



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 November 2020

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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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Annotations

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO2 general application of K&U on extended response Q (*)
	Cross	EG	Example/Reference / indicates AO2 specific examples 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	S	Sub-max reached
BP	Blank Page (stamp on all blank pages); may also use 'Seen'.		

- **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 for: Practical example showing sportsmanship eg 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. Helping a rugby player up after a tackle	1 1 x (AO2)	Accept first practical example given only MUST include a named practical activity Do not accept (DNA) <ul style="list-style-type: none"> • Following the rules • Obeying / respecting officials
2		Two marks for: 1. Intrinsic / internal 2. Extrinsic / external 3. Knowledge of performance 4. Knowledge of results 5. Continuous / concurrent 6. Terminal	2 2 x (AO1)	Do not accept: Positive or negative (in the question)

Section A					
Question		Answer		Marks	Guidance
3		2 marks for:		2 2 x (AO3)	<p>For two marks to be scored, there must be one valid view (odd number) and a valid opposing view (even number) to show evaluation.</p> <p>After first mark (positive or negative) use Submax</p>
		(valid view)	(opposing)		
		1. To make friends	2. This may alienate other friends / acquaintances		
		3. To get a sense of belonging (to a group/team) or to feel part of a group/teams/develop teamwork/cooperation	4. This may result in rejection from other groups or jealousy/envy from others/ being bullied		
		5. To stop loneliness / feeling lonely / meet new people	6. This might result in rejecting others (who do not wish to participate)		
4		One mark for: C		1 1 x (AO2)	Do not accept:
5		One mark for: True		1 1 x (AO1)	Do not accept:

Section A			
Question	Answer	Marks	Guidance
6	<p>One mark for:</p> <ol style="list-style-type: none"> 1. Improve physical fitness / function /strength/speed/power 2. To be able to train harder / longer / faster recovery 3. To build muscle mass 4. To lose weight 5. To reduce pain 6. To lower anxiety / steady nerves / lower arousal/ lower HR 7. To increase motivation / determination / arousal / alertness 8. To increase aggression 9. Because they perceive/feel that others are taking them or otherwise they will feel at a disadvantage 10. They think they can get away with it / they will not get caught 11. Pressure from coaches/media 	<p>1</p> <p>1 x (AO1)</p>	<p>Do not accept:</p> <p>Trying to win (in question)</p> <p>Improve performance – TV</p> <p>Addiction - TV</p>

Section A										
Question		Answer		Marks	Guidance					
7		<p>Three marks for:</p> <table border="1"> <thead> <tr> <th>Carbohydrate</th> <th>Protein</th> <th>Fibre</th> </tr> </thead> <tbody> <tr> <td> <p>One mark for:</p> <p>eg pasta, potatoes, cereal, bread, fruit</p> </td> <td> <p>One mark for:</p> <p>eg fish, meat, eggs, nuts, oats</p> </td> <td> <p>One mark for:</p> <p>eg Fruit vegetables, wholemeal bread, beans, lentils, cereals , brown bread</p> </td> </tr> </tbody> </table>	Carbohydrate	Protein	Fibre	<p>One mark for:</p> <p>eg pasta, potatoes, cereal, bread, fruit</p>	<p>One mark for:</p> <p>eg fish, meat, eggs, nuts, oats</p>	<p>One mark for:</p> <p>eg Fruit vegetables, wholemeal bread, beans, lentils, cereals , brown bread</p>	<p>3</p> <p>3 x (AO1)</p>	<p>Accept any food that is regarded as rich in the appropriate dietary component</p>
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<p>One mark for:</p> <p>eg pasta, potatoes, cereal, bread, fruit</p>	<p>One mark for:</p> <p>eg fish, meat, eggs, nuts, oats</p>	<p>One mark for:</p> <p>eg Fruit vegetables, wholemeal bread, beans, lentils, cereals , brown bread</p>								
8		<p>Three marks for:</p> <ul style="list-style-type: none"> • Triangle • Sport or media • Media or sport 	<p>3</p> <p>1 x (AO1)</p>	<p>Do not accept: sport or media more than once</p>						
9		<p>One mark for:</p> <p>Eg more likely to participate in veteran’s <u>football</u> teams or less likely to participate in an <u>aerobics class</u> in old age or less likely to participate in <u>netball</u> after teenage years/16+ or elderly might have health problems so can’t <u>go to the gym</u> or teenagers might have image problems with participating in <u>swimming</u> or older people less likely to participate in <u>football</u> as they lack time due to having to work</p>	<p>1</p> <p>1 x (AO2)</p>	<p>Accept first practical example linking age and participation given only</p> <p>LOOK FOR EG Named sport or activity needed Accept alternative relevant examples. DO Not accept: U16 are not allowed played professional football</p>						

