



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 2024 infographics. Please, note the following:

- We believe this mark scheme has a very strong association with previous OCR GCSE PE Paper 2 exams 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 2024. The model answers will be available in early April and many of these questions will be discussed in the live revision show provided by James Simms (Wednesday 29th of May, 15:00-16:30 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 IGCSE 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	Physical Education
Course	OCR GCSE PE 9-1
Time allowed	1 hour 0 minutes

Title	OCR GCSE PE 9-1 Paper 2 National Mock Exam 2024
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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 **one** social-health benefit of participating in physical activity.

Marking points (**maximum 1**)

- (1) [AO 1] Friendship/Make friends
- (2) [AO 1] Belonging to a group/Belonging/Being part of team
- (3) [AO 1] Avoid loneliness

2. The media makes up part of the "golden triangle" of commercialisation. Name the remaining **two** parts of the "golden triangle".

Marking points (**maximum 2**)

- (1) [AO 1] Sponsorship
- (2) [AO 1] Sport

3. Suggest **two** ways in which a person's religion can affect their participation in sport.

Marking guidance

Accept other suitable ways in which religion limits or encourages participation in sport.

Do not accept reference to ethnic minority groups unless linked to religion explicitly.

Marking points (**maximum 2**)

- (1) [AO 1] Religious beliefs can act as a barrier to participation/Limit participation
- (2) [AO 1] Discrimination based on religion can limit participation/Feel they "don't belong" due to religious beliefs
- (3) [AO 1] Some religions may support physical activity/May have high regard for some sports rather than others
- (4) [AO 1] Religious dress/Religious modesty can limit participation

4. Describe the characteristics of a skilful movement.

Marking points (**maximum 2**)

- (1) [AO 1] Efficient
- (2) [AO 1] Pre-determined
- (3) [AO 1] Coordinated
- (4) [AO 1] Fluent/Effortless
- (5) [AO 1] Aesthetic

5. Look closely at the options.

Which type of feedback focuses on the outcome of a skill?

Marking points (**maximum 1**)

- (1) [AO 1] Option A/A/Knowledge of results

6. 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

7. Other than Sport England, name **one** other organisation which oversees the provision of sport and physical activity in the UK.

Marking guidance

Accept any recognised national governing body (for example, the FA, the LTA, the RFU)

Marking points (**maximum 1**)

- (1) [AO 1] Department for Culture, Media and Sport/DCMS
- (2) [AO 1] National governing bodies/NGBs

8. Define obesity.

Marking guidance

Do not accept any BMI value below 30. Do not accept references to being overweight.

Accept suitable definition which references excess fat that poses health risks.

Marking points (maximum 1)

(1) [AO 1] Excessive fat accumulation that presents a risk to health/BMI above 30/BMI above 30 kg

9. Look closely at the options.

Which type of drug would a slalom skier take to ensure they react quickly at the start of the run?

Marking points (maximum 1)

(1) [AO 2] Option D/D/Stimulants

10. Other than positive thinking and mental rehearsal, identify **one** other mental preparation technique a performer could use.

Marking points (maximum 1)

(1) [AO 1] Selective attention

(2) [AO 1] Imagery/Visualisation/

11. Describe the role of fibre in a balanced diet.

Marking guidance

For marking point two, the focus is on "regularity" of pooing or "healthy" pooing.

Do not accept "pooing" on its own.

Marking points (maximum 1)

(1) [AO 1] To aid digestion/Support the digestive process/Better digestion

(2) [AO 1] To produce regular faeces/Regular bowel movements/Regular passing of stool

12. Kate is an elite triathlete.

Analyse the types of nutritional choices that Kate is making **throughout** her race day according to the image provided.

Marking guidance

Sub max one mark for pre-race, during-race and post-race nutrition. The candidate must cover all three stages for three marks including pre-race, during the race and post-race.

