

GCSE

Physical Education

J587/02: Socio-cultural issues and sports psychology

General Certificate of Secondary Education

Mark Scheme for June 2024

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 RM Assessor 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 RM Assessor 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.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths 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

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

- **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. Television/Cinema 2. Social (media) 3. Newspaper/ magazines/print 4. Radio 5. Internet	1 1 x (AO1)	Do not accept: examples on their own
2			One mark from: 1. (Increased chance of) being overweight/obese/obesity 2. (Increased risk of) CHD 3. (Increased risk of) high blood pressure 4. (More chance of suffering) Type 2 Diabetes 5. (More) risk of injury 6. Poor posture/weak muscles 7. Low fitness levels 8. Lower life expectancy/ die earlier 9. Decreased bone density/ (increased chance of) osteoporosis	1 1 x (AO1)	
3			A: Extrinsic and knowledge of results	1 1 x (AO2)	
4			One mark from: 1. To motivate them/increase confidence/feel good about things 2. To recognise strengths/weakness/ see where they are going wrong/ see what is going well 3. To help them to improve/ get better/progress faster 4. To reinforce learning	1 1 x (AO1)	
5			FALSE	1 1 x (AO1)	

Question	Answer	Marks	Guidance
6	<p>Two marks from:</p> <ol style="list-style-type: none"> 1. Can't afford the membership/ entrance fee/sign up fee/training fee/join/classes 2. Can't afford the equipment/ kit/clothing to take part 3. Can't afford the cost of travel/transport e.g. bus fare to the activity 4. Cost of child care restricting access to activity. 	<p>2 2 x (AO3)</p>	<p>Do not accept: 'can't afford it' - TV</p> <p>Do not accept cost of child care on its own</p>
7	<p>One mark if X placed within zone indicated by rectangle</p> <p>1. Simple  Complex</p> <p>Justification:</p> <p>2. There is a lot of information to process /decisions / subroutines in order to complete the somersault successfully, so it would be classed as a complex skill</p> <p>e.g. The gymnast has must take into account the timing of the somersault, the speed of take-off, their position when in the air.</p>	<p>2 2 x (AO3)</p>	<p>Responses not required to be linked for marks to be awarded</p> <p>Do not accept: Takes lots of practise</p> <p>Accept: X placed from half way toward complex</p> <p>Responses should address psychological references rather than physical.</p>
8	<p>One mark for:</p> <ol style="list-style-type: none"> 1. People with a disability are more physically inactive (than those without a disability) 2. people with a disability are twice as likely to be physically inactive(compared to a person without a disability)/ 3. the percentage of people who are physically inactive is double for those with a disability (compared to those without.) 	<p>1 1 x (AO1)</p>	<p>Accept: opposite points.</p>

