

GCSE

Physical Education

J587/02: Socio-cultural issues and sports psychology

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

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

- **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: A learned movement response/ an action/task/skill that involves (body/limb) movement / movements	1 (AO1)	
2			One mark for: Intrinsic	1 (AO1)	
3			Two marks from: 1. Can't get into the building/ lack of access/ no ramp/ no lift/stairs/ park near the building 2. No pool hoist to access a swimming pool 3. Opening doors/ doors not being automatic/ doors/corridors not wide enough 4. Big enough changing room space	2 (AO1)	DNA: Swimming pool not accessible – TV Wheelchair friendly activities - TV
4			One mark from: 1. Athletes not in the top few in their sport struggle to get funding 2. Some sports aren't deemed 'popular' enough to get sponsorship/ male sports may get more sponsorship than female sports. 3. Sponsorship deals are fragile and can be terminated 4. Advertising some products is not seen as acceptable/ good role model e.g. tobacco/ alcohol/ betting 5. Sponsors might make unreasonable demands on the performer/ put pressure on the performer 6. Sponsors may start to control the sport to the detriment of the players e.g. controlling match timings or frequency of matches	1 (AO3)	
5			Older people take part in less sport or physical activity than younger people.	1 (AO1)	

Question			Answer	Marks	Guidance								
6			One mark for: 1. The state of being comfortable/content (with life). 2. A positive state of feeling healthy and happy/prosperous. 3. It is a person's experience of their life and life circumstances, including things like education, work, social relationships, built and natural environments, security, housing and work-life balance.	1 (AO1)									
7	(a)		Three marks for: <table border="1"><thead><tr><th>Ethnic group</th><th>Percentage participation (%)</th></tr></thead><tbody><tr><td>White British</td><td>47 (accept between 46-48)</td></tr><tr><td>Black</td><td>35 (accept 35-36)</td></tr><tr><td>Asian</td><td>42 (Accept 41-43)</td></tr></tbody></table>	Ethnic group	Percentage participation (%)	White British	47 (accept between 46-48)	Black	35 (accept 35-36)	Asian	42 (Accept 41-43)	3 (AO3)	Physical activity data tool: statistical commentary, March 2021 - GOV.UK (www.gov.uk)
Ethnic group	Percentage participation (%)												
White British	47 (accept between 46-48)												
Black	35 (accept 35-36)												
Asian	42 (Accept 41-43)												
	(b)		Two marks from: 1. White British individuals feel more included and represented/experienced less discrimination. /Ethnic minorities may feel excluded / may have experienced or perceived discrimination 2. White British participants are more likely to speak English as their first language, which removes a key barrier participation. Language may be a barrier for some ethnic minorities. 3. White British individuals may see more role models / Ethnic minorities see fewer role models or are underrepresented, which can discourage participation. 4. White British have community traditions shaped around White British norms & culture / People from minority ethnic backgrounds may feel culturally disconnected or activities don't reflect their identities. 5. White British may face lower levels of poverty/may have more money / Some ethnic minorities may face higher levels of poverty may have /less money, make it harder to find time or resources to participate in.	1 (AO3)	DNA: Any references to religion								

Question			Answer	Marks	Guidance
8			Three marks from: 1. frustration/ anger/losing /poor personal/poor team performance 2. Physical retaliation/ as a reaction to a challenge/ tackle/intentional foul 3. Over arousal during the game 4. To gain an unfair advantage/ to hurt your opponent 5. Taunting from crowd/ opponents 6. <u>Controlled</u> aggression may be required for effective play/ Nature of game 7. As a result of influence of drugs/steroids 8. Intense rivalry/derby/importance of the game 9. Previous bad experience with opponent/ dislike of an opponent 10. Pressure from coach/others 11. Win-at-all-costs attitude / desire to win 12. Mental state of performer /losing control of emotions/ (off-field) emotional issues 13. Copying poor behaviour	3 (AO2)	DNA poor/bad decisions by official (in question) - REP Competition (on own) - TV Drugs (on own) -TV No respect for rules- TV Stress- TV Foul play -TV Dangerous tackling – TV Gamesmanship- TV
9			One mark from: 1. Can reach/be seen by a lot of people/younger people (quickly)/more exposure/ easily shared. 2. Free/cheap 3. Can edit details easily 4. Can communicate/message those who are interested	1 (AO3)	DNA: To promote the class (in question) – REP DNA: get more participating
10			Three marks from: 1. Training adherence /training efficiency/perseverance/ increase effort/ disciplined 2. Motivation 3. To help improve/challenge themselves 4. Increase focus 5. Measure progress 6. Manage anxiety/ boost confidence	2 (AO1)	DNA: goals- e.g. to win an event To achieve a PB Something to work towards/aim for - TV