Marking points (maximum 3)

- (1) [AO 3] Pre-race, Kate does not overeat or carbo-load/Eats a lighter breakfast so that she is not bloated
- (2) [AO 3] Immediately before performance, Kate consumes some fast-acting sugars for an extra energy release
- (3) [AO 3] During the race, Kate takes smaller bites often to maintain her energy availability BUT avoids eating too much
- (4) [AO 3] Post-race, Kate eats a smaller amount immediately after performance
- (5) [AO 3] Post-race, Kate eats heavily to replace released energy stores

13. Look closely at this image. Three types of guidance are missing from their examples.

Identify the missing guidance types.

Marking points (maximum 3)

- (1) [AO 2] B is mechanical guidance
- (2) [AO 2] C is manual guidance
- (3) [AO 2] D is verbal guidance

14. Performers often use the SMART principle to set goals.

Identify which of the following options is a timed goal.

Marking points (maximum 1)

- (1) [AO 1] Option C/C/Increase the number of repetitions per session in a six-week period

15. Give **one** example of a measurable goal that could be set for the performer with the ball in the image.

Marking guidance

Accept other suitable examples of measurable goals. Goals must be specific to the shooter in the (netball) image.

Marking points (maximum 1)

- (1) [AO 2] Increase successful pass percentage by 10% per match
- (2) [AO 2] Increase the number of interceptions by two per match
- (3) [AO 2] Increase the number of goals scored by three per match

16. State a physical consequence of leading a sedentary lifestyle.

Marking guidance

Only award the mark if the student states the consequence.

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 (maximum 1)

- (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

17. Describe two strategies that can be used to encourage engagement in sport for a participant aged 65+.

Marking points (maximum 2)

- (1) [AO 2] Promotion of aged-related activities such as walking football or fitness classes/
Media campaigns to promote activities for 65+ age groups
- (2) [AO 2] Provision of regular group coaching sessions or group classes/Provision provided by age-related charities/NGBs
- (3) [AO 2] Access by keeping sessions or memberships cost effective/Access by providing free or subsidised transport to local facilities/Providing equipment to ensure facilities and activities are accessible and inclusive for age group

18. Give two examples of the positive effect that sponsorship can have on a sports performer.

Marking guidance

Positive effects must be for the performer.

Do not accept positive effects on the sport, spectator or society.

Marking points (maximum 2)

- (1) [AO 2] Provides money to train/Provides money to improve performance/Provides money to pay coaches
- (2) [AO 2] Free clothing/Free equipment/Clothing
- (3) [AO 2] Can fund transport/Can fund accommodation/Can fund entry fees
- (4) [AO 2] Fund education/Fund scholarships/Education
- (5) [AO 2] Can pay for medical support/Can pay for treatment/Can pay for rehab
- (6) [AO 2] Can encourage the performer/Can motivate the performer/Encouragement
- (7) [AO 2] Gives the performer status/Gives the performer recognition/Improves confidence

19. Identify two reasons for gamesmanship in sport.

Marking guidance

Do not accept any reference to deviant behaviour. Answers like "shouting at the ref" or "retaliation" are not correct.

Do not accept "win-at-all-costs". This relates to being willing to break the rules (deviance) and is different to the win ethic.

Gamesmanship is caused by the desire to win and, therefore, the rules are stretched to the fullest.

Marking points (maximum 2)

- (1) [AO 1] Increase the chance of winning/To gain an advantage/Win ethic
- (2) [AO 1] Not against the rules/Technically, it is legal/
- (3) [AO 1] Pressure from the coach to perform on the limit of the rules/Pressure from the coach to bend the rules/Pressure from the coach to disrupt opposition using gamesmanship

20. State a consequence of becoming dehydrated when taking part in sport.

Marking points (maximum 1)

- (1) [AO 1] Fatigue/Need to stop performing/Cannot continue performing
- (2) [AO 1] Skill level decreases/Skill errors set in/Mistakes in performance
- (3) [AO 1] Increased body temperature/Inability to thermoregulate/Body temperature continues to rise
- (4) [AO 1] Decrease in sweating/Inability to sweat/Lack of sweating means the athlete gets hotter
- (5) [AO 1] Muscle cramps
- (6) [AO 1] Thirst/Thirsty
- (7) [AO 1] Loss of motivation
- (8) [AO 1] In extreme cases, death

21. State two reasons why a performer requires vitamins and minerals in 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

22. Explain why a fast-food company may choose to sponsor an elite sports team.

Marking guidance

Accept other suitable explanations.