Question			Answer	Marks	Guidance														
9			Two marks from: 1.(Building) Ensure access to the building / facility e.g. lift, ramp, disabled parking spaces 2.(Activity). Run specific adapted sports/activities e.g. Boccia, wheelchair basketball, sitting volleyball or blind football./ eg disability only sessions/activities/ eg sessions run by specialist coaches/reduced cost for disabled participant. 3.(Changing) Have changing rooms that are suited to their needs 4.(Signs) Braille signs so that blind people can navigate around. 5.(Equipment). Have adapted equipment so that people with a disability can join in e.g. A hoist/lift for swimming pool/wheelchair 6.(Transport) (Centre) provides specialised transport for the disabled eg with ramps/lifts	2 2 x (AO2)	Need to reference an example within each answer. Accept: reference to disability only teams														
10			Four marks from: <table><tr><th>Component</th><th>Function</th></tr><tr><td>1.Proteins</td><td>2. repair/ make cells/ build /strengthen muscle/ bone/growth/ antibodies/ hormones/energy</td></tr><tr><td>3. Fats</td><td>4. fuel/ energy/ protects organs/ contributes to cell growth/ help absorb other nutrients/insulates</td></tr><tr><td>5.Minerals</td><td>6.role in energy production/ growth/ healing/ help utilise vitamins/strengthen bones</td></tr><tr><td>7.Vitamins</td><td>8.help immunity/ bone development and growth/ repair/ energy metabolism/ help to maintain healthy skin and vision/ make red blood cells/ nerve function/ aid iron absorption</td></tr><tr><td>9.Fibre</td><td>10. important for healthy digestive system/ lowers blood cholesterol/ helps manage weight/ reduce some cancers/ avoids constipation</td></tr><tr><td>11. Water</td><td>12.aids digestion/ transports nutrients/ hydration/ lubrication/ protection/ flushes out or excretes waste/ regulates temperature/ aids brain function</td></tr></table>	Component	Function	1.Proteins	2. repair/ make cells/ build /strengthen muscle/ bone/growth/ antibodies/ hormones/energy	3. Fats	4. fuel/ energy/ protects organs/ contributes to cell growth/ help absorb other nutrients/insulates	5.Minerals	6.role in energy production/ growth/ healing/ help utilise vitamins/strengthen bones	7.Vitamins	8.help immunity/ bone development and growth/ repair/ energy metabolism/ help to maintain healthy skin and vision/ make red blood cells/ nerve function/ aid iron absorption	9.Fibre	10. important for healthy digestive system/ lowers blood cholesterol/ helps manage weight/ reduce some cancers/ avoids constipation	11. Water	12.aids digestion/ transports nutrients/ hydration/ lubrication/ protection/ flushes out or excretes waste/ regulates temperature/ aids brain function	4 4 x (AO1)	Function must be linked to the correct component to gain mark. Do not accept: Carbohydrates Accept: roughage for fibre. Healthy bowel movement (Pt 10)
Component	Function																		
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Question			Answer	Marks	Guidance
11			One mark for: 1. Visualise themselves performing the skill/ activity successfully 2. Imagining/imagery/meditation what they will do (and how it would feel) 3. Mental rehearsal of tactics/routine 4. Selective attention to focus on important cues 5. Positive thinking/self-talk /negative thought stopping	1 1 x (AO1)	Need to reference a technique or description of technique to award mark
12			One mark for: Adrenaline	1 1 x (AO1)	Accept if spelt incorrectly.
13			Two marks for: 1. Visual example: a coach or another player demonstrating/showing/watching a push pass in a hockey, a dig in volleyball/ a coach playing a video clip of a tennis player serving. 2. Verbal example: a badminton coach explaining/telling/saying the key coaching points of how to perform a drop shot.	2 2 x (AO2)	Must have a practical example in order to gain the mark. Skill or activity or drill or sport must be identified
14			One mark from: 1. (when) Because over 65s may not use social media at all/ as much/ as frequently as younger people might. 2. (why) Over 65s might not think to use social media to find out about local activities.	1 1 x (AO3)	
15			Two marks for: Bananas/Rice/Potatoes/Pasta/Honey/Bread/Porridge/Cereals	2 2 x (AO2)	Accept: Any food high in carbohydrates

Question		Answer	Marks	Guidance
16		Two marks from: 1. Encourage people to sit and watch sporting event but not take part in them. 2. Might discourage people by highlighting poor behaviours/bad role models/experience e.g. making violence seem a big part of sport so puts people off. e.g. advertisements may encourage alcohol use, gambling, fast food 3. Minority sports/ sports with lack of role models may lead to people thinking certain sports are not for them.	2 2 x (AO3)	
17		One mark for: e.g. Player punching another playing (because they fouled them). A fight starting in a scrum	1 1 x (AO2)	Accept: suitable example of violence. Must be an applied example to rugby (i.e. outside the rules). Do not accept: single word answers e.g. punching Do not accept: High Tackle - TV (unless included within context)
18		One mark for: A - Deliberately obstructing a player to waste time	1 1 x (AO2)	
19		One mark for: FALSE	1 1 x (AO2)	
20		Two marks from: 1. Strengthens core/abdominal muscles 2. Strengthens muscles that support spine so can help to remain more upright/ avoid slouching. 3. Strengthens muscles that stabilise pelvis and spine (in a neutral position) 4. Stronger leg muscles so easier to stand/ be balanced	2 2 x (AO1)	Do not accept: reference to bones/ligaments Accept: reference to tendons supporting spine (Pt2)

