



The EverLearner

National Mock Exams 2023

POWERED BY **ExamSimulator**

Mark Scheme

OCR GCSE PE – Paper 2

Please read before distributing to students.

Purpose of this document

This document and the associated question paper are based on the data analysis performed by The EverLearner Ltd and published within the 2023 infographics. We are confident that:

- We believe this mark scheme has a very strong association with the actual external exam in 2023 in relation to command terms, skills, AO distribution, extended writing requirements and topics.
- However, this is categorically NOT a mark scheme for a predicted paper. No-one can accurately predict an exam paper and we make no claim to this end.
- It is vital that you only use this document internally in your school/college. Publishing the document online or sharing it in any other way is strictly prohibited as this will undermine the potentially educational experiences of students in other schools/colleges.
- Finally, please check the publication dates of the model answers for this paper as well as the associated revision sessions in May.

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 The EverLearner's National Mock Exams from 2023. The model answers will be available on the 28th April and some of these questions will be discussed in the live revision show provided by James Simms (Wednesday 24th May, 15:30-17:00 on [youtube.com/TheEverLearner](https://www.youtube.com/TheEverLearner)).

All questions/mark schemes are available on ExamSimulator. Please note, there are hundreds of additional questions and mark schemes on ExamSimulator covering the OCR GCSE PE topics and skills. 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



Subject	
Course	OCR GCSE PE 9-1
Time allowed	1 hour

Title	OCR GCSE PE 9-1 Paper 2 National Mock Exam 2023
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Guidance	<ul style="list-style-type: none">• This paper is marked out of 60 marks.• You have 60 minutes (plus additional time for those who have Exam Access Arrangements).• Answer all questions.• A calculator is permitted for this exam.• This paper contains a 6-mark question.• Good luck.
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Total marks	60
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1. Name the performance-enhancing drug that athletes might be tempted to use because it can reduce blood pressure.
-

Marking points (maximum 1)

(1) [AO 1] Beta blockers

2. Marissa is a single parent. Identify **two** ways in which Marissa's family commitments could affect her participation in physical activity.
-

Marking points (maximum 2)

- (1) [AO 1] Lack of time/No time to be active
- (2) [AO 1] Work commitments override being active/Work commitments
- (3) [AO 1] Cost/Affordability/Lack of disposable income
- (4) [AO 1] Fewer single parent role models/Fewer role models
- (5) [AO 1] Limited opportunity for classes and sessions at appropriate times

3. Which of the following is an accurate description of **manual** guidance in swimming?
-

Marking guidance

Only accept option B. Do not accept options A, C or D. Only option B is correct.

Marking points (maximum 1)

(1) [AO 2] Option B/B/Using the palm of their hand to keep the swimmer afloat

4. State **one** example of gamesmanship in football.
-

Marking guidance

The mark scheme is not exhaustive. Accept other appropriate examples of gamesmanship in football. The example needs to be specific to football. Do not accept diving or time-wasting, as these are both against the rules.

Marking points (maximum 1)

(1) [AO 2] Exaggerating a foul/Appealing for a referee's decision/Walking slowly when being substituted

5. Describe **three** ways in which **disability sport** can be promoted in order to increase physical activity levels.
-

Marking points (maximum 3)

(1) [AO 3] Increase media coverage of disabled athletes/Disability seen more in the media

(2) [AO 3] Increase the profile of disabled athletes/More disabled athlete role models

(3) [AO 3] Integrate able-bodied and disability competitions/Parallel competitive structure

(4) [AO 3] More competitive leagues/Increase provision for disabled clubs/Increase access to clubs

(5) [AO 3] Use education to celebrate disability sport/Celebrate disabled achievements through education/More education

(6) [AO 3] Ensure physical access to all sports facilities/Improved access to sporting facilities

6. Identify which of the following goals could be considered **measurable** for a 100m sprinter.
-

Marking points (maximum 1)

(1) [AO 2] Option D/D/Improve the reaction time by 0.1 second

7. A sprinter can use imagery to mentally prepare.
Describe **two** other mental preparation techniques that a sprinter could use prior to their race.
-

Marking guidance

Naming the mental preparation technique does not achieve credit. The technique **must** be linked to a sprint start.

