



Oxford Cambridge and RSA

GCSE

Physical Education

J587/02: Socio-cultural issues and sports psychology

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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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. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:



- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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

Screen Annotation	Meaning	Description/when to use
	Tick	A correct answer that deserves a mark
	Cross	A factually incorrect answer
BOD	Benefit of doubt	An answer that deserves the benefit of the doubt (must be accompanied by a tick)
TV	Too vague	An answer that is too vague to gain credit
REP	Repeat	A repeat of an answer that has already been credited
IRRL	Irrelevant	Significant amount of material which doesn't answer the question
SEEN	Seen	Seen by examiner but no credit given / indicates that an answer continues after a sub-max has been reached
BP	Blank page	Blank page (for any page with no candidate writing on it)
KU	Knowledge/Understanding	Knowledge and understanding / indicates AO1 on extended response Q (*)
EG	Example	Example/Reference / indicates AO2 on extended response Q (*)
DEV	Development	Development / indicates AO3 on extended response Q (*)
L1	Level 1	Level 1 response on extended response Q (*)
L2	Level 2	Level 2 response on extended response Q (*)
L3	Level 3	Level 3 response on extended response Q (*)
S	Sub-max	This indicates that a sub-max has been reached

- **KU**, **EG** and **DEV** are 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 mean 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	<p>1 mark from:</p> <p>Practical examples that show cheating/deliberately breaking rules : e.g. entering a lower score on scorecards in golf, diving in football, time wasting in a hockey game</p> <p>Violence :e.g. fighting in football / attacking/abusing an official</p> <p>Illegal activity: eg Illegal betting / match fixing in football / cricket</p>	<p>1</p> <p>1 x (AO2)</p>	<p>Answer can only be credited if there is reference to a specific sport /activity/ sporting performers/officials/opponent</p> <p>Do not accept: Single word answers e.g. cheating</p> <p>Do not accept: taking drugs – REP</p>
2	<p>2 marks from:</p> <p>(Positive)</p> <ol style="list-style-type: none"> 1. Good behaviour is copied 2. Inspires /increases/encourages participation. 3. Introduce others to new sports/activities 4. Promotes good sportsmanship to younger performers. 	<p>2</p> <p>2 x (AO1)</p>	<p>Do not accept: gives motivation - TV</p>
3	<p>2 marks from:</p> <p>Negative effect</p> <ol style="list-style-type: none"> 1. (Overall experience) A negative experience in PE can decrease likelihood of participation 2. (extra curricular clubs) Schools who provide poor/few extracurricular clubs may decrease participation 3. (facilities) Schools which provide few/poor facilities/equipment may decrease participation 4. (exam/workload) Pupils may not have time to participate due to school/exam pressure/workload 5. (transport) pupils may not be able to stay afterschool as they have to get the bus home 6. (teachers) Lack of qualified staff 7. (limited number of sports) narrow curriculum/ limited range of sports 	<p>2</p> <p>2 x (AO3)</p>	<p>Accept: negative experience with teacher - Pt 1</p>

Section A					
Question	Answer			Marks	Guidance
4			2 marks from: 1. Some have traditional sports/activities that are encouraged/banned e.g. cricket is popular amongst some Asian cultures 2. Some feel that certain activities should not be performed by specific genders 3. Some have dress codes that make participation more difficult/ women wearing hijabs or men wearing turbans 4. Some expect worship/prayer/festivals at specific times, preventing participation at those times. 5. Some cultures have high expectations of commitment to work/study/ family.	2 2 x (AO1)	
5			1 mark: (D) Set up a new bus route that stops at the local leisure centre	1 1 x (AO1)	
6			1 mark: TRUE	1 1 x (AO1)	
7			1 mark from: Accept any activity that require movements executed calmly and under control Examples: Archery, shooting, diving, snooker/pool/billiards, gymnastics, golf, darts	1 1 x (AO1)	Do not accept: weight lifting
8			1 mark: FALSE	1 1 x (AO1)	

Section A			
Question	Answer	Marks	Guidance
9	1 mark: Accept responses that indicate the performer uses different body parts together effectively. <ul style="list-style-type: none"> • Tennis/badminton/squash/table tennis serve(s) • Pole vault/high/jump/triple jump • Lay up in basketball • Spike in volleyball • Gymnastic landing a backflip on a beam • Somersault 	1 1 x (AO2)	Do not accept: The name of a sport /activity Accept: a named skill eg a lay up Accept: running, jumping, throwing – BOD Accept : Gymnastic/skating routine
10	1 mark: An action/task/skill that involves (body/limb) movement/movements	1 1 x (AO1)	Do not accept: Movement as a single word answer. Accept: learned movement/ movement skill
11	1 mark: (A) Aesthetic, fluent, predetermined	1 1 x (AO1)	
12	3 marks: (1 mark for each) Test 2 and Test 3 Test 3 and Test 4 13 (%)	3 3 x (AO3)	Accept: if percentages are referred to - BOD Between 54 and 55 (test 2 and 3) Between 55 and 61 (test 3 and 4)

