



The EverLearner

National Mock Exams 2025

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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 2025 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 potential educational experiences of students in other schools/colleges.
- Finally, please make sure you attend the associated revision session 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 2025. Many of these questions will be discussed in the live revision show provided by James Simms on Tuesday 20th of May 2025 at 17:00 (available to all subscribing schools live and on demand; a shorter version for non-subscribers will be available on YouTube after the live session).

The paper is available to be set, answered and marked online via [ExamSimulator](#). [ExamSimulator](#) is a premium resource available via TheEverLearner.com and provides immediate diagnostics of student writing performance after every exam answer. [Get in touch with us](#) to start a free trial.

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 Paper 2 National Mock Exam 2025
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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. Anabolic steroids are a type of performance-enhancing drug.
Name **one other** type of performance-enhancing drug.

Marking guidance

Unfortunately, OCR does not honour potentially correct answers that are not named on their specification. For example, EPO or HGH are correct answers to the question but would not, seemingly, be credited by OCR.

Marking points (maximum 1)

- (1) [AO 1] Beta blockers
- (2) [AO 1] Stimulants

2. Look closely at this image. Which **one** of the following does the A stand for, according to the SMART principle of goal setting?

Marking points (maximum 1)

- (1) [AO 1] A - Achievable/Achievable/A

3. Look closely at this image. Which **one** of the following is an example of sportsmanship in Association football?

Marking points (maximum 1)

- (1) [AO 1] D - Kicking the ball out of play when a player is injured/Kicking the ball out of play when a player is injured/D

4. Describe how a hockey player can show **fluency** and **predetermination** during a match.

Marking guidance

Max one mark for fluency. Max one mark for predetermination. For each mark to be awarded, the description must link to a skill in hockey. Accept other suitable examples in hockey.

Marking points (maximum 2)

(1) [AO 2] Fluency through dribbling smoothly past an opponent/Fluency through combining dribbling and shooting smoothly/Fluency through a flowing passing technique

(2) [AO 2] Predetermination through executing the intended pass successfully/Predetermination through deciding to dribble before the ball has been received/Predetermination through deciding to take a shot before receiving the ball

5. This image shows the environmental continuum.
Justify the position of a basketball free throw on the continuum.

Marking guidance

Max one mark for placement on the continuum. Max two marks for justification of placement.

Marking points (maximum 3)

(1) [AO 2] Free throw is a closed skill/Towards closed end of continuum/Closed

(2) [AO 3] Free throw is a skill performed in a consistent environment/Skill performed in a stable environment/Repetitive skill

(3) [AO 3] Free throw is initiated by the performer/Not affected by environmental conditions/Usually self-paced

(4) [AO 3] Free throw requires few decisions/Minimal decision-making

6. Tournaments are a form of competition in sport.

Evaluate the use of competitive tournaments as a strategy to improve participation at a youth sports club.

Marking guidance

Accept other suitable examples. Max one mark for increasing participation. Max one mark for decreasing participation.

Marking points (maximum 2)

- (1) [AO 3] Can increase participation, as they are engaging/Exciting/Make children want to take part
- (2) [AO 3] Can increase participation, as they involve extrinsic rewards/Involve winning trophies/Involve winning medals
- (3) [AO 3] Can increase participation, as other clubs can be invited to take part/Other competitors from outside the club can take part/External teams can participate
- (4) [AO 3] Advertising the tournament can increase membership/Membership of club may increase as a result of the tournament
- (5) [AO 3] Can decrease participation, as some children don't enjoy competition/Some children just want to take part/Some are not interested in who wins
- (6) [AO 3] Can decrease participation due to pressure to win/Pressure to perform well/Pressure from parents
- (7) [AO 3] Can decrease participation, as losing leads to giving up/Fed up of losing/Losing is associated with negative feelings

7. Describe **two impacts of performance-enhancing-drug use on the sport of cycling.**

Marking guidance

Only accept responses that are linked to the sport of cycling.