Marking points (maximum 2)

- (1) [AO 2] Mental rehearsal of a consistent arm action/Mentally going over a fast start/Mentally going over the strategy for the finish
- (2) [AO 2] Selective attention when at the start/Blocking out distractions/Blocking out the crowd
- (3) [AO 2] Positive thinking about the whole race/Positive self-talk during the warm-up/Negative thought-stopping leading up to a race

8. Define health.
-

Marking points (maximum 1)

- (1) [AO 1] Complete physical, emotional and social well-being/Complete physical, mental and social well-being
- (2) [AO 1] Free from illness/Free from injury/Absence of disease
- (3) [AO 1] Sound body, mind and spirit
- (4) [AO 1] Condition where someone is thriving/Condition where someone is doing well

9. Explain why protein **and** fibre are beneficial to a sports performer.
-

Marking points (maximum 2)

- (1) [AO 2] Protein helps a javelin thrower recover after training/Faster adaptations for a tennis player/Sprinter repairs muscle tissue more efficiently
- (2) [AO 2] Fibre helps a swimmer's digestive system/Hockey player has better gut health and feels less bloated

10. True or false? A coach talking to a goal shooter in netball about their shooting accuracy statistics is an example of knowledge of performance.
-

Marking points (maximum 1)

(1) [AO 3] False

11. This image summarises the consequence of a sedentary lifestyle. Identify the words that should replace A, B and C in the image.
-

Marking guidance

Only accept the correct answers to the the right part of this question.

Marking points (maximum 3)

- (1) [AO 2] A is a social consequence/A social consequence/A social
(2) [AO 2] B is a physical consequence/B physical consequence/B physical
(3) [AO 2] C is a emotional consequence/C emotional consequence/C emotional

12. Describe **one** negative impact of a sports performer taking stimulants to enhance performance.
-

Marking points (maximum 1)

- (1) [AO 1] Addiction
(2) [AO 1] Lead to aggression/Aggressive behaviour/Aggression
(3) [AO 1] Insomnia/Lack of sleep/Unable to sleep
(4) [AO 1] Increased anxiety/Anxiety issues
(5) [AO 1] Higher blood pressure/High blood pressure
(6) [AO 1] Headaches
(7) [AO 1] Heart failure/Heart attack

13. One characteristic of skillfull movement is efficiency.
State **two** others.
-

Marking points (maximum 2)

- (1) [AO 1] Predetermined/Pre-determined
- (2) [AO 1] Coordinated/Co-ordinated
- (3) [AO 1] Aesthetic/Aesthetically pleasing/Beautiful
- (4) [AO 1] Fluent/Fluency

14. Look closely at this image.
Which of the statements relates to the impact of ethnicity on particiaption in physical activity?
-

Marking points (maximum 1)

- (1) [AO 3] Option B/B/White athletes are over-represented in cycling

15. State **two** organisations which support and encourage participation in sport in the UK.
-

Marking guidance

Accept any suitable name of an organisation responsible for supporting and encouraging sport and activity in the UK.
Accept named governing bodies such as ECB or The FA, for example.

Marking points (maximum 2)

- (1) [AO 1] Sport England
- (2) [AO 1] National Governing Bodies/NGBs
- (3) [AO 1] Department for digital, culture, media and sport/DCMS
- (4) [AO 1] UK Sport
- (5) [AO 1] Youth Sports Trust/YST

16. Define commercialisation.

Marking points (maximum 1)

(1) [AO 1] The influence of commerce on sport to make profit/The influence of trade on sport to make profit/The influence of business on sport to make profit

17. Knowledge of performance is a type of feedback used in sport.
Name **two** other types of feedback.

Marking points (maximum 2)

- (1) [AO 1] Intrinsic feedback/Intrinsic
- (2) [AO 1] Extrinsic feedback/Extrinsic
- (3) [AO 1] Positive feedback/Positive
- (4) [AO 1] Negative feedback/Negative
- (5) [AO 1] Knowledge of results

18. State the meaning of the 'A' in the SMART principle of goal setting.

Marking points (maximum 1)

(1) [AO 1] Achievable/Achieve

19. Define sportsmanship.

Marking points (maximum 1)

- (1) [AO 1] Qualities of fairness/Fair play/Fairplay
- (2) [AO 1] Following the rules/Sticking to the rules/Rule adherence
- (3) [AO 1] Being gracious in victory and defeat/Treating winning and losing the same/Being gracious
- (4) [AO 1] Respecting the opposition/Showing respect to opponents/Showing respect

20. Look closely at this data.
Assess the **trends** in male and female participation in sport and physical activity.
-

Marking guidance

The three trends identified in the mark scheme are the only trends.
Please accept equivalent description of the same trends. For example, "traditional team sports are over-represented by men" would be creditworthy for marking point 1.