Section A					
Question			Answer	Marks	Guidance
10			<p>Three marks for:</p> <ol style="list-style-type: none"> 1. Sponsorship can be withdrawn (due to many reasons) therefore performer/event/sport is left with no money to compete/ hold event/pay 2. Sponsorship (sponsors) can be controlling/ restrict other income (i.e. only one sponsor per event) therefore income for performer/sport/event is limited 3. Sponsorship (sponsors) can put pressure on performer therefore could lead to deviant behaviour / poor performance / mental health issues 4. Sponsorship if immoral/unethical /unhealthy / alcohol / fast food etc brand therefore can give bad image to sport/pa/event/performer as they as associated with this brand 5. Sponsors wish to sell their products / can be controlling therefore performers must wear kit / equipment even if they do not want to (must have a negative connotation) 6. Only certain/high profile/mainstream sports/events/performers receive sponsorship therefore minority sport/events/performer are left behind 7. Sponsors need publicity therefore influence kick-off times / make rule changes 	<p>3</p> <p>3 x (AO3)</p>	<p>Do not accept: merely a list of reasons – each reason must be an explanation/reason to score a mark</p> <p>Mark the first three explanations only</p> <p>FOCUS ON NEGATIVE effect on sport/performer/event</p>
11			<p>One mark for:</p> <p>C</p>	<p>1</p>	<p>Do not accept:</p>

Section A					
Question	Answer			Marks	Guidance
				1 x (AO2)	
12		<p>Two marks for:</p> <ol style="list-style-type: none"> 1. (praise + E.g.) coach gives praise to rugby player / manager tells a defender that they have done 2. (refer to successful Outcome) because she scores a try / because they have made many successful tackles. 		<p>2</p> <p>2 x (AO2)</p>	<p>Give two marks if the example is relevant and includes praise or giving back to the performer information that is positive/about a successful outcome and linked to a specific sport (for 2 marks).</p> <p>Example including giving praise = 1 mark only</p> <p>Example giving praise but including the successful outcome linked to a specific sport = 2 marks</p>
13		<p>One mark for:</p> <ol style="list-style-type: none"> 1. Improved confidence 2. Increased self-esteem 3. Lower anxiety / stress 4. Happier with self/body image 5. More happy / less miserable 		<p>1</p> <p>1 x (AO1)</p>	Do not accept:
14		<p>One mark for:</p> <p>False</p>		<p>1</p> <p>1 x (AO1)</p>	Do not accept:
15		<p>One mark for:</p> <p>Taking in the right amount of energy/right amount of each</p>		<p>1</p> <p>1 x (AO1)</p>	Do not accept:

Section A			
Question	Answer	Marks	Guidance
	nutrient/CHO, fat, protein, vitamins, minerals or balancing energy output with energy input or eating the right amount for the amount of energy needed/expended		A list of components of a balanced diet – inference must be of the correct amounts
16	Two marks for: Measurable Time-phased / timed	2 2 x (AO1)	Do not accept: Time (on its own) = TV
17	One mark for: e.g. a trampolinist using a harness for (learning) a somersault or a swimmer using arm-bands to (learn to) swim. Stabiliser when learning to ride a bike or using a float to learn to swim	1 1 x (AO2)	Accept first practical example given only Accept 'swimming' / 'cycling' as skills
18	One mark for: <ol style="list-style-type: none"> 1. To avoid dehydration or to replace lost fluids 2. To offset fatigue or to prevent (heat) exhaustion 3. Helps with digestion / waste removal 4. Regulates body temperature 5. To quench thirst/because they are thirsty/mouth is dry 	1 1 x (AO1)	Do not accept:
19	One mark for: eg sprint start (in 100m athletics) or performing a goal kick (in football) or a pass-back (in hockey) or a pass in football or a	1 1 x (AO2)	Accept first practical example of a simple skill given only

Section A					
Question			Answer	Marks	Guidance
			chest pass in netball.		
20			On mark for: Aesthetic	1 1 x (AO1)	Accept: No other alternatives.

Section B					
Question			Answer	Marks	Guidance
21	(a)	(i)	One mark for: 1. Helps digestion / large intestine function properly 2. To reduce cholesterol 3. Limit obesity/diabetes 4. Limits certain cancers or helps prevent disease	1 1 x (AO1)	Do not accept:
		(ii)	One mark for: Protein	1 1 x (AO1)	Do not accept:
		(iii)	One mark for: Energy	1 1 x (AO1)	Do not accept:
	(b)		Two marks for: 1. Prevents disease / illness / maintain health 2. (Helps) produce energy 3. Essential for metabolism or helps for growth/repair/development	2 2 x (AO1)	Do not accept:

Section B				
Question		Answer	Marks	Guidance
(c)	(i)	Three marks for: Meal plan 1. Over half of intake is carbs (Approx 75-80% carbs overall) 2. Avoiding high fat food 3. Avoid too much protein 4. (Breakfast) eg porridge and fruit; 5. (lunch) eg beans on toast or pasta; dinner rice dish or pasta with vegetables or jacket potato with tuna 6. Light meal for evening dinner 7. (dinner/tea) eg chicken wrap or rice/pasta dish / baked potato 8. Include water/suitable drinks (during the day)	3 3 x (AO2)	Mostly/ lots of CHO – accept
	(ii)	Two marks from: 1. Has over half carbs for enough/more energy 2. Avoids too much saturated fat /as it is the day before competition /bad for long term health 3. Includes fruit and/or veg / vitamins & minerals for energy production / efficient muscular contraction 4. Not too much protein as it is the day before competition/as it takes time to digest 5. Has water intake for hydration	2 2 x (AO3)	MUST LOOK FOR EXPLANATIONS/REASONS In (ii) (bold type or equivalent)

Section B				
Question		Answer	Marks	Guidance
22	(a)	<p>Four marks for: (2 marks sub max) On the sponsor</p> <ol style="list-style-type: none"> 1. Free / cheap advertising for their products eg Elite tennis player will have adidas logo on shirt on televised matches 2. Their products / they get an attractive /fitness/health related image eg mineral water company associated with marathon running 3. Sell more of their goods eg more football shirts sold with a Premier league player's name on the back 4. Tax concessions / sponsors donate to charity eg a rugby club donating money following a league match might get a tax concession 5. Free tickets for sponsors eg corporate members of a soft drinks company get free tickets to Wimbledon 	<p>4</p> <p>4 x (AO2)</p>	<p>Each point must be linked to a practical example to score each mark</p>

Section B				
Question		Answer	Marks	Guidance
		<p>(2 marks sub max) On the performer</p> <p>6. It provides money to train / compete or enables participant to train full-time eg a badminton player will have enough money to train full time</p> <p>7. It provides money for a place at University or will pay for University fees or pays for coaching/sports science support eg a sponsored athlete might get fees paid to study Sports Science at University</p> <p>8. Pays for competition entry eg tennis entry fees paid by the sponsor</p> <p>9. Pays for clothing / equipment eg pays for expensive specialist trainers for a triathlete</p> <p>10. Makes the participant a higher profile/more famous which may add to their marketability eg a premier league rugby player will get more offers of money through personal endorsements / appearances</p> <p>11. Performers increase earnings due to sponsorship e.g. a 100m sprinter can be sponsored by Nike, therefore earn more money/pay</p>		

Section B				
Question	Answer		Marks	Guidance
Section B				
Question	Answer	Marks	Guidance	
22	<p>(b)* <i>Analyse the effects of different types of media on sports participation.</i></p> <p>Indicative content</p> <p>(AO1 points)</p> <ol style="list-style-type: none"> 1. Social media 2. Internet inc You Tube 3. TV / films 4. Print media / newsprint / magazines 5. Online gaming 6. Radio <p>AO3 points</p> <p>Positive points</p> <ul style="list-style-type: none"> • Education/ through raising awareness/ interest/ exposure • By giving information / guidance • By entertaining or making sport exciting • Giving info on new / other sports • Raises confidence in trying a sport • Associated with health and fitness • May encourage those with disabilities to take up sport 	<p>6</p> <p>3 x (AO1)</p> <p>3 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>Discriminators</p> <ul style="list-style-type: none"> • L3: Both AO1 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. • Several types of media listed with some development for each • Both positive and negative influences of the media identified as an analysis • Several long term physical effects identified representing at least two different body systems eg muscular and heart. 	

Section B			
Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Produce role models who inspire participation Highlight minority/new/female sports – increase popularity <p>Negative points</p> <ul style="list-style-type: none"> May hinder participation / produces couch potatoes or rather watch than participate May instill fear of activity or fear of failure compared to the elite shown in the media May stop participation because sport associated with celebrity rather than the ordinary person May cause injury or it might be dangerous to compete . Media highlights only narrow range of sports Media concentrates more on male sport Media shows few disability sports Media may give sport a bad image due to poor behaviour/deviance/ bad injury Media could give false information /fake new about sport <p><i>Describe the long-term physical beneficial effects of regular sports participation.</i></p> <p>(AO1)</p> <ol style="list-style-type: none"> Increase in bone density Hypertrophy of muscle Increased flexibility of muscle/ligaments 		<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 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>Discriminators</p> <ul style="list-style-type: none"> L2: Some success at AO3 points moves the response into Level 2 Several types of media listed with some development for each Both positive and negative influences of the media identified as an analysis needed to get in the top of this band Several long term physical effects identified <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

Section B			
Question	Answer	Marks	Guidance
	4. Increase in strength 5. Increase in endurance or resistance to fatigue or aerobic capacity 6. Hypertrophy of the heart or lower <u>resting</u> heart rate 7. Higher cardiac output 8. Increase in rate of recovery 9. Increase in strength of respiratory muscles 10. Increase in tidal volume / minute volume 11. Increase in capillarisation		<ul style="list-style-type: none"> 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>Discriminators</p> <ul style="list-style-type: none"> L1: Responses only demonstrating AO1 knowledge and understanding are Level 1. Only one or two types of media listed with little development Little or no analysis of the effects of media Very few long term physical effects identified. <p>(0 marks)</p> <ul style="list-style-type: none"> no response or no response worthy of credit.