Question			Answer	Marks	Guidance
11			One mark for: 1. Open  Closed Accept any placement on the right-hand half of the continuum/ half towards closed	1 (AO2)	
12			One mark for: 1. Skills might not be totally at one end or the other so need a scale/ allows placement in between e.g. if more closed than open but still affected by the environment 2. To understand the difficulty of a skill / compare skills / analysis skills/performance	1 (AO1)	
13			One mark for: 1. Looks good/pleasing to the eye	1 (AO1)	DNA: Aesthetically pleasing - REP
14			One mark from: 1. Calms nerves/ calms down performer/reduce anxiety/improve concentration 2. Reduce heart rate 3. Reduce muscle tension 4. Reduce blood pressure 5. Prevent hands from shaking/improve steadiness 6. Reduces effect of adrenaline	1 (AO1)	DNA: Relax - TV
15			One mark from: 1. Extrinsic feedback 2. Knowledge of performance 3. Positive	1 (AO1)	DNA: Verbal
16			One mark from: 1. Friendship / improved communication /meet new people 2. Sense of belonging 3. Not being lonely	1 (AO1)	

Question			Answer	Marks	Guidance
17			Two marks from: 1. Reduced risk of CHD/ heart disease / stronger heart 2. Lower blood pressure/ prevent high blood pressure/ lower resting HR 3. Avoid/ reduce risk of Type 2 diabetes 4. Improved posture 5. Increased bone density / less risk of osteoporosis 6. Less risk of suffering a stroke 7. Improved lung/respiratory efficiency 8. Improved component of fitness (e.g. strength, agility, stamina/ CV endurance, co-ordination, flexibility) 9. Improved sleep quality 10. Reduced risk of injury 11. Muscular hypertrophy	2 (AO1)	Accept other suitable mark e.g. less risk of angina/ atherosclerosis DNA: less risk of health problems – TV Prevents injury – TV Better physique -TV
18			Two marks from: 1. Poor stress management/ high stress levels / depression /poor mental health/ increased anxiety 2. Negative self-image 3. Lack of confidence/ low self esteem 4. Poor body image	2 (AO2)	Mark first two attempts only DNA: Poor emotions – TV Less happy - TV
19			One mark for: Increased hair growth	1 (AO2)	
20			Two marks from: 1. Meat/ steak/ chicken/ pork/ turkey 2. Eggs 3. Pulses/ beans/ seeds e.g. quinoa/ chia seeds/black beans/nuts 4. Milk/ whey powder 5. Fish/ Salmon 6. Cheese 7. Yogurt 8. Tofu 9. Soya 10. Green leafy veg/ spinach/ cauliflower/ kale/ cabbage/ broccoli	2 (AO2)	DNA: Protein bars/ shakes Accept other suitable examples of foods high in protein

Section B

Question			Answer	Marks	Guidance
21	(a)		One mark from: 1. Newspapers /print 2. Magazines 3. Radio	1 (AO1)	DNA: television / social media / the internet or types of social media, e.g. podcast (in question) news = TV
21	(b)		Three marks from: 1. Helps promote a country/ business /company/ product 2. Provides (more) money to the Games and to participants 3. Highlights minority/new sports in Olympics 4. Shows (positive) role models / shows positive behaviours/ outcomes/highlights sportsmanship 5. Inspires/increases/encourages participation in sport(s) 6. Can be shown on more media formats and channels so more ways to watch and promote Olympics/encourage more people to watch/increased viewership.	3 (AO3)	Mark first 3 attempts DNA: Increased sponsorship on it's own
21	(c)		Six marks from: 1. Imagery /visualisation Picturing themselves doing an activity/ Can visualise the audience so helps performer be ready/ anticipate the noise/ Going to a calm/relaxing place to reduce anxiety/build confidence. 2. Mental rehearsal Going through each step of the skill in mind/ imagining how they will look before they start, picturing their run up strides/ can help body prepare for the activity/reinforces motor programmes 3. Selective attention Focusing on relevant information/ the board to take off, the sand pit/ blocking out irrelevant information/ brain can focus on the important information and not be distracted 4. Positive thinking/positive self-talk Thinking/talking/telling positively can give more of a positive/ achievement mindset/ boost confidence. Gets rid of negative thoughts which may make you lack confidence	6 (AO3)	Accept examples of the explanation e.g. Point 2 accept the long jumper pictures themselves doing the jump PROVIDING they include an impact statement e.g. increases confidence/ perform better/ reduce anxiety Name of technique must be correct in order to access further marks.

Question			Answer	Marks	Guidance
22	(a)	(i)	One mark for: 1. The tennis player must make lots of decisions/information processing/judgments/ There are many sub-routines involved e.g like where to serve, when to toss the ball, apply spin or not	1 (AO3)	
22	(a)	(ii)	One mark from: 1. The dive is not affected by the environment/surroundings e.g the pool/starting gun/lane is a predictable environment	1 (AO3)	
22	(b)		Two marks for: 1. Measurable/Measured 2. Achievable/realistic 3. Time phased/Timed/Time-bound/ Time based	3 (AO1)	DNA: specific or recorded (in question) Time - TV
22	(c)	(i)	Two marks from: Advantage: 1. Performer understands what is meant to be done 2. Coach can draw attention to specific points/ fine tuning developed movements 3. Immediate/quick/easy/efficient Disadvantage: 4. Performer might not understand/ overload of information/explanation may not be clear/ difficult for beginners 5. Does not create a visual image /does not get feel for the skill /kinaesthetic feel	2 (AO3)	Submax 1 mark for an advantage Submax 1 mark for a disadvantage
		(ii)	One mark for 1. Visual 2. Manual	1 (AO1)	DNA: mechanical guidance