Marking points (maximum 2)

- (1) [AO 2] Cycling's reputation is damaged/Tarnished/Seen negatively

- (2) [AO 2] Successful cyclists are treated with suspicion/Achievements are questioned/Lose public trust that achievements are valid
- (3) [AO 2] Leads to a loss of spectators/Loss of participants/Loss of people interested in cycling
- (4) [AO 3] Historical results require review/Previous winners are stripped of titles/Previous results are deemed invalid
- (5) [AO 3] Loss of commercial interest in cycling/Loss of sponsorship/Loss of media interest
- (6) [AO 2] Increased costs to catch the dopers/Increased costs for anti-doping detection/Money used for anti-doping could be better used elsewhere in cycling

8. Describe the negative effects of sponsorship on the commercialisation of sport.

Marking points **(maximum 4)**

- (1) [AO 1] Sponsorship may be withdrawn/Sponsorship can be temporary/Sponsorship is unreliable
- (2) [AO 1] Sponsors can be controlling/Sponsors insist the performer makes public appearances/Sponsors dictate performer's personal calendar
- (3) [AO 1] Sponsors could be seen as immoral/Sponsors seen negatively by the public/Sponsors are controversial
- (4) [AO 1] Only elite performers benefit from sponsorship/Sponsorship is only at elite level of sport
- (5) [AO 1] Gender inequality in sponsorship/Male performers tend to get more lucrative deals/Female performers tend to get less lucrative deals
- (6) [AO 1] Sponsors can dictate kick-off times/Sponsors can change the format of the sport/Sponsors can get too involved in the governance of the sport

9. Television and newspapers are two types of media that provide sports coverage.

Identify **one** other type of media that provides sports coverage.

Marking guidance

Do not accept radio, as this is not listed on the OCR specification.

Marking points (maximum 1)

- (1) [AO 1] Social media/Social
- (2) [AO 1] Internet/Online
- (3) [AO 1] Magazines

10. Look closely at this image.
Identify the missing part of the golden triangle.

Marking points (maximum 1)

- (1) [AO 1] Elite sport/Sport

11. Identify **two** positive media influences on the commercialisation of Association football.

Marking guidance

Accept other suitable positive influences.

Marking points (maximum 2)

- (1) [AO 2] Increases interest in football/Increases knowledge and understanding of football
- (2) [AO 2] Increases exposure/Advertises football/Puts football in the public eye
- (3) [AO 2] Makes football more exciting/Increases enjoyment of football/Makes football more engaging to spectators
- (4) [AO 2] Creates positive role models/Positive role models can raise their profile/Role models
- (5) [AO 2] Growth of women's football/Has played a part in growing football for women/Recent growth of women's football
- (6) [AO 2] Gives exposure to modified versions of the game/Exposure of disability football/Exposure of futsal

(7) [AO 2] Raises awareness of a healthy lifestyle through football/Fitness through football/Well-being through football

12. Look closely at this image.

State which category of participant has the lowest average hours of participation.

Marking points (maximum 1)

(1) [AO 3] Adult females have the lowest average participation/Adult females/Adult F

13. Age and disposable income are two factors that affect participation in sport. Describe how these factors affect participation in sailing.

Marking guidance

Accept other suitable examples of how age and disposable income can affect participation in sailing. Max one mark for age and max one mark for disposable income.

Marking points (maximum 2)

(1) [AO 2] Age - Sailing is time-consuming, so it suits people of retirement age/Retired people attracted to sailing, as they have the time

(2) [AO 2] Age - Physical demands of sailing might limit older people from taking part/Physical demands of sailing might limit children taking part

(3) [AO 2] Age - Participants have to be old enough to swim independently/Very young children may not be able to participate if they can't swim/Adults who can't swim will not be able to participate

(4) [AO 2] Disposable income - Sailing is expensive, so affluent people are more likely to participate/Potential participants are priced out/People from poorer backgrounds will struggle to afford the costs involved

(5) [AO 2] Disposable income - Those with large family commitments have less disposable income, so may limit participation/Family commitments may reduce disposable income for sailing