<p>23</p>	<p>(a)</p>	<table border="1" data-bbox="421 264 1193 646"> <thead> <tr> <th data-bbox="421 264 808 300">Question</th> <th data-bbox="808 264 1193 300">Response from Athlete</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 300 808 403">Can you improve your performance over the rest of the season?</td> <td data-bbox="808 300 1193 403">I feel that I have reached my best level of performance.</td> </tr> <tr> <td data-bbox="421 403 808 507">How do you feel when you compete?</td> <td data-bbox="808 403 1193 507">I feel a bit bored now and have lost interest in improving.</td> </tr> <tr> <td data-bbox="421 507 808 646">Do you follow your training programme properly?</td> <td data-bbox="808 507 1193 646">I have often missed training sessions because I have other interests that get in the way.</td> </tr> </tbody> </table> <p data-bbox="421 646 1193 683">(i) 3 marks for:</p> <ol data-bbox="421 715 1193 1294" style="list-style-type: none"> <li data-bbox="421 715 1193 783">1. Athlete is likely to leave/stop (unless things change) /there is little point in continuing as things are <li data-bbox="421 783 1193 943">2. Athlete has either met goals/reached peak performance and not had new ones set or cannot/does not want to meet current goals/ is no longer challenged <li data-bbox="421 943 1193 1011">3. Athlete lacks motivation / not fully committed / no longer wants/needs to try <li data-bbox="421 1011 1193 1080">4. Lack of exercise adherence or does not stick to training plan <li data-bbox="421 1080 1193 1149">5. because training is not a priority in their lives/ they have other things to do / has other commitments <li data-bbox="421 1149 1193 1217">6. The club are not doing a very good job of motivating/keeping the athlete(s) interested <li data-bbox="421 1217 1193 1294">7. The issues should have been obvious to coaches 	Question	Response from Athlete	Can you improve your performance over the rest of the season?	I feel that I have reached my best level of performance.	How do you feel when you compete?	I feel a bit bored now and have lost interest in improving.	Do you follow your training programme properly?	I have often missed training sessions because I have other interests that get in the way.	<p data-bbox="1308 225 1330 256">5</p> <p data-bbox="1229 288 1406 432">5 x (AO3) (inc 3 use of data marks)</p>	<p data-bbox="1442 225 1648 256">Do not accept:</p> <p data-bbox="1442 288 2038 357">Repeat material from the questionnaire (must be own words)</p>
Question	Response from Athlete											
Can you improve your performance over the rest of the season?	I feel that I have reached my best level of performance.											
How do you feel when you compete?	I feel a bit bored now and have lost interest in improving.											
Do you follow your training programme properly?	I have often missed training sessions because I have other interests that get in the way.											

			<p>(ii)</p> <p>Positive – sub max 1 mark:</p> <ol style="list-style-type: none">1. Such data can be useful in learning about goals/the athlete that might be usefully set for improvement or motivation.2. Useful feedback for the athletics club/coaches about their approaches3. Potentially explains why underperformance could be happening4. Information is individual/own views/personal rather than just numbers who are/aren't happy <p>Negative – sub max 1 mark:</p> <ol style="list-style-type: none">5. Small sample so results cannot be generalised or is less useful to the population as a whole6. Qualitative data such as this may have too many variables to link cause and effects7. questionnaires can be very subjective / open to individual interpretation8. athlete in question is unmotivated so they may be giving a more negative view than others would		
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	(b)	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. To increase the motivation or enthusiasm or drive of the athlete 2. To (re)focus the athlete / improve the concentration of the athlete in training to improve 3. To increase the confidence or self-belief or self-esteem of the athlete encouraging them participate 4. To help with training adherence or reprioritising of their commitments 5. (SMART) Specific should be specific eg to increase the number of training sessions attended by the end of the season 6. Should be measurable eg performances should be measured after each training session 7. Should be achievable/realistic eg amount of training sessions should consider other competing interests like homework or leisure activities / level of fitness/performance 8. Should be recorded /agreed eg goals related to performance aims should be written down by either the coach or the athlete eg Goals are written down 9. Should be time-phased eg to attend 90% of training sessions by the end of the season 10. Should be agreed eg goals should be agreed between coach and athlete 	5 x (AO2)	Points 5 – 9 (SMART) must have a practical application to score marks
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