Marking points **(maximum 4)**

(1) [AO 1] Brand exposure/Branding/Promote brand

(2) [AO 1] Associated with success of team/Associated with success of individuals within the team

(3) [AO 1] Increased revenue/Increased profit

(4) [AO 1] Gives company a positive image/Seen positively

(5) [AO 1] Improves relations with the sport/Improves relations with media companies/Improves relationships with other companies or businesses

(6) [AO 1] Tax concessions through sponsorship/Avoid paying high taxes

(7) [AO 2] Fast-food company sponsors a stadium to expose their brand

(8) [AO 2] Fast-food company sponsors playing kit so the brand is seen positively if the team are successful in a televised match/In a final/In a high-stakes match

(9) [AO 2] Fast-food company sponsors a global sporting event or major competition to increase their profits or revenue globally

(10) [AO 2] Fast-food company sponsors an NGB grassroots initiative to be seen positively by public

23. Using examples, describe **two** different types of media that influence the coverage of elite sport.

Marking guidance

Award A02 marks for other suitable examples of media. Award A02 mark even if A01 mark is incorrect. Do not award mark for "radio", as this is not in the OCR specification.

Marking points (maximum 4)

(1) [AO 1] Social media

(2) [AO 2] Social media accounts give instant updates on scores/instant updates on results/Highlights

(3) [AO 1] Internet/Live streaming

(4) [AO 2] Live streaming allows spectators to watch sport as it happens/On the move/On demand

(5) [AO 1] TV/Visual media

(6) [AO 2] TV channels that are dedicated to sport 24-7/Available on multiple devices/Provide greater access to watching sport

(7) [AO 1] Newspapers/Magazine/Press

(8) [AO 2] Newspapers provide detailed analysis after the event/Dedicated sport supplements

24. Classify a tennis serve on both the **open-closed** and the **simple- complex** continua.

Marking guidance

Only accept the serve as closed and simple.

Marking points (maximum 2)

(1) [AO 2] Closed skill/Closed

(2) [AO 2] Simple skill/Simple

25. For either the difficulty **or** environmental continuum, explain your decision.

Marking guidance

Only award marks for explanation of decisions on one of the continua.

Marking points (maximum 2)

- (1) [AO 3] Tennis serve performed in a stable environment/ Predictable environment/Little environmental interference
- (2) [AO 3] Tennis serve is self-paced/Performer initiates start of the skill
- (3) [AO 3] Tennis serve is consistent/Repetitive/Repeated over and over
- (4) [AO 3] Tennis serve requires low perceptual load
- (5) [AO 3] Tennis serve requires few decisions/Little decision-making
- (6) [AO 3] Tennis serve has few subroutines/Low amount of subroutines

26. State **two** ways in which a tennis player could show good sportsmanship **during** a match.

Marking guidance

Accept other suitable examples during the game. Do not accept examples before or after the game.

Marking points (maximum 2)

- (1) [AO 2] Praising your opponent for a good shot/Praise opponent for winning a point/Praise opponents effort
- (2) [AO 2] Choosing not to hit ball at your opponent from close range/Apologising for hitting your opponent with the ball
- (3) [AO 2] Show honesty as to whether the ball was in or out/Self-penalise/Award point to opponent

27. Explain how disposable income **and** time commitments affect participation rates in tennis.

Marking guidance

Award a maximum of three marks for disposable income. Award a maximum of three marks for time commitments.