Section A					
Question	Answer			Marks	Guidance
13			3 marks: 1 mark for each of: (M – Measurable) The goal can be measured by time / they are improving their time /the time is 2 seconds quicker (A – Achievable) Previous PB is close/near to new goal/within performers limits /it's only a 2 second improvement (R – Recorded) The goal/progress can be written down/logged	3 3 x (AO2)	Answers need to include reference to practical application Do not accept: measured, achievable, recorded – REP M- must refer to time (mins/secs) and quantity that is measured Accept: A – isn't too challenging or too easy - BOD
14			1 mark for: Mental rehearsal is: A technique involving a performer practicing a skill in their head/mind before physically executing it.	1 1 x (AO1)	Do not accept: any reference to mental – Rep of question.
15			1 mark: Accept any situation where a performer is using 'self talk' to help a successful performance. Example: A hockey player telling themselves that they can score a penalty flick in hockey.	1 1 x (AO2)	Answer can only be credited if there is reference to a specific sport /activity/ sporting performers/officials/opponent Do not accept: a player thinking they can score in a game/win
16			1 mark: A state of completeness/ being comfortable/contented, happy, prosperous (and healthy).	1 1 x (AO1)	

Section A					
Question	Answer			Marks	Guidance
17		<p>2 marks from:</p> <p>(self esteem/confidence)</p> <ol style="list-style-type: none"> 1. exercise can give you a sense of achievement/accomplishment/ increase motivation 2. increase in confidence/self esteem 3. physical activity makes you feel better/happier/reduce anxiety/help combat depression <p>(Stress management)</p> <ol style="list-style-type: none"> 4. stress is managed more effectively 5. stresses of everyday life can be forgotten/released <p>(Image)</p> <ol style="list-style-type: none"> 6. improved body image/ active people are more likely to have good levels of self-image 7. They look good to themselves/others 		<p>2</p> <p>2 x (AO2)</p>	<p>Answer can only be credited if there is reference to a specific sport /activity/ sporting performers/officials/opponent</p> <p>Do Not Accept: The single word 'sport' or 'exercise' as a description.</p>
18		<p>2 marks:</p> <ol style="list-style-type: none"> 1. Lack of friends /fewer friends /small friendship group/limited opportunity/ confidence to make friends/ no common experience with others 2. Have few social skills/communication skills. 3. Not belonging to a group / lack of sense of belonging / feeling isolated / left out/ not part of community 		<p>2</p> <p>2 x (AO2)</p>	<p>Do not accept: Loneliness (in question)</p> <p>Do not accept: prevents benefit of teamwork – TV</p> <p>Do not accept: anxiety or social anxiety - TV</p>
19		<p>2 marks:</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Fats 3. Vitamins 4. Water 		<p>2</p> <p>2 x (AO1)</p>	<p>Accept: Carbs – Pt 1</p>
20		<p>1 mark from:</p> <p>Fruit or an example of a fruit / Vegetables or an example of a vegetable/Oats/</p>		<p>1</p> <p>1 x</p>	<p>Accept: relevant and valid examples of any food containing fibre</p>

Section A				
Question		Answer	Marks	Guidance
		Cereals/Wheat/ Beans /Lentils/ Wholemeal bread/nuts /other relevant eggs	(AO1)	Do not accept: Bread or white bread

Section B					
Question		Answer		Marks	Guidance
21	(a)		2 marks from: 1. Can reduce fear in a dangerous/new situation 2. Can be safer for the performer/less risk of injury 3. Can increase confidence for the performer 4. Gives kinaesthetic feel to the performer	2 2 x (AO1)	Do not accept: improve skills – REP Do not accept: makes skills easy to learn - TV
21	(b)	(i)	2 marks: Examples: 1. A swimming coach holding a learner in the correct position in a pool 2. A rugby coach helping a player get into a good position by scrummaging against them 3. A golf coach holding the arms of a golfer to improve their swing 4. A gymnastics coach supporting the gymnast's position in a vault/floor balance	2 2 x (AO2)	Do not accept: Examples that are the same action. See below. This is ONE mark only as reference to somersault in both examples. 1.a gymnastics coach supporting a somersault 2. a trampoline coach supporting somersault. Do not accept: A coach physically moving limbs - TV Accept: any appropriate different example(s) which includes physical contact between performer and coach/teacher.

