

GCSE

Physical Education

J587/01: Physical factors affecting performance

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.

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.)*

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 is not an attempt at the question.

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

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.**

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: Not applicable in F501

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

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 OR 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	a		Three marks for: 1. A = Sagittal 2. B = Transverse 3. C = Frontal	3 3 x AO3	
1	b		Two marks for: (A gymnast performing a cartwheel) = C (The running action of a sprinter's legs) = A	2 2 x AO3	Mark letter only. If no letter, credit plane named correctly as BOD (A gymnast performing a cartwheel) frontal = BOD (The running action of a sprinter's legs) sagittal = BOD
2			Two marks for: (Definition) movement of a limb / joint in a circle / circular motion OR movement of a limb / joint in a cone (shape) / conical motion OR circular movement about a joint OR a movement that consists of a combination of flexion AND extension AND adduction AND abduction. (Practical example) e.g. the (movement of the) arm / shoulder (joint) of a cricket player when bowling OR the (movement of the) arm / shoulder of a tennis player when serving	2 1 x AO1 1 x AO2	All four types of movement must be named for the third option of the definition. If 'rotation' is also stated, ignore and mark as correct. Examples must be clear that circumduction is taking place. Do not accept: rotation or 'rotation about an axis/joint' on its own = TV a named skill on its own, e.g. cricket bowling = TV the arm when throwing in a named sport / event = TV Accept: Definition = rotation of a limb in a circle / cone' = ✓ Windmill arms (on its own) = ✓ arm action when bowling in rounders = BOD ✓ ankle rolls to warm up in football = BOD ✓
3			One mark for: Lactic (acid) / lactate	1 1 x AO1	

Question			Answer	Marks	Guidance
4			One mark for: Double circulatory system.	1 1 x AO1	
5			One mark for: to give you more chance of winning the race OR to gain an advantage / head start over other swimmers OR to reduce the swimmer's time	1 1 x (AO2)	Swimming may be implied as in the first example. Answers must show why a fast reaction time is important for a swimmer. 'Head start' means getting an advantage over others Do not accept: opposites, e.g. why a slow reaction time is bad (a different question) jump off the blocks quickly = TV start of the race you need a quick take-off = TV getting a fast / good start = TV (they do not show why it is important) Accept: Jumping off the block faster than your opponent = ✓

Question		Answer	Marks	Guidance																						
6		One mark for example of hazard, one mark for effect.	2 1 x AO1 1 x AO2	Do not accept: Litter / debris / dirt OR overcrowding / lack of supervision (in question) use REP and ignore. Do not accept: ‘causes injury’ on its own (in question) Effect of hazard must show how injury may be caused. If no example of hazard given, ignore ‘how hazard can cause injury’ answer and use SEEN But, if example of hazard is TV and the second part clarifies to create a correct hazard, credit with BOD. E.g. hazard given is clothing = TV, but if answer explains that loose clothing can get caught in the machine, BOD loose clothing and credit with 2 marks. Accept: Inappropriate weight used / heavy weights = BOD ✓ 7 Training while fatigued = BOD ✓ 7 Water spilt on its own = BOD 1																						
		<table><tr><th>Hazard</th><th>How hazard can cause injury</th></tr><tr><td>1. Wet floor / slippery floor OR sweat on floor</td><td>2. Performers slipping / falling over</td></tr><tr><td>3. Hard floor / damaged floor / uneven floor</td><td>4. Performers can get hurt landing heavily / trip up</td></tr><tr><td>5. Poor behaviour of participants OR not using a spotter</td><td>6. not following rules / dropping weights</td></tr><tr><td>7. Poor technique / fitness level / coaching OR inappropriate use of equipment</td><td>8. Lifting weights incorrectly OR attempting to lift too much OR pushing themselves too much OR overexertion</td></tr><tr><td>9. Inappropriate clothing OR inappropriate footwear</td><td>10. Lack of grip / support from footwear OR examples of injury from unsuitable / loose clothing getting caught in machines</td></tr><tr><td>11. Open windows / doors OR fittings on windows / door / wall</td><td>12. Performer catches themselves on protruding windows / doors / equipment</td></tr><tr><td>13. Equipment left out OR equipment not stored correctly</td><td>14. trip hazard for performers OR equipment falling onto performer / fingers caught in machines</td></tr><tr><td>15. Broken / damaged equipment /</td><td>16. Lack of grip / loose fittings / sharp edges</td></tr><tr><td>17. Faulty electrical sockets</td><td>18. Risk of electric shock</td></tr><tr><td>19. Poor lighting</td><td>20. Risk of collisions / tripping over</td></tr></table>			Hazard	How hazard can cause injury	1. Wet floor / slippery floor OR sweat on floor	2. Performers slipping / falling over	3. Hard floor / damaged floor / uneven floor	4. Performers can get hurt landing heavily / trip up	5. Poor behaviour of participants OR not using a spotter	6. not following rules / dropping weights	7. Poor technique / fitness level / coaching OR inappropriate use of equipment	8. Lifting weights incorrectly OR attempting to lift too much OR pushing themselves too much OR overexertion	9. Inappropriate clothing OR inappropriate footwear	10. Lack of grip / support from footwear OR examples of injury from unsuitable / loose clothing getting caught in machines	11. Open windows / doors OR fittings on windows / door / wall	12. Performer catches themselves on protruding windows / doors / equipment	13. Equipment left out OR equipment not stored correctly	14. trip hazard for performers OR equipment falling onto performer / fingers caught in machines	15. Broken / damaged equipment /	16. Lack of grip / loose fittings / sharp edges	17. Faulty electrical sockets	18. Risk of electric shock	19. Poor lighting	20. Risk of collisions / tripping over
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Accept other suitable ways that explain how hazards can cause injury.																										