Marking points (maximum 4)

- (1) [AO 3] Playing tennis//Tennis equipment is relatively expensive, so may exclude people from low socio-economic backgrounds
- (2) [AO 3] Lack of disposable income limits participation, as money is used for basic needs
- (3) [AO 3] Tennis is often played at private clubs/Gyms which have monthly or yearly membership subscription, so disposable income is needed to participate
- (4) [AO 3] Playing in tennis competitions often requires further disposable income for entry fees
- (5) [AO 3] Having disposable income will increase an individual's ability to access tennis/Tennis clubs/Tennis competitions
- (6) [AO 3] Tennis is a time-consuming sport, so an individual will need significant time set aside to play
- (7) [AO 3] Full-time workers will have greater time commitments/Employed people will have greater time commitments, limiting leisure time
- (8) [AO 3] Retired individuals have fewer time commitments/Unemployed will have fewer time commitments, so may have greater opportunity to play
- (9) [AO 3] Family commitments may lead to reduced leisure time, which limits ability to participate in tennis

28. Explain reasons why an elite rugby player may become violent during a match.

Marking guidance

Accept other suitable explanations.

Marking points (maximum 4)

- (1) [AO 3] In elite sport there is pressure to win/Expectation to win/Win-at-all costs attitude, so this expectation can increase chances of a rugby player becoming violent
- (2) [AO 3] Violence can be used in contact situations to gain an advantage/Unfair advantage over your opponent
- (3) [AO 3] Because the rugby player is losing/Behind in the match/Because they are not winning
- (4) [AO 3] Reaction to a referee's decision to penalise the player/Anger at a referee for being given a yellow or red card/Frustration with a referee for making perceived biased decisions
- (5) [AO 3] Retaliation/Revenge if an opponent has been violent
- (6) [AO 3] Taking a performance-enhancing drug such as anabolic steroids, which is beneficial in strength activities, can lead to increased aggression and violence
- (7) [AO 3] Nature of rugby being a contact sport played with high levels of aggression increases chances of violent acts occurring

29. Using practical examples, evaluate the influence of the ITV coverage on the men's Rugby World Cup in 2023.

Explain why an international rugby player might use plyometrics to prepare for a Rugby World Cup.

Marking guidance

[6-mark level descriptors](#)



Marking points (**maximum 6**)

- (1) [AO 1] ITV coverage assists in taking rugby to a wide audience/Global audience
- (2) [AO 1] Coverage helps to increase interest/Grow the sport
- (3) [AO 1] Coverage helps to create positive role models
- (4) [AO 1] Coverage brings in sponsors, which bring more money into the sport
- (5) [AO 1] Coverage enhances spectator experience
- (6) [AO 2] ITV coverage can be streamed "on the go"/Streamed in other parts of the world, making it easily accessible and widening the audience
- (7) [AO 3] Positive role models will inspire others to show good sportsmanship or take up the sport, enhancing rugby's reputation
- (8) [AO 2] Car companies sponsored the ITV coverage/Companies sponsored the coverage
- (9) [AO 3] This gives maximum brand exposure for the sponsors and brings in increased revenue for media company and rugby
- (10) [AO 3] Money can be reinvested into grassroots participation to increase participation and access
- (11) [AO 1] Coverage involves lots of commercial breaks/Lots of adverts/Lots of breaks
- (12) [AO 2] Commercial breaks occur during the build-up coverage/Half-time analysis/Full-time analysis
- (13) [AO 3] This can lead to frustration for the viewer as coverage is constantly disrupted, which takes away from the pleasure of watching
- (14) [AO 1] Kick-off times are moved for a global audience
- (15) [AO 2] If opposing teams are from different time zones/Different parts of globe/Different countries

(16) [AO 3] This leads maximum exposure for sponsors and brands across the globe but can affect the viewer experience as the kick-off time is really early/Really late/At inconvenient times

(17) [AO 1] Plyometric training is a method of training to increase power

(18) [AO 1] Plyometric training uses bounding and hopping movements for approximately three sets of 12 to 15 repetitions

(19) [AO 3] Plyometric training is suitable to develop the power associated with jumping higher, which is beneficial in a lineout or jumping to catch a high ball in rugby

(20) [AO 2] A rugby player will be able to jump higher to charge down the ball

(21) [AO 2] Plyometrics involve explosive movements, which will assist in sidestepping an opponent or bursting through a tackle

(22) [AO 3] Increased muscle power from plyometrics in the legs/Quadriceps power/Gastrocnemius power will lead to being able to drive the legs in a ruck