Question			Answer	Marks	Guidance
22	(c)	(iii)	One mark for: Advantage: (Visual) because the performer would be able to see what is required/ creates a mental picture (Manual) because the performer would get the feel/ kinaesthetic awareness of the movement /reduce fear/ increase safety. Disadvantage: (Visual) Hard to get a feel for the skill/demonstration could be incorrect or too complicated (Manual) overreliance on the support/ can be dangerous if incorrect/ may feel uncomfortable with physical contact/ unrealistic feeling of the skill.	2 (AO3)	Marks are only awarded if correctly linked /to the guidance identified in 22 c (ii) Submax 1 mark for an advantage Submax 1 mark for a disadvantage DNA: improved confidence - TV
23	(a)		One mark for: A diet that contains the correct proportions (of carbohydrates, fats, proteins, vitamins, minerals, fibre and water) necessary to maintain good health.	1 (AO1)	DNA: Contains all nutrients – TV Calorie input = calorie output - TV
23	(b)		Three marks from: - Regulates body temperature/keeps cooler - Regulates blood pressure - Helps with removal of waste products/ toxins - Aids transportation of oxygen/nutrients/reduce blood viscosity - Aids metabolism of fats - Necessary for muscle contractions/improves joint lubrication - Allows optimal performance/ performs better/perform for longer - Reduce (muscle)fatigue/cramps/fainting/nausea /dizziness/ headaches - Maintain/increase energy levels/increases alertness/focus	3 (AO1)	Mark first three attempts only DNA: increase blood flow –TV dehydration Pt 8 Must indicate reducing/ decreasing the chance of and not a reference to stopping/ preventing. BOD -Reduces confusion (Pt 9)

Question	Answer	Guidance
23 c J587/02	Level 3 (5–6 marks) Mark Scheme • 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.	At Level 3 responses <u>are likely</u> to include: • Detailed discussion of how a marathon runner may adapt their diet compared to a sedentary individual. (AO2 & AO3) • Consistent comparison/ acknowledgement of how differs to sedentary (AO2 & AO3) • Detailed explanation of a wide range of the physical benefits of a warm up for the marathon runner. (AO1) • At the top of this level, both aspects well addressed
	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 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: • Satisfactory discussion of how a marathon runner may adapt their diet compared to a sedentary individual. (AO2 & AO3) • Some comparison/ acknowledgement of how differs to sedentary individual (AO2 & AO3) • Good explanation of some physical benefits of a warm up for the marathon runner. (AO1) • At the top of this level both aspects of the question have been addressed satisfactorily
	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 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. (0 marks) • no response or no response worthy of credit	At Level 1 responses <u>are likely</u> to include: • Basic discussion, more likely description, of how a marathon runner may adapt their diet. (AO2 & AO3) • Lacks comparison/ acknowledgement of how differs to sedentary individual (AO2 & AO3) • Basic description of a few physical benefits of a warm up for the marathon runner. (AO1) • L1: Responses only demonstrating AO1 knowledge and understanding are Level 1

Q23c Diet – Marathon v Sedentary (indicative content)		
AO2 E.G. & AO3 DEV	Marks	Guidance notes
1M. High carbohydrates before event / more calories / more carbohydrates 1S. Moderates carbohydrates/ / less calories /less carbohydrates	6 (2 x AO1, 2 x AO2 2 x AO3)	One point on own (ie. 1M) – EG
2M. Eats slow-release carbs / complex carbs 2S. Any carbs/ no specific carbs		Comparative point (ie 1M & 1S) DEV
3M. Drinks plenty of water to keep hydrated 3S. Drinks average/ normal amounts of water		KU only for points 9-19
4M. Drinks fluids during marathon 4S. Does not need to drink additional fluids		
5M. Uses energy gels /energy drinks/ quick release/ simple carbs/carbs during marathon 5S. Does not need to use energy gels / energy drinks		
6M Takes on proteins to replaces stores/consumes protein to repair/aid recovery 6S. Does not need to take on additional proteins /recovery foods		
7M Takes on vitamins and minerals to aid preparation /recovery /injury prevention 7S Takes vitamins and minerals for general heath		
8M Eats reduced (saturated/unhealthy) fats to keep body weight low 8S Overeating (saturated/unhealthy) fats may lead to obesity/ CHD		
9M Uses (unsaturated/healthy) fats to boost (secondary) energy store 9S Does not use (unsaturated/healthy) fats as an energy source		
Physical benefits of a warmup – AO1 KU		
9. Prepares the body for physical activity 10. Increases muscle temperature 11. Reduces risk of injury 12. Increases the speed of muscle contraction 13. Increases flexibility of muscles 14. Increases range of movement at joints 15. Increases pliability of ligaments and tendons 16. Increases heart rate / pulse raiser/ breathing rate 17. Increases blood flow /redistribution of blood 18. Increases delivery of oxygen to muscles 19. Allows athletes to maximise training intensity and duration and limit fatigue		

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