Marking points (maximum 3)

- (1) [AO 3] Football, rugby and cricket has a larger representation of males
- (2) [AO 3] Representation in tennis, athletics and trampolining is approximately equal
- (3) [AO 3] There are no sports where the representation is higher for females

21. This data shows the trends in participation for males and females.
Suggest two ways to increase female participation in physical activity.
-

Marking points (maximum 2)

- (1) [AO 2] Increase media coverage of female athletes/Female sport given more media exposure/More media coverage
- (2) [AO 2] Increase the profile of female athletes at all levels/More female role models
- (3) [AO 2] Intergrate female and male elite competitions/Parallel competitive structure
- (4) [AO 2] Increase provision for clubs in traditionally male-dominated sports/Increase access to clubs for females
- (5) [AO 2] Use education to celebrate female sport/Celebrate female achievements through education/More education
- (6) [AO 2] Increase the number of female coaches/More female officials in elite sport/More female roles
- (7) [AO 2] Targetted campaigns such as This Girl Can/Focussed campaigns

22. 78% of adults in the UK work during daytime hours.
Describe **two types of provision** that could increase participation levels for people with daytime working commitments.
-

Marking guidance

Do not accept "more evenings and weekends" unless it is specifically linked to clubs, coaches, facilities and competitions.

Marking points (maximum 2)

- (1) [AO 2] Availability of more clubs in the evenings and at weekends
- (2) [AO 2] Facilities remaining open later in the evenings and at weekends
- (3) [AO 2] More coaches and instructors working evening and weekend sessions
- (4) [AO 2] Competitions can be timed to be in the evenings and at weekends

23. Performance enhancing drug usage can ruin the reputation of athletics.
Explain **three** other negative influences on athletics.
-

Marking points (maximum 3)

- (1) [AO 3] Successful performers in athletics are always treated with suspicion/Honest athletes are tarred
- (2) [AO 3] Sponsorship is withdrawn from major athletic events
- (3) [AO 3] Reduced number of spectators attending live athletics events/Fewer people watching athletics at home
- (4) [AO 3] Number of participants in grassroots athletics decreases
- (5) [AO 3] Loss of funding due to increasing money spent on anti-doping procedures and policies
- (6) [AO 3] Personal best times are no longer trusted/World records are no longer believed to be true
- (7) [AO 3] Athletes lose faith in their governing body

24. State **one** side effect of a performer taking anabolic steroids.

Marking points (maximum 1)

- (1) [AO 1] Aggression/Aggressive behaviour
- (2) [AO 1] Liver damage
- (3) [AO 1] Coronary heart disease/CHD/Stroke
- (4) [AO 1] Infertility/Low sperm count
- (5) [AO 1] Male characteristics for a female
- (6) [AO 1] Acne

25. Describe **two** advantages of using selective attention when performing a volleyball serve.

Marking points (maximum 2)

- (1) [AO 3] The server is able to block out any distractions/Serve without being distracted by the crowd/Serve without hearing noises from the opposition
- (2) [AO 3] The server can focus on their own technique/Focus the serve into the right area of the opponent's court/Hit the serve with power and accuracy

26. Explain how a volleyball player can use imagery before a serve.

Marking guidance

The mark scheme is not exhaustive. Accept other appropriate AO2 examples of imagery being used. The example must be specific to a volleyball serve.

Marking points (maximum 1)

- (1) [AO 2] Imagining an accurate serve which cannot be returned/Visualisation of the arm power needed to connect with the ball/Visualising a good flight path of the ball over the net

27. Classify a volleyball block on the two continua in the image.
Explain why you have classified the skill this way.
-

Marking guidance

Sub max two AO1 marks for classifying the volleyball block.
Sub max two AO2 marks for the explanation why.