Question	Answer	Guidance
Unit J587/02 21a*	Mark Scheme Level 3 (5–6 marks) <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. 	June 2024 At Level 3 responses <u>are likely</u> to include: Discriminators Level 3 Discriminators <ul style="list-style-type: none"> • detailed knowledge & understanding of the ways to minimise injury • several reasons explaining the social benefits of physical activity • clear and consistent practical application of knowledge & understanding to an older person • 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
	Level 2 (3–4 marks) <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. 	At Level 2 responses <u>are likely</u> to include: Level 2 Discriminators <ul style="list-style-type: none"> • satisfactory knowledge & understanding of at least two ways to minimise injury • at least one reason explaining the social benefits of physical activity • some success in practical application of knowledge & understanding to an older person • at the top of this level both part of the question is addressed with success • at the bottom of this level, one part of the question may be addressed very well while there is a lack of knowledge in the other part or both parts may have been addressed with some success

Question	Answer	Guidance
	<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>At Level 1 responses <u>are likely</u> to include:</p> <p>Level 1 Discriminators</p> <ul style="list-style-type: none"> • basic knowledge & understanding of the ways to minimise injury • little or no attempt explain the social benefits of activity. • little or no attempt at practical application of knowledge & understanding to an older person • at the top of this level at least one part of the addressed with some success • at the bottom of this level some basic knowledge of part of either part of the question is evident (AO1)
	<p>(0 marks)</p> <ul style="list-style-type: none"> • no response or no response worthy of credit. evidence may not be clear. 	

Discuss how older people might benefit socially		
AO1 – KU	AO2 – E.G.	AO3 - DEV
1.Friendship	e.g. meeting another person at a table tennis group	Going to a group to take part in physical activity would help develop new friends/develop social skills
2.Belonging to a group/sense of belonging	e.g. being part of a tennis club tennis	Makes someone feel valued and important An older person might live alone and so sense of belonging could benefit their well being
3.Reduce loneliness	e.g. going to a walking group every week	Taking part in physical activity could help an older person to avoid being lonely. <ul style="list-style-type: none"> • It may be there only contact with other people • Builds their confidence • Makes them feel valued
Minimising the risk of injury		
4.Use of personal protective equipment	e.g shinpads for football e.g gum guard for hockey e.g. knee brace (for a weak joint) e.g helmet for cycling	Protection of legs/ mouth/ joints from injury or further injury/stabilise the joint
5.Using the correct footwear or clothing	e.g studs on football boots e.g. stretching clothing for a gym/yoga class	Gives extra grip to stop slipping/falling over maximised movement in yoga
6.Performing at the appropriate level/ competition for over 60s	e.g. walking netball/walking football e.g. senior citizens yoga/aerobics e.g. leagues/competitions of a similar level – Veterans tennis e.g non-contact sports	To enable physical exertion/competition to be at the correct level to avoid injury
7.Lifting/carrying/using equipment safely/ safety checks	e.g appropriate training when setting up equipment (setting up 5 a side goals) e.g gym induction for cardio machines/ weights e.g. checking everything is safe before they start	To ensure correct technique is used to avoid strain in parts of the body or cause injury
8.Warming up/cooling down before/after physical activity	e.g pulse raising e.g. stretches e.g skill practise	To increase blood flow, oxygen transport. Elasticity of muscle, tendons and ligaments. To reduce chance of muscle strain/blood pooling/ aid removal of lactic acid.