Section B					
Question		Answer		Marks	Guidance
21	(b)	(ii)	2 marks from: 1. Can give a false/different feeling of the movement to the performer. 2. Over reliance by the performer on the guidance / struggle to perform when guidance removed 3. Can be dangerous if the coach is not experienced/strong enough to prevent accidents / false sense of safety. 4. Incorrect guidance can lead to incorrect technique. 5. Performer/coach may feel uncomfortable due to contact/proximity	2 2 x (AO1)	Accept: Pt 3 – “Can be dangerous” can refer to coach or performer
	(c)	(i)	4 marks; Extrinsic Sub-max 1 from: Knowledge that comes from external/outside sources Extrinsic(example) Sub-max 1 from: e.g A coach telling a javelin thrower that their run up was effective. Intrinsic Sub-max 1 from: Knowledge about performance that comes from internal/ from within the performer / knowledge from the feel (kinaesthesia) of the action / internal Intrinsic (example) Sub-max 1 from: e.g A gymnast performing a handstand and knowing their legs are straight from the feeling in them. / A player telling themselves they need more power from their football pass	4 2 x (AO1) 2 x (AO2)	Marks for each point, they are not linked. Extrinsic definition Do not accept: feedback from surrounding Extrinsic example Accept: any example that demonstrates that the feedback comes from an external source. Intrinsic example Accept: any example that demonstrates that the feedback comes from within the performer

Section B				
Question		Answer	Marks	Guidance
22	(a)	<p>2 marks from: (Examples)</p> <ol style="list-style-type: none"> 1. Shaking hands with team mates/officials/opposition at the end of a game 2. Clapping the batsmen to the crease in cricket / Applauding good play e.g. clapping when a batsman reaches 100 runs. 3. Apologising/checking the welfare of a netball player you knocked over accidentally/ helping a player off the ground. 4. Respecting referees decision 	<p>2</p> <p>2 x (AO2)</p>	<p>Do not accept: Similar examples - ONLY award one mark, for the example below.</p> <ol style="list-style-type: none"> 1. shaking hands at the end of a hockey match 2. shaking hands at the end of a netball match <p>Accept:reference to opponent /team/ match without a named activity</p> <p>Accept: any appropriate examples.</p>
	(b)	<p>2 marks from:</p> <ol style="list-style-type: none"> 1. Breaks the flow of the game/ delaying the game/play (e.g.. <i>Calling a tactical time out in basketball</i>) 2. Feigning an injury (e.g. <i>Faking an injury so a substitution can be made during the quarter in netball</i>) 3. Standing in the line of sight /distract (e.g. <i>moving around in the goal just before a penalty in football</i>) 4. Verbal abuse /sledging (e.g. sledging in cricket) 5. Time wasting (e.g. <i>Kicking the ball out to run so the clock runs down</i>) 6. Causing an opponent to overthink (e.g. <i>making a comment about shot selection in badminton</i>) 7. Intentionally mislead (e.g. <i>taking the free kick closer to the goal</i>) 	<p>2</p> <p>2 x (AO3)</p>	<p>Do not accept: any of the identified points unless they are explained within context. (examples are given in brackets)</p> <p>Accept: reference to diving in football – Pt 7</p>

Section B				
Question		Answer	Marks	Guidance
22	(c)	<p>2 marks from:</p> <p>Impact on sport (Sub-max 1)</p> <ol style="list-style-type: none"> 1. Gives a bad reputation to the sport (in the media) 2. People/sponsors/media don't want to be involved/ watch sports where cheating exists. 3. People unfairly blame the sport rather than the individuals which tarnishes the image of the sport. <p>Impact on performer (Sub-max 1)</p> <ol style="list-style-type: none"> 4. Can be seen as a cheat/banned from sport/bad reputation 5. If caught can be stripped of achievements/medals/records/sponsorship 6. Side effects/ depression/risk of cancer/organ failure/high blood pressure/infertility/nausea/tiredness/heart issues/increased risk of strokes/ headaches/ sickness/ addiction /increased aggression. 	<p>2</p> <p>2 x (AO2)</p>	