Marking points (maximum 4)

- (1) [AO 1] Volleyball block is a complex skill/Complex
- (2) [AO 2] It requires thought to execute a block successfully/Requires decision-making on where the smash will occur/Requires lots of concentration on the movement of the opponent
- (3) [AO 1] Volleyball block is an open skill/Open
- (4) [AO 2] Position of the team and the opponent is changeable/The player has to judge the flight and direction of the ball/The timing and position of the block is different every time

28. Describe **both** verbal **and** mechanical guidance.
-

Marking points (maximum 2)

- (1) [AO 1] Verbal guidance is providing instructions/Giving coaching points/Often given by a coach
- (2) [AO 1] Mechanical guidance is the use of physical aids to guide a performer through a movement/Physical aids

29. Give **three** benefits of physical activity on a participant's social health.

Marking points (maximum 3)

- (1) [AO 1] Able to make friends/Make friends
- (2) [AO 1] Meet new people
- (3) [AO 1] Develop cooperation skills/Better cooperation/Teamwork
- (4) [AO 1] Feel a sense of belonging/Sense of belonging
- (5) [AO 1] Develop communication skills/Better communicator
- (6) [AO 1] Develop leadership/Become a leader
- (7) [AO 1] No sense of ongoing loneliness/No loneliness/Not lonely
- (8) [AO 1] Common experiences with other people/Shared experiences with others/Common experience

30. Explain why **both** minerals **and** fats are important as parts of a balanced diet.

Marking points (maximum 2)

- (1) [AO 1] Maintaining the efficient working of the body systems/Efficient body systems/Efficient bodily functions
- (2) [AO 1] They are good for general health/For general health/General health

31.

Explain the reasons why a hockey player may become violent during a match.
Explain why cardiovascular endurance, flexibility and coordination are crucial to a hockey player.

Marking guidance

6-Mark Level Descriptors

A01 is KU and relates to knowledge of the fitness components listed in the question.
A02 is Eg and are practical examples related to a player violence by a hockey player.
Answers must relate to hockey.

A03 is DEV and relates to the explanation of the reasons why a hockey player is violent in a game. Credit other relevant explanation points about reasons for player violence.

Accept suitable examples for both player violence and the components of fitness.

Marking points (maximum 6)

- (1) [AO 2] Hockey player loses their temper because they are performing poorly/Because they are losing
- (2) [AO 3] This is caused by frustration/Frustration
- (3) [AO 2] Hockey player reacts to a violent act from an opponent
- (4) [AO 3] This is physical retaliation/Physical retaliation
- (5) [AO 2] Hockey player gets too hyped up and can't control themselves
- (6) [AO 3] This is over-arousal/Over-arousal
- (7) [AO 2] Hockey player believes the ball did not hit their foot but gets called anyway and lashes out
- (8) [AO 3] This is annoyance with a referee/Annoyed with the referee's decisions
- (9) [AO 2] Player strikes an opponent because they are the best player on the team/Tries to intentionally injure the best player
- (10) [AO 3] To gain an advantage/Gain an advantage/Hurt an opponent
- (11) [AO 2] Hockey player reacts violently to an offensive comment from a spectator
- (12) [AO 3] This is crowd taunting/Crowd taunting
- (13) [AO 2] Hockey player is using steroids, which are causing excess rage
- (14) [AO 3] This is drugs/Drugs
- (15) [AO 2] Hockey player swings their stick at someone because the stick is present
- (16) [AO 3] This is an aggressive cue/Aggressive cue/Nature of the sport
- (17) [AO 2] Hockey player is never normally violent but gets angry when playing a rival club
- (18) [AO 3] This is rivalry/Rivalry

31. Explain the reasons why a hockey player may become violent during a match.
Explain why cardiovascular endurance, flexibility and coordination are crucial to a hockey player.
-

(19) [AO 1] Cardiovascular endurance is the ability to continuously exercise without tiring/Ability to continuously exercise without tiring

(20) [AO 2] Hockey player can continue running from D to D without fatiguing

(21) [AO 1] Flexibility is the RoM around a joint/RoM around a joint

(22) [AO 2] Hockey player can use wide movement at the shoulder to stretch and make a jab tackle/Goalkeeper can show wide motion at the hip to save a low shot

(23) [AO 1] Coordination is the ability to repeat a pattern or sequence with fluency and accuracy/Ability to repeat a pattern or sequence with fluency and accuracy

(24) [AO 2] Hockey player is able to coordinate their wrists, head and foot placement to perform an effective dribble and beat an opponent