



Mark Scheme

OCR GCSE PE – Paper 2

This mark scheme contains:

- Copy of each question for reference
- Marking guidance where appropriate
- Marking points containing alternative acceptable responses plus relevant assessment objective

How should schools use this mark scheme?

The mark scheme has been constructed specifically for the exam paper used in preparation for and during the live revision shows provided by James Simms in May 2022.

All questions/mark schemes are taken from ExamSimulator. Please note, there are hundreds of additional questions on ExamSimulator covering the AEI topics. Within the platform, the teacher is assisted with the marking and full diagnostic feedback is also provided. ExamSimulator is a premium resource available via TheEverLearner.com.

I hope this helps both students and teachers in their exam preparations.

James Simms

1.

Participation in sport can often be affected by discrimination.
Describe **three** forms of discrimination that exist in contemporary society.

Marking guidance

In order to access full marks, **three** forms of discrimination must be described.

Marking points

(1) [AO 2] Racism excludes certain ethnicities from participating/Racism makes certain ethnicities not want to play sport/Racial discrimination is seen in different sports

(2) [AO 2] Religious discrimination can prevent taking part in certain activities/Religious discrimination makes it difficult to do certain activities/Religious discrimination restricts access

(3) [AO 2] Sexism can make it difficult for a gender to play a sport/Sexism can restrict access/Sexism

(4) [AO 2] Cost can restrict socio-economic groups/Financial discrimination can restrict access/Finances

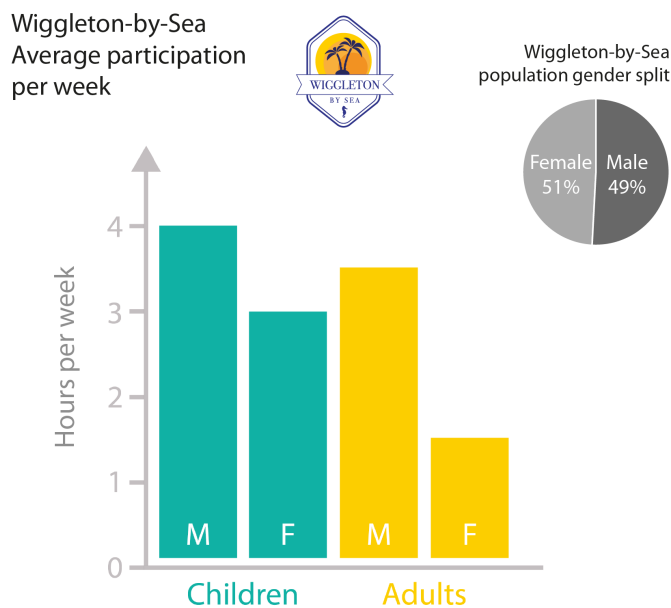
(5) [AO 2] Ageism can restrict age groups from playing sports/Age can stop participation in certain sports/Age can prevent participation in activities

(6) [AO 2] Homophobia and transphobia can exist in sports

(7) [AO 2] Discrimination against disability can prevent people who are disabled participating/Discrimination against disabled people/Disability

2.

Using this graph to support your answer, analyse the impact of gender on participation in physical activity in Wiggleton-by-Sea.



Marking guidance

Do not accept accessibility, socioeconomic status or inclusiveness as reasons for not participating. From the evidence, these do not have an impact.

Marking points

- (1) [AO 3] Males of all ages are more active than females/Females at all ages are less active than males/More males complete the minimum activity levels than females
- (2) [AO 3] Both males and females are active less as they get older/Less activity for males and females in adulthood/Males and females do less activity as adults
- (3) [AO 3] Adult males are more active than adult females/Adult females are less active than adult males/Men more active than women
- (4) [AO 3] Boys more active than girls/Girls less active than boys/Boys are more active
- (5) [AO 3] Females drop out at much higher rates than males/Difference between girls' and women's activity levels are much greater/Men are consistently more active

3. Using goals in training helps to motivate a performer.
Identify **two** other reasons for using goal setting with an athlete.

Marking guidance

Not provided

Marking points

(1) [AO 1] For exercise adherence/Stick to training/Continue training

(2) [AO 1] To improve performance/Optimise performance/Improve technique

4.

A badminton player and his coach write down his goal, which is to improve his shots by 5%. Explain how they could use the SMART principle to improve his goal.

Marking guidance

Do not accept reference to "measurable", "achievable" or "recorded". All of these were already incorporated in the goal.

Accept other reasonable examples of the use of specific and timed.