Section B				
Question		Answer	Marks	Guidance
22	(d)	<p>4 marks from:</p> <p>Positive influences</p> <ol style="list-style-type: none"> 1. Encourages participation (generally) 2. Exposes/advertises sports and physical activities to a wider audience 3. Can create good role models 4. Coverage of large events can encourage/stimulate people to participate e.g. coverage of Wimbledon often leads to more people playing tennis 5. Can educate people in relation to health benefits of participation 6. Can advertise minority sports 7. Can advertise local sport/activities which improves local participation 8. May attract sponsorship which allows clubs to increase facilities/membership <p>Negative influences</p> <ol style="list-style-type: none"> 9. Often focus on major sports which results in people being unaware of minority sports 10. Can be biased towards one gender, which results in less awareness of opportunities for all genders 11. Disability sport(s) are underrepresented resulting in less awareness/availability of opportunities 12. Less coverage of sports/activities for older people may result in them only being aware of the 'traditional' activities of bowls and golf 13. May show graphic image/report of foul play resulting in the sport becoming unattractive/reduces participation 14. Reported behaviour of poor role models may put people off the sport/participating 15. Negative media attention may have negative effect on performance 	<p>4</p> <p>4 x (AO3)</p>	<p>Guidance</p> <p>No sub max</p>

Section B				
Question		Answer	Marks	Guidance
23	(a)	<p>4 marks: Sub-max 2 marks from Minerals</p> <ol style="list-style-type: none"> 1. Minerals are essential in many body functions 2. (Calcium) Essential for healthy teeth/bones 3. (Iron) Essential component of haemoglobin/ production of red blood cells <p>Sub-max 2 marks from Proteins</p> <ol style="list-style-type: none"> 4. Important for growth in body tissues/muscles 5. Essential for repair of tissues 6. Necessary for the production of haemoglobin/ enzymes/ hormones 7. They can be a (third) source of energy 	<p>4</p> <p>4 x (AO3)</p>	<p>Accept: references to other minerals: e.g. potassium aids digestive processes</p>

<p>Level 3 Descriptors (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 Descriptors (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 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) no response or no response worthy of credit.</p>	<p>Level 3 Discriminators</p> <ul style="list-style-type: none"> • detailed knowledge & examples different types of training • 2 or more physical health benefits identified. • Clear and consistent practical application of knowledge & understanding and evaluation of types of training • AO1, 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 <p>Level 2 Discriminators</p> <ul style="list-style-type: none"> • satisfactory knowledge & 4evaluation of different types of training • A physical health benefit identified. • Some success in practical application of knowledge & understanding types of training • AO1 is covered. some success at more developed AO2 and/or AO3 points moves the response into Level 2 • At the top of this level both AO2 and AO3 both attempted with some success • At the bottom of this level AO2 or AO3 attempted with some success <p>Level 1 Discriminators</p> <ul style="list-style-type: none"> • basic knowledge & examples of types of training • physical health benefit attempted • little or no attempt at practical application of knowledge & understanding of participation in sport and physical activity result in physical health benefits. • little or no attempt to analyse/ evaluate and/or discuss/explain/develop. (AO3) • responses only demonstrating AO1 knowledge and understanding are Level 1
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<p>Q23(b)* Indicative content (6 marks 2xAO1, 2xAO2, 2x AO3)</p> <p>(Regular training physical health benefits) (AO1)</p> <ol style="list-style-type: none"> 1. Less chance of injury 2. Better posture 3. Reduced chance of CHD 4. Less chance of obesity/Type 2 diabetes/maintain weight 5. Improved cardiovascular health / lower resting HR 6. Having a stronger heart/cardiac hypertrophy/ may reduce blood pressure levels 7. Increased bone density/ less chance osteoporosis 8. Increased physical fitness/strength/ muscular hypertrophy /flexibility <p>Continuous Training (examples) (AO2) e.g. Activity which is carried out without stopping for 20 minutes or more e.g Low to medium intensity e.g.Jogging/running e.g. swimming. e.g Cycling. e.g Rowing e.g using cross trainer / treadmill/ cardio gym equipment</p> <p>(Evaluation of continuous training) (AO3)</p> <ul style="list-style-type: none"> • Develops cardiovascular endurance/suits endurance athletes/ marathon runners • Exercises large muscle groups • limited equipment needed • low cost • Can be boring/repetitive /lonely 	<p>AO1 = numbered points (KU): Can be credited anywhere in the response. AO2 = E.g. (EG): Linked to Continuous and Weight Training. AO3 = bullet points (DEV): Linked to Continuous and Weight Training.</p> <p>Weight Training (examples)(AO2) e.g is high intensity/uses reps and sets e.g Free weight e.g Machine weights e.g Bar weights e.g Multi gym weight e.g Biceps curls, e.g tricep dips, e.g weighted squats etc e.g named technique</p> <p>(Evaluation of weight training) (AO3)</p> <ul style="list-style-type: none"> • Develops strength/endurance/power suits weight lifter/rower/ boxer • Can develop lots of muscle groups • Specialised equipment / gym membership needed • Higher risk of injury (if technique/weights incorrect) • Can be expensive to obtain equipment/ pay for gym membership • Not much space required
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GUIDANCE: DO NOT GIVE CREDIT FOR DESCRIPTION of these types of training.

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