14. Explain the emotional benefits of participating in physical activity.

Marking points **(maximum 2)**

(1) [AO 3] Releases endorphins, which give the participant a feel-good factor/Gives the participant a positive feeling/Positive feeling

(2) [AO 3] Releases hormones to reduce stress/Stress-busting hormones/Hormones to help reduce stress

(3) [AO 2] Provides a sense of escapism/Helps performer to clear their mind/Helps performer collect their thoughts

(4) [AO 3] Increases the participant's confidence due to a greater perceived body image/Participant has more aesthetic appreciation of their own image

15. Give an example of a type of food that is high in fibre.

Marking guidance

Accept other suitable examples. Accept examples of vegetables.

Marking points **(maximum 1)**

(1) [AO 1] Vegetables/Nuts/Seeds

16. Look closely at this image.

Which type of guidance is the coach using?

Marking points **(maximum 1)**

(1) [AO 1] Manual guidance/Manual

17. Identify **one effect on performance from taking anabolic steroids.**

Marking points **(maximum 1)**

(1) [AO 1] Increase in muscle mass/Increase in size of muscles/Muscular hypertrophy

(2) [AO 1] Increase in muscular strength/Increase in force per muscle contraction

(3) [AO 1] Able to train harder/Able to train longer

(4) [AO 1] Faster recovery/Able to train more often/Recover faster

18. The term '**aesthetic**' is often used when observing a dance routine.
Describe what is meant by an **aesthetic** performance in dance.

Marking points (maximum 2)

- (1) [AO 1] The performance is beautiful/The performance is attractive/The performance is pleasing to the eye
- (2) [AO 2] The components of the dance were technically correct/The moves had a correct quality to them/The dance felt correct
- (3) [AO 2] The dance had long, clean lines/The dance created interesting lines and shapes/The dance included changes of levels

19. Explain how positive feedback and knowledge of results could be used to improve the skill of serving in tennis.
Explain why high levels of muscular endurance are beneficial to serving in tennis.

Marking guidance

[OCR GCSE PE six-mark level descriptors](#)

Candidates cannot achieve level 2 or level 3 without AO2 and AO3 points included. For level 3 to be awarded, the candidate must have covered AO2 and AO3 points comprehensively. Please refer to the six-mark level descriptors for further guidance.

Marking points (maximum 6)

- (1) [AO 1] Positive feedback - Feedback about what the performer has done well/Feedback that involves praise/Feedback that involves encouragement
- (2) [AO 2] The coach praises the tennis player for serving an ace/The coach praises the tennis player for using the correct stance to serve/The coach encourages performer to toss the ball higher
- (3) [AO 3] Positive feedback increases motivation, as it acknowledges success/Increases motivation, as the performer feels encouraged by their serving technique
- (4) [AO 3] Positive feedback leads to behaviour repetition, as the performer is told their technique is effective/Performer becomes more confident to repeat the technique in the same way as it was successful

- (5) [AO 3] Positive feedback leads to better technique/Technique improves/Technique is consolidated
- (6) [AO 2] Knowledge of results - Terminal feedback about the outcome/Feedback from the score/Feedback from the result of performing the skill
- (7) [AO 2] A performer knows they have served well as they hit an ace/Served well, as they hit the part of the service box the coach asked them to/Served well, as the opponent could not return the serve
- (8) [AO 3] Knowledge of results gives the performer feedback of success quickly and simply to measure success/Success can be measured quickly through knowledge of results/Success can be seen quickly
- (9) [AO 3] Knowledge of results can improve motivation if the result is successful/Motivation from successful outcome/Motivation if performer gets a positive result
- (10) [AO 3] Coach can use results to prove to the performer they have improved/Can use statistics from knowledge of results to show improvement/Can use statistics from knowledge of results to monitor improvement
- (11) [AO 1] Muscular endurance is the ability to move your body and muscles repeatedly without fatiguing/Work muscles repeatedly without tiring
- (12) [AO 2] Hitting repeated serves in a short space of time/Repeatedly swinging the racket to serve the ball/Repeatedly tossing the ball up as part of the serve
- (13) [AO 3] High levels of muscular endurance will allow the performer to maintain serving technique in games and sets towards the end of the match
- (14) [AO 3] High levels of muscular endurance will allow the performer to continually serve powerfully over a long period of time/Serve accurately over a long period of time/Serve well repeatedly in quick succession
- (15) [AO 3] Performer is more likely to win the game with good muscular endurance/More likely to get a successful outcome from the serve/More likely to get a successful outcome from the match