Marking points

(1) [AO 1] They need to make the goal specific/Specific goals/Specific

(2) [AO 2] Change it to getting 5% more shots over the net/5% faster smashes which could be measured using a speed gun/5% more accurate with 5% fewer shots landing out of the court

(3) [AO 1] They need to make the goal timed/Timed goals/Timed

(4) [AO 2] Aim to achieve the target within a month/State that the measure will be taken over the next five matches/State how many weeks the process will take

5.

Explain why an athlete is likely to review their SMART targets **midway through** their training programme.

Marking guidance

Not provided

Marking points

(1) [AO 1] To check on progress/Monitor progress/Progress check

(2) [AO 2] So that goals can be adapted mid-programme/Adapting goals/Update goals

(3) [AO 3] Updated goals will motivate the athletes/Increases motivation/More motivated in latter part of the training programme

6.

Explain how a horse-riding coach could use mechanical guidance when coaching a beginner rider.

Marking guidance

Sub max one mark for stating what mechanical guidance is (point one) and sub max two marks for examples of how mechanical guidance is done in horse-riding coaching. Accept other alternative examples of mechanical guidance in horse riding.

Marking points

- (1) [AO 1] Mechanical guidance is using objects or aids to help learning/Objects or aids/Use of objects
- (2) [AO 2] The coach could use a harness for a novice rider/Use of harness to prevent the rider falling to the floor/Using a harness
- (3) [AO 2] Use a lead rope to make the rider feel safe/Use a lead rope so the horse does not run away/Control the horse with a rope
- (4) [AO 2] Use a platform or a step for when the rider climbs up and down from the horse/Use a platform/Use a step
- (5) [AO 2] Use cones and coloured gates so the rider can learn to guide the horse/Use cones to create a course/Use gates to help the rider control the horse

7.

Describe one advantage **and** one disadvantage of using manual guidance in the coaching of a motor skill.

Marking guidance

Sub max one mark for an advantage and sub max one mark for a disadvantage.

Marking points

(1) [AO 3] An advantage is a novice performer can experience the correct feel of the skill/Good for intrinsic feedback/Develops kinaesthetic awareness

(2) [AO 3] An advantage is that it can increase confidence/Reduces the sense of risk when performing a difficult move for the first time/Handholds and supports can increase confidence and decrease risk

(3) [AO 3] A disadvantage is that the performer can become reliant on the support/Over-reliance/Cannot do the skill without the support

(4) [AO 3] A disadvantage is that direct contact can feel uncomfortable/Coaches are weary of touching performers/Culture of risk aversion

8.

Describe two advantages **and** two disadvantages of using visual guidance in the coaching of a motor skill.

Marking guidance

Sub max two marks for advantages and sub max two marks for disadvantages.
Max cannot be obtained through a split of three and one.

Marking points

(1) [AO 3] An advantage is that it creates a mental picture for performers/Performers can visualise the skill/Performers have a physical model to copy

(2) [AO 3] An advantage is that visual guidance is effective for beginner performers/Excellent for novices/Works well with cognitive stage performers

(3) [AO 3] An advantage is that visual guidance can be done with groups/Demonstrations can be for a large group/Large group

(4) [AO 3] A disadvantage is that visual guidance does not create a feeling of the correct movement/No kinaesthesia/Performers only see the correct model rather than feel it

(5) [AO 3] A negative is that the demonstration may contain mistakes/Demonstration may have low quality/Performers may model their performance on a poor demonstration

(6) [AO 3] A disadvantage is that performers may miss details of the demonstration/Demonstration may be too much information/Information overload can be caused

9. Using a sporting example, explain how positive feedback can be used by a coach.

Marking guidance

One mark for naming a method of positive feedback such as praise, encouragement, "well done", etc. and one mark for showing how this would be applied to a performance.

No application, zero marks.

Marking points

(1) [AO 2] Rugby coach gives praise/Trampolining coach tells the jumper they have improved/Long jump coach tells the athlete well done

(2) [AO 2] Rugby coach gives praise for a successful lift in the line-out/Trampolining coach tells the jumper they have improved the angle of their hip in the pike jump/Long jump coach tells the athlete "well done" for nailing the take-off board

10.

Justify the following statement:

"Extrinsic is the most important type of feedback for beginners in sport."