Section B

21	(b)		Two marks for: 1. Sport 2. Sponsorship	2 2 x (AO1)	Accept: (elite) sport and sponsorship in either order.										
21	(c)		Two marks for: <table border="1"><tr><td>Dictates event schedules</td><td></td></tr><tr><td>Encourages armchair spectators</td><td></td></tr><tr><td>Generates revenue for the Olympics</td><td>✓</td></tr><tr><td>Raises awareness of the Olympics</td><td>✓</td></tr><tr><td>Reduces spectators at live events</td><td></td></tr></table>	Dictates event schedules		Encourages armchair spectators		Generates revenue for the Olympics	✓	Raises awareness of the Olympics	✓	Reduces spectators at live events		2 2 x (AO1)	
Dictates event schedules															
Encourages armchair spectators															
Generates revenue for the Olympics	✓														
Raises awareness of the Olympics	✓														
Reduces spectators at live events															
22	(a)		Four marks for: <table border="1"><tr><th>Type of guidance</th><th>Example</th></tr><tr><td>1.Manual</td><td>2. Coach holding gymnast in a handstand position/ coach physically helping a gymnast to complete a somersault</td></tr><tr><td>3.Mechanical</td><td>4. A coach uses a harness for the gymnast to complete somersault/ uses rope</td></tr></table>	Type of guidance	Example	1.Manual	2. Coach holding gymnast in a handstand position/ coach physically helping a gymnast to complete a somersault	3.Mechanical	4. A coach uses a harness for the gymnast to complete somersault/ uses rope	4 4 x (AO1)	Type of guidance must be correct in order to access further mark. Accept: other suitable examples from within gymnastics.				
Type of guidance	Example														
1.Manual	2. Coach holding gymnast in a handstand position/ coach physically helping a gymnast to complete a somersault														
3.Mechanical	4. A coach uses a harness for the gymnast to complete somersault/ uses rope														
22	(b)	(i)	Two marks from: 1. Specific 2. Measurable 3. Achievable 4. Recorded 5. Timed/Time-phased/Time bound	2 2 x (AO3)	Only accept : words on Mark Scheme Accept: realistic for Pt 4.										

22	(c)	Two marks from: 1. Motivate the gymnast 2. Build confidence 3. Give focus/ increase focus 4. Helps to monitor training/ measure progress/ set expectations 5. Adheres to training/ exercise 6. Improve/optmise performance	2 2 x (AO1)	Do not accept: encourages performance – TV Do not accept: Something to work towards Accept: “On track” (pt5)
22	(d)	Two marks for: 1. The somersault is efficient because it is completed and lands neatly so there is not wasted time or effort. 2. The somersault is pre-determined because the gymnast has practiced the skill and knows exactly what they need to do. 3. The somersault is coordinated because it is completed which shows coordination of the body, but it also lands neatly showing good coordination. 4. The somersault is fluent as it is completed successfully and landed neatly suggesting that it flowed smoothly. 5. The somersault is aesthetically pleasing because it looks neat/ good.	2 2 x (AO1)	Identification and brief explanation required.
23	(a)	Three marks from: 1. Increase strength of heart muscle so can pump more efficiently/ increases stroke volume/ increased cardiac output/ increased circulation of blood/cardiac hypertrophy 2. Helps to maintain a healthy body weight. 3. Can reduce resting heart rate so less pressure on heart and circulatory system. 4. Reduces cholesterol/fatty deposits in the arteries. 5. Reduce blood pressure 6. Reduce obesity	3 3 x (AO1)	Responses should relate to activity rather than diet. Accept: Reduces body fat (Pt 2) BOD: Lose weight (Pt2)

23	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Improved self-esteem/ confidence 2. Less depressed/ lowers anxiety/ less worried/ forget problems 3. Stress release so helps to manage stress more effectively 4. Better/improved/increased/positive body image 5. Feel happier/feel good/ feel positive. 	<p>3 3 x (AO1)</p>	<p>Identification of hormones on their own insufficient for a mark.</p>
23	(c)	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Porridge provides energy as it is carbohydrates/starch / e.g. Ali will have energy to cycle because the porridge is carbohydrates 2. Porridge provides slow release energy/ eg Ali will be able to cycle for a while because oats are slow release energy 3. Fruit provides energy as it is carbohydrates/sugars /e.g. Ali had fruit which will give Ali's body carbohydrates for energy. 4. The fruit gives sugar for quick release energy to help Ali ride. 5. The cereal bar also provides energy during the ride / e.g. Ali will be able to continue for longer as it is a carbohydrate/ slow release energy. 6. The water will make sure Ali does not become dehydrated/ stays hydrated in order for body to perform well. 7. Ali may get stomach cramps/indigestion/stitch if he cycles too soon after breakfast 	<p>4 4 x (AO2)</p>	<p>Accept : Pt 6 Only hydration/dehydration</p>

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