20. Retaliation and the use of drugs are reasons why a performer may become violent.

Identify **two other** reasons why a performer might commit an act of violence.

Marking points **(maximum 2)**

- (1) [AO 2] Pressure to win/Pressure from coaches/Pressure from the media
- (2) [AO 2] Frustration with officials/Frustration at the result/Frustration at teammates
- (3) [AO 2] High-stakes match/Derby game/Local derby
- (4) [AO 2] For financial reward/To ensure they win money/To ensure they win the prize
- (5) [AO 2] Win-at-all-costs/Gain an unfair advantage to win

21. Define gamesmanship.

Marking points **(maximum 2)**

- (1) [AO 1] Bending the rules without breaking them/Bending the rules/Don't break the rules
- (2) [AO 1] To gain an advantage

22. Explain why a boxer drinks water before and during a bout.

Marking guidance

Accept other suitable examples. Max two marks for AO1 points. Max two marks for AO2 points.

Marking points **(maximum 4)**

- (1) [AO 1] Water helps maintain hydration
- (2) [AO 1] Water aids digestion/Helps remove waste products through urination
- (3) [AO 1] Water helps regulate body temperature/Regulates body temperature through sweating
- (4) [AO 1] Water helps maintain blood plasma levels/Keeps blood fluid/Aids blood flow
- (5) [AO 1] Water aids joint lubrication
- (6) [AO 2] Boxer can maintain weight/Make weight

(7) [AO 2] Boxer will not overheat during bout/Will not see decreases in performance through overheating/Will not feel faint during bout

(8) [AO 2] Boxer will benefit from efficient oxygen delivery to working muscles/Blood flow will mean boxer can perform for multiple rounds without tiring/Box without fatiguing

(9) [AO 2] Boxer can punch effectively due to lubrication of joints/Will have a full range of motion at joints to perform a range of punches

23. Obesity is a possible consequence of reduced physical activity levels. Using this image, calculate the percentage of males classified as obese and females classified as overweight in Wiggleton-on-Sea.

Marking points (maximum 2)

(1) [AO 3] 30% of males are obese/Obese males 30%/30%

(2) [AO 3] 40% of females are overweight/Overweight females 40%/40%

24. Describe **two** negative social effects of a sedentary lifestyle.

Marking points (maximum 2)

(1) [AO 1] Sedentary lifestyle can lead to a lack of friendships/Harder to make friends/Lose friends

(2) [AO 1] Sedentary lifestyle can lead to a lack of sense of belonging/Feeling you don't belong/Not part of a team

(3) [AO 1] Sedentary lifestyle can lead to loneliness/Feeling lonely/Feeling isolated

25. Describe the roles of fats **and** proteins as part of a balanced diet.

Marking guidance

Max one mark for the role of fats. Max one mark for the role of protein.

Marking points (maximum 2)

(1) [AO 1] Fats are a source of energy/Lipids are a source of energy/They provide energy

(2) [AO 1] Fats contain more energy than carbohydrates/Fats are energy-rich/They contain a lot of energy

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

26. Describe **three** reasons a coach might set SMART targets for a performer as part of their training programme.

Marking points **(maximum 3)**

- (1) [AO 1] To motivate performers/Motivational
- (2) [AO 1] For training adherence/So performer stays focused on training programme
- (3) [AO 1] To optimise performance/To improve performance
- (4) [AO 1] To inform progress/See progress/Measure progress
- (5) [AO 1] Improve performer's self-confidence/Improve performer's self-esteem/