Marking guidance

Marking points

(1) [AO 3] Extrinsic feedback comes from an external source/From the coach/From a different perspective

(2) [AO 3] A coach can have the experience and knowledge that the beginner does not have/The beginner needs a knowledgeable perspective/Beginner cannot get it right by themselves

(3) [AO 3] Extrinsic feedback helps the beginner to detect errors/Beginner needs help to spot mistakes/Helps with error detection

(4) [AO 3] Beginner does not know what correct feels like/Lack of kinaesthetic feel/Lack of intrinsic feedback

(5) [AO 3] Extrinsic feedback can come in the form of coaching points/Beginner can receive technical coaching points/Beginners need coaching points

11. State **three** social benefits for a family attending a health club.

Marking guidance

Not provided

Marking points

- (1) [AO 1] Form new friendships/Larger friendship groups/Social inclusion
- (2) [AO 1] Sense of belonging to a group/Group belonging/Group identity
- (3) [AO 1] No sense of ongoing loneliness/Sense of being with others/No loneliness
- (4) [AO 1] Common experiences with other people/Shared experiences with others/Common experience
- (5) [AO 1] Development of other interests because of the other members at the health club/Learn new things from other members/Learn new interests

12. Identify **three** consequences of leading a sedentary lifestyle on **physical** well-being.

Marking guidance

Only award the mark if the student states the consequence. These are some examples: Do not award a mark for "diabetes". The answer must state "Type 2 diabetes" or equivalent.

Do not award a mark for stating "blood pressure". The answer must state "increased blood pressure" or equivalent.

Marking points

- (1) [AO 1] Increased chance of CHD/Angina/Heart disease
- (2) [AO 1] Increased chance of chronic high blood pressure/Increased chance of hypertension/Chronic high blood pressure
- (3) [AO 1] Decreased bone density/Increased chance of osteoporosis/More brittle bones
- (4) [AO 1] Increased chance of obesity/Continual weight gain/Obesity
- (5) [AO 1] Type 2 diabetes/Lifestyle diabetes
- (6) [AO 1] Increased chance of postural issues/Painful back/Neck pain
- (7) [AO 1] Decreased fitness/Decreased CV endurance/Decreased flexibility
- (8) [AO 1] Increased chance of injuries/Joint injuries/Joint pain

13. Describe **two** ways in which a healthy level of protein in the diet is good for sports performers.

Marking guidance

Not provided

Marking points

(1) [AO 1] Helps with cell growth/Muscle growth/Tissue growth

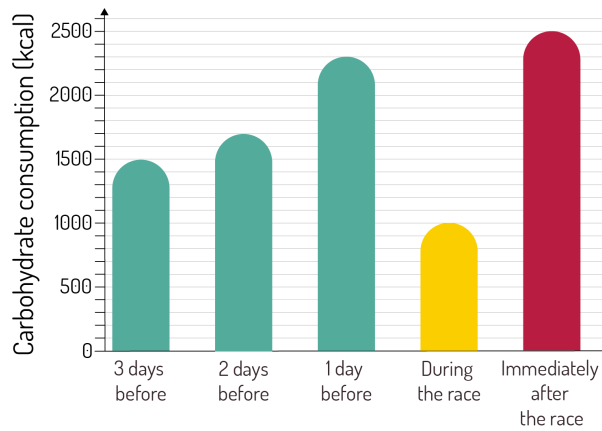
(2) [AO 1] Helps with cell repair/Muscle repair/Tissue repair

(3) [AO 1] Helps to increase strength/Muscle hypertrophy/Stronger muscle

(4) [AO 1] Increased production of hormones and enzymes/More haemoglobin/More enzymes

14.

Analyse this graph of consumption of carbohydrates **before, during and after** running a marathon.



Marking guidance

Only award full marks if the student successfully addresses before, during and after.

Marking points

- (1) [AO 3] In the days before the race, the runner gradually increases their carbohydrate consumption/Carbohydrate consumption rises as the race approaches/Runner is carbo-loading
- (2) [AO 3] Carbohydrate consumption peaks the day before the race/Runner eats lots of carbohydrates 24 hours before the race
- (3) [AO 3] This is so the runner will have more energy for longer/Maximises carbohydrate storage/Maximises glycogen storage
- (4) [AO 3] Runner could become bloated before the race/Eating lots of carbohydrate can make you feel heavy/Cabohydrates can cause water retention
- (5) [AO 3] Runner keeps eating carbohydrates during the race/Uses energy gels or sugary drinks/Takes on glucose whilst running
- (6) [AO 3] Runner replenishes carbohydrates after the race/Eats large quantities of carbohydrate straight after the race/Replaces lost carbohydrates after the race

15.

Evaluate the effects of carbohydrate, fat and protein on training quality.
Describe the long-term effects of regular training on the respiratory system.