7		One mark for: Transport oxygen (to the working muscles) OR transport carbon dioxide (to the lungs)	1 1 x AO1	Do not accept: Carries haemoglobin on its own = TV 'carries oxygenated blood' = TV Accept: synonyms for 'transport', e.g. 'carry', 'supply' 'deliver' or equivalent Carry haemoglobin which binds with oxygen = ✓
8	a	One mark for: Scapula	1 1 x AO1	
8	b	One mark for: Gastrocnemius	1 1 x AO1	
9		One mark for: Agility	1 1 x AO1	Accept: Illinois agility test. Do not accept: Illinois test with no reference to agility Speed / reaction time or any other fitness component

10		Two marks from: Increases muscle / body temperature OR preparing the body / muscles for physical activity Increases heart rate / pulse rate Increases stroke volume Increases cardiac output Increases breathing rate Increases tidal volume Increases minute ventilation Increases flexibility / elasticity / pliability (of muscles) OR increases flexibility / range of movement / mobility (of joints) Increases flexibility / pliability of tendons / connective tissue Increases / more / faster blood (flow) / oxygen to muscles OR redistribution of blood OR activates vascular shunt mechanism Increases speed / strength of contractions Reduces risk of injury OR reduces risk of muscle soreness	2 2 x AO1	Do not accept: Prevent injury / soreness = TV (does not prevent, only reduce ...) More blood / oxygen to body = TV Muscles are stretched / loose = TV Increases blood pressure = TV Faster removal of lactic acid = TV Warms up muscles = TV Practice skills = TV Performer feels ready to perform = TV (not a physical benefit) Accept: Helps to prevent injury = BOD ✓12 Practice the specific skills = BOD ✓1 Increases BPM = BOD ✓2
11		One mark for: Working muscles need more blood / oxygen OR (vaso)constriction of blood vessels supplying other organs	1 1 x AO2	Do not accept: Vascular shunt mechanism on its own with no explanation ‘other organs need less oxygen’ = TV ‘vasoconstriction’ on its own = TV (one-word answer not an explanation) ‘muscles need more blood’ = TV ‘Helps slow down lactic acid’ = TV Accept: reference to correct action of pre-capillary sphincters ‘Vascular shunt / redistribution of blood to working muscles’ = BOD✓
12		One mark for: 100 bpm	1 1 x AO3	

13		One mark for: Prevents the backflow of blood into the right atrium OR prevents the backflow of blood from the right ventricle	1 1 x AO1	Do not accept: Prevents backflow of blood = TV Accept: prevents backflow of blood between right atrium and right ventricle = BOD✓
14		One mark for: Right atrium	1 1 x AO1	
15	a	One mark for: The volume of air inspired / breathed in per breath OR The volume of air expired / breathed out per breath OR The volume of air inspired / expired per breath	1 1 x AO1	Do not accept: oxygen for air = TV Volume of air inspired AND expired per breath = TV minute ventilation ÷ breathing rate = TV (equation to calculate, not a definition) 'depth of breathing per breath' = TV Accept: 'amount' for 'volume'
15	b	One mark for: Increases	1 1 x AO2	Accept: synonyms of 'increases' .e.g. 'goes higher'
16		One mark for: Increase the weight being lifted OR increase the number of sets OR increase the number of reps OR decrease the rest interval between sets / reps	1 1 x AO2	Do not accept: make exercises harder = TV use overload / progression = TV Increase frequency / time / duration (different components of FITT) = TV train for longer = TV (duration) train until fatigue = TV
17		One mark from: 1. Time OR the duration of exercise / how long you train for 2. Type OR the exercise / activity you choose	1 1 x AO1	Do not accept: Tedium

18		One mark for: Gradually / slowly decreases (breathing rate) OR maintains breathing rate above resting levels (until recovery process is complete) OR maintains elevated breathing rate	1 1 x AO1	Do not accept: ‘decreases breathing rate’ on its own = TV Accept: synonyms for gradually / slowly, e.g. steadily
19		Two marks for: 1. (Personal protective equipment) gumshield OR headgear OR gloves OR hand wraps OR groin protector OR chest protector 2. (Appropriate level of competition) compete against someone of same / similar weight class OR compete against someone of same / similar experience OR compete against someone of same / similar ability / skill OR compete against someone of same / similar age OR compete against someone of same gender	2 2 x AO2	Do not accept: Personal protective equipment and appropriate level of competition on its own (in question). ‘only fight amateurs’ = TV ‘don’t fight pro boxers’ = TV ‘fight someone of a similar level’ on its own = TV ‘correct footwear so you don’t slip’ = TV ‘helmet’ = TV ‘ankle support straps’ = TV Accept: synonyms for ‘same / similar’, e.g. ‘compete against appropriate age’ = BOD✓ Don’t fight someone much better than you = BOD✓
20		One mark for: Plyometrics	1 1 x AO2	

Section B

Question			Answer	Marks	Guidance
21	(a)		Two marks for: 1. (Hip) flexion 2. (Knee) extension	2 2 x AO3	
21	(b)		Three marks for: 1. Hamstrings AND quadriceps 2. The quadriceps are agonists OR quadriceps contract 3. The hamstrings are antagonists OR hamstrings relax	3 3 x AO3	Watch out for contradictory responses , e.g. Quadriceps is agonist and relaxes = X (con) Hamstrings antagonist and contracts = X (con) But , credit MP 1 for naming both muscles 'Quadriceps contract and hamstrings relax' = 3 marks Ignore any references to knee flexion or hip flexion. These are not contradictory. Stamp with SEEN
21	(c)		Three marks for (must be applied to a gymnastic sequence or a skill or a piece of apparatus): 1. (Protection) bones protect internal organs (from damage) AND application to gymnastic routine 2. (Posture) gives correct shape / structure to the body AND application to gymnastic routine OR spine keeps the back straight AND application to gymnastic routine OR keeps the body upright AND application to gymnastic routine 3. (Support) provides framework for attachment of muscles / tissues AND application to gymnastic routine	3 3 x AO2	Answers must describe function Do not accept: posture helps performance look more aesthetic' = TV (does not describe function) 'protects bones from breaking when landing a flip' = TV '(support) keeps the body upright' = TV Accept: 'landing' or 'falling' as applications where gymnastics is implied Equivalent terms for 'framework'

21	(d)		Two marks for: (Role of tendons) 1. attach muscle to bone OR move bone when muscle contracts OR transmit the power (from muscles) to move bones (Other connective tissue) 2. ligaments OR cartilage	2 2 x AO1	Do not accept: Tendons (in question)
22	(a)	(i)	Two marks from: 1. Decrease in size / mass (of muscle) OR atrophy (of muscle) 2. Decrease in strength / power / force (of contraction) 3. Decrease in speed (of contraction) 4. Decrease in (muscular) endurance OR decrease in resistance to fatigue OR increase in fatigue 5. Decrease in flexibility / elasticity 6. Reduced tolerance to lactic acid 7. Reduced rate of removal of lactic acid 8. Reduced potential for energy production 9. Decrease in size / number of mitochondria 10. Decrease in capillaries at the muscles 11. Decrease in oxygen / blood to working muscles 12. Increased risk of muscle / tendon injuries	2 2 x AO1	Answers must be applied to the muscular system. Look out for 2 correct answers in the first answer, e.g. muscles get smaller and weaker = 2 marks (1 and 2) Watch out for REPs of MP 4 as separate answers, e.g. decrease in muscular endurance and increase in fatigue = 1 mark and REP Accept: Decrease in hypertrophy (of muscle) = BOD 1✓ Lose muscle = BOD 1✓ (muscles) get weaker = BOD 2✓ Do not accept: Muscles shorten / get tighter = TV Prevents muscle growth / endurance = TV Muscles become fatigued = TV Muscle soreness on its own = TV Decrease in stamina = TV (not muscular) Slower recovery time = TV Increased risk of injury = TV

22	(a)	(ii)	Two marks from: (position in race) Harder to maintain position in field during race OR lower finishing position OR lower performance OR drop out of race (strength / power) Less able to pedal harder OR less able to stay in higher gears (speed) slower (race) time OR cannot pedal as quickly (endurance) Harder to perform for the entire race OR cannot maintain high pedal cadence (recovery) Harder for cyclist to recover / be ready for next stage / next day of racing	2 2 x AO2	Answers must imply that the impact of reversibility is on performance in a cycle race Do not accept (as no effect on performance shown): Feel pain when cycling due to high demands on recovery = TV muscles tire quicker = TV Not pedal for as long = TV Need to lower intensity = TV Cannot maintain constant speed = TV Accept: Struggle to go up high gradients / climb = BOD 2✓ Cycle slower = BOD 3✓ Slows you down / decrease speed = BOD 3✓ Slow down due to less power in the legs = BOD✓3 and BOD✓2 (2 marks)
22	(b)	(i)	One mark for: 12.6 (millilitres)	1 1 x AO3	Units are not required. Ignore if stated.
22	(b)	(ii)	One mark for: 10 (%)	1 1 x AO3	Units are not required. Ignore if stated.

22	(c)	Two marks from: 1. Increased efficiency to take in oxygen OR more efficient gaseous exchange / diffusion 2. Increased surface area of alveoli 3. Increased capillarisation at lungs / alveoli OR increased capillary density at lungs / alveoli 4. Stronger respiratory muscles 5. Increase in (maximum) pulmonary ventilation / vital capacity 6. Increase in minute volume / minute ventilation 7. Increase in tidal volume 8. Reduced resting breathing rate 9. Decrease in lung disease OR healthier lungs	2 2 x AO1	Answers must apply to respiratory system Respiratory / breathing muscles may be stated or named, e.g. stronger diaphragm = ✓ 4 Do not accept: 'Stronger muscles' on its own. 'Decreased breathing rate' = TV 'increased capillarisation' on its own = TV 'more alveoli' = TV Increased resting tidal volume = TV Accept: 'Increased gaseous exchange' = BOD 1✓ 'Increased oxygen intake' = BOD 1✓ 'More capillaries to the lungs' = BOD 3✓ 'Increased lung capacity' = BOD 5✓ 'Hypertrophy of respiratory muscles' = BOD 4✓ 'Reduced resting minute ventilation' = ✓ 6 'Reduced resting tidal volume' = ✓ 7
22	(d)	Two marks for: 1. (Aerobic) cycling at a steady / slow pace during race OR cycling together in a group / peloton 2. (Anaerobic) fast cycling at the end of the race OR sprinting to overtake another cyclist	2 2 x AO2	Answers must be applied to a cycle race and the intensity of cycling. Do not accept: (aerobic) long distance races or equivalent = TV. (aerobic) 'going downhill' on its own = TV (aerobic) pacing yourself / constant speed / normal pace = TV (anaerobic) short distance races or equivalent = TV (anaerobic) 'going uphill' on its own = TV (anaerobic) 'last 100m of race' = TV Accept: (aerobic) freewheeling / not pedalling when going downhill = ✓ 1 (aerobic) cycling at 60-80% of max heart rate = BOD✓ 1 (anaerobic) 'sprinting' on its own = BOD✓ 2 (anaerobic) pedalling hard when going uphill = ✓ 2

23	a	Two marks for: (Pulse lowering) e.g. jogging / walking / slow swimming / slow cycling OR continuous aerobic exercise (Stretching) e.g. hamstring stretch / calf stretch / arm circles / windmills / lunges / open gate / close gate OR a type of stretching e.g. static / PNF / dynamic / mobility	2 2 x AO2	Do not accept: low-intensity exercise (in question) pulse lowerer = TV (not an example) leg stretches = TV Accept: one-word answers, e.g. 'jogging' as this describes slow running descriptions of a stretch without naming a muscle, e.g. touching your toes ankle twists = BOD 2✓
23	b	Two marks from: Helps the body's transition back to a resting state OR speeds up recovery Maintains circulation of blood / oxygen OR maintains elevated circulatory / respiratory rate Gradually reduces stroke volume Gradually reduces tidal volume Gradually reduces cardiac output Gradually reduces minute ventilation Speeds up removal of waste products / lactic acid Gradually reduces blood pressure Increases / maintains muscle flexibility / pliability / elasticity OR increases / maintains range of movement - Reduces the risk of muscle soreness / aching muscles / DOMS / stiffness - Reduces the risk of blood pooling - Reduces the risk of damage to joints - Reduces the risk of fainting / lightheadedness / nausea	2 2 x AO1	Do not accept any of the following: gradually lowers heart rate or breathing rate or body / muscle temperature (in question) Use REP but do not count as an answer Do not accept: prevents / reduces build-up of lactic acid = TV removes lactic acid = TV (must say speeds up / helps or equiv.) reduce muscle fatigue = TV Gets oxygen into body = TV Reduces oxygen debt = TV reduced risk of injury = TV N.B. For pt. 10-13 use BOD for prevent / stop, e.g. prevent blood pooling = BOD 11✓

Level 3 (5–6 marks)

- 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.

Level 2 (3–4 marks)

- 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 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.

Level 1 (1–2 marks)

- 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 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.

(0 marks)

- no response or no response worthy of credit.

Level 3 Discriminators

- detailed knowledge & understanding of **most** warm up components (AO1 / AO2)
- several characteristics of skilful performance are **described** and applied (AO3 / AO2)
- both warm up components and characteristics of skilful performance 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 Discriminators

- satisfactory knowledge & understanding warm up components (AO1/ AO2)
- some characteristics of skilful performance may be **described** (AO3)
- There may be some attempt to apply characteristics of skilful performance (AO2)
- some success at 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)

Level 1 Discriminators

- basic knowledge & understanding of warm up components (AO1 / AO2)
- characteristics of skilful performance may be **identified** with little development (AO3)
- responses only demonstrating AO1 knowledge and understanding are Level 1

6 marks in total 2 x AO1, 2 x AO2, 2 x AO3

Use KU for AO1

Use EG for AO2

Use DEV for AO3

Q23 (c)* Indicative content: <u>(Components of warm up)</u>	<u>(Characteristics of skilful performance)</u>
1. Pulse raiser AND to increase heart rate OR increase circulation of blood (AO1 = KU) - Jogging on the spot / light jogging OR a hockey player running two laps of the pitch (AO2 = EG) 2. Mobility AND to take joint through full range of movement OR to increase flexibility / range of movement (AO1 = KU) - Arm swings / hip circles / ankle rotations or a dancer doing a groin walk / open and close the gates (AO2 = EG) 3. Dynamic AND changes of speed and direction (AO1 = KU) - Shuttle runs / agility runs or a rugby player running in and out of poles (AO2 = EG) 4. Stretching AND to increase range of movement / elasticity / flexibility OR reduces risk of injury (AO1 = KU) - Static stretches, e.g. hamstrings stretch, etc. or a netball player performing bicep stretches (AO2 = EG) - Dynamic stretches, e.g. lunges or a football player performing kick outs (AO2 = EG) 5. Skill Rehearsal AND to prepare the performer for the activity / sport by replicating elements of the activity / sport (AO1 = KU) - A sprinter performing short 10m sprints / practise their starting technique (AO2 = EG) - A basketball player practising passing / shooting / dribbling (AO2 = EG) Credit any other appropriate responses.	6. Efficiency AND little wasted effort / energy OR the skill looks easy (AO3 = DEV) - e.g. the cricket player can conserve energy when bowling so can keep playing for longer without fatigue / tiredness / bowl more overs (AO2 = EG) 7. Predetermined AND the result is intended / performer knows what they want to do and they do it (AO3 = DEV) - e.g. a golf player landing the ball on the green / fairway in preparation for the next shot (AO2 = EG) 8. Coordinated AND able to perform using different body parts at the same time (AO3 = DEV) - e.g. a boxer moving around the ring whilst throwing punches / ducking to avoid getting hit (AO2 = EG) 9. Fluent AND the movement is smooth / flowing OR skills are linked together accurately (AO3 = DEV) - e.g. a gymnast linking different moves together to complete a more difficult routine (AO2 = EG) 10. Aesthetic AND the movement looks good / pleasing to the eye (AO3 = DEV) - e.g. a diver entering the water with very little splash (AO2 = EG) Credit other characteristics of skilful performance if described and applied, e.g. successful technique; well learned; consistent; accurate; controlled; follows technical model, etc.

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