicative content</p> <p>(Benefits of mental preparation in a warm up [AO2])</p> <ol style="list-style-type: none"> 1. Heightens or controls arousal levels <ul style="list-style-type: none"> • e.g. A gymnast using imagery to keep calm before a floor routine 2. Get 'in the zone' <ul style="list-style-type: none"> • e.g. A netball player using positive thinking before a game 3. Improves concentration/focus <ul style="list-style-type: none"> • e.g. An athlete uses selective attention to concentrate on the race ahead 4. Increases motivation <ul style="list-style-type: none"> • e.g. A football player uses positive thinking to motivate herself before a match 	<p>6</p> <p>4 x (AO2)</p> <p>2 x (AO3)</p>	<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 • 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>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

Section B			
Question	Answer	Marks	Guidance
	<p>5. increases self-awareness</p> <ul style="list-style-type: none"> e.g. A rugby player runs through his strengths and weaknesses during the warm up <p>6. Allows effective / clear / safe decision making</p> <ul style="list-style-type: none"> e.g. A skier visualises each turn before the slalom race <p>(Physical benefits of a warm up - synoptic (AO3) element)</p> <p>7. Decreases likelihood of injury</p> <ul style="list-style-type: none"> Increase in muscle temperature makes muscles more pliable <p>8. Decreases the likelihood of muscle soreness</p> <ul style="list-style-type: none"> Helps to avoid DOMS <p>9. Releases adrenaline</p> <ul style="list-style-type: none"> Enables the process of speeding up O2 supply <p>10. Increase in muscle temperature</p> <ul style="list-style-type: none"> Helps with supplying energy / muscles become more flexible <p>11. Increases blood flow</p> <ul style="list-style-type: none"> Enables more O2 to working muscles <p>12. Increases speed of muscle contractions</p>		<p>some success</p> <ul style="list-style-type: none"> some relevant information drawn upon from other areas of the specification technical and specialist vocabulary used with some accuracy 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>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 unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <p>(0 marks)</p> <ul style="list-style-type: none"> no response or no response worthy of credit. <p>Discriminators</p>

Section B			
Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Prepare performer for making quick reactions 		<p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> 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. Responses demonstrating detailed (AO2) application are Level 1. Fully explaining reasons for mental preparation with much development and relevant practical examples (AO2) Detailed description of physical benefits with much development (AO3) <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> Satisfactory level of success with more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with some success = 4 marks). Responses demonstrating satisfactory (AO2) application are Level 1. Explaining several reasons for mental preparation with some development and relevant practical examples (AO2) Describing several physical benefits with some development (AO3) <p>Level 1 (1-2 marks)</p> <ul style="list-style-type: none"> Responses only demonstrating basic AO2 application are Level 1. Listing few reasons for mental preparation with little or no development and few if any relevant practical

Section B			
Question	Answer	Marks	Guidance
			examples (AO2) <ul style="list-style-type: none"> • Listing few physical benefits with little or no development (AO2) • An attempt at an assessment of a physical benefit would indicate the top of this level (AO3)

23	(a)	Four marks for: <ol style="list-style-type: none"> 1. Friendship / making friends / being sociable 2. e.g. making friends in an exercise class 3. Belonging to a group / feeling part of a group/community 4. e.g. Being part of a hockey club 5. Avoiding /limiting loneliness Or stop being lonely / isolated 6. e.g. combatting loneliness by participating in a bowls club 7. Raising (social) confidence 8. Or being more confident around others 9. e.g. Developing skills in archery 10. Less social (and health) care needed Or needing less looking-after 11. e.g. A walking club activity may help to develop 	<p>4</p> <p>4 x (AO2)</p>	<p>2 marks max for benefits</p> <p>2 marks max for examples</p>
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			independence										
23	(b)	(i)	<p>Three marks for:</p> <ol style="list-style-type: none"> 1. No significant difference between the protein requirements of different athletes 2. Athletes require more protein than the general sedentary individual 3. A small increase in protein is required for strength athletes compared to endurance athletes or strength athletes more likely to require higher levels of protein because of the need for muscle growth 4. Strength higher than endurance 5. Endurance higher than general 6. Strength higher than general 7. Strength athletes can be 0.3 per kg body weight per day higher than endurance 	<p>3</p> <p>3 x (AO3)</p>									
		(ii)	<p>Three marks for:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Example of food</th> </tr> </thead> <tbody> <tr> <td>Carbohydrates</td> <td>Cereal, pasta, potatoes, bread</td> </tr> <tr> <td>Vitamins</td> <td>Vegetables, fruit, cereals</td> </tr> <tr> <td>Fibre</td> <td>Vegetables, fruit, cereals, beans, wholemeal bread</td> </tr> </tbody> </table>	Component	Example of food	Carbohydrates	Cereal, pasta, potatoes, bread	Vitamins	Vegetables, fruit, cereals	Fibre	Vegetables, fruit, cereals, beans, wholemeal bread	<p>3</p> <p>3 x (AO1)</p>	<p>Accept:</p> <ul style="list-style-type: none"> • Any other appropriate example for each component <p>Do not accept:</p> <ul style="list-style-type: none"> • The same example for different components
Component	Example of food												
Carbohydrates	Cereal, pasta, potatoes, bread												
Vitamins	Vegetables, fruit, cereals												
Fibre	Vegetables, fruit, cereals, beans, wholemeal bread												