Marking guidance

[6 Mark Level Descriptors](#)

A01 is KU and relates to knowledge of carbohydrate, fats and protein and long term effects of exercise on the respiratory system.

A02 is Eg are practical examples related to training. Answers must relate to a training.

A03 is DEV and relates to evaluation of the macronutrients and the effects they have on the quality of training. Credit other relevant evaluation points about the role of macronutrients.

Do not credit reference to knowledge that is not in the OCR specification such as reserve volumes in the lungs.

Do not credit knowledge that is not relevant to the question such as micronutrients, fibre and water.

Marking points

(1) [AO 1] Carbohydrates are the main source of energy at all intensities/Carbohydrates for energy

(2) [AO 2] Diet should contain 55% of carbohydrate

(3) [AO 3] So that the performer does not get fatigued in training/So that the muscles continue to work throughout training/To sustain energy through the training session

(4) [AO 3] Complex carbohydrates provide slower and long-lasting energy to be able to complete the training session

(5) [AO 3] Simple carbohydrates release energy faster

(6) [AO 3] Excess carbohydrate is converted into triglycerides and stored as fat

(7) [AO 3] Taking on excess calories can lead to weight gain

(8) [AO 1] Fats are a secondary source of energy/Lipids are a source of energy

(9) [AO 2] Diet should contain 30% of fats

(10) [AO 3] Fats contain more energy than carbohydrates/Fats are energy-rich

(11) [AO 2] Fats provide energy for low-intensity periods of training/Aerobic components of training

(12) [AO 3] Eating too much saturated fat can increase blood cholesterol

(13) [AO 3] Monounsaturated fats such as nuts are recommended as good fats

(14) [AO 1] Proteins help the muscle tissue to grow/Proteins repair muscle tissue/Growth and repair of muscle tissue

(15) [AO 2] Diet should contain 15% of protein

(16) [AO 2] Protein should be consumed after training

15.

Evaluate the effects of carbohydrate, fat and protein on training quality.
Describe the long-term effects of regular training on the respiratory system.

(17) [AO 3] The muscles are able to respond to the training/Muscle adaptations can take place/Muscles can grow

(18) [AO 3] Muscles can grow leading to an increase in strength

(19) [AO 3] If training has a large strength component, more protein should be consumed

(20) [AO 3] Can support the recovery process and be ready for the next training session

(21) [AO 1] Increased number of alveoli in the lungs/Increased density of alveoli in the lungs/Number of alveoli in lungs goes up

(22) [AO 2] Offset fatigue due to increased gaseous exchange

(23) [AO 1] Increased lung capacity/Lung capacity

(24) [AO 2] Tidal volume is higher during training so more air can be taken in per breath

(25) [AO 2] Minute ventilation increases during training

(26) [AO 1] Increased strength of the diaphragm/Strength of the diaphragm increases

(27) [AO 1] Increased strength of the external intercostal muscles/Strength of the external intercostal muscles increases/Strength of the external intercostal muscles

(28) [AO 2] Breaths are deeper and carbon dioxide is exhaled quicker

(29) [AO 1] Rate of recovery increases

(30) [AO 2] During training the performer is able to go again after a rest

(31) [AO 1] Capillarisation causes an increase in capillaries around the alveoli

(32) [AO 2] Oxygen moves into the blood quicker to be taken to the working muscles

16. Explain why an endurance cyclist drinks fluid throughout their performance.

16. Explain why an endurance cyclist drinks fluid throughout their performance.



Marking guidance

Not provided

Marking points

- (1) [AO 1] To prevent dehydration/To maintain hydration/Keep the performer hydrated
- (2) [AO 2] Dehydration causes blood thickening/Increased blood viscosity/Causes heart rate to increase
- (3) [AO 3] So the cyclist has to do more work anaerobically/So the cyclist's heart has to work harder/More work anaerobically
- (4) [AO 2] Because the cyclist wants to maintain body temperature/Needs to keep temperature stable/Wants to avoid overheating
- (5) [AO 3] If she overheats she has to stop/Overheating will slow her down/Overheating will cause a dramatic reduction in pace
- (6) [AO 2] Reactions can become worse/Increased reaction time/Slower reactions
- (7) [AO 3] Slower reactions could cause her to crash/Poor reactions could cause her to collide with other riders/Slower reactions might cause a collision with a car
- (8) [AO 2] Dehydration can cause cramps/Dehydration can cause muscle fatigue/Lack of electrolytes from fluids can cause cramp
- (9) [AO 3] Will make her slow down/Will reduce cycling speed/Will cause her to stop pedalling

16. Explain why an endurance cyclist drinks fluid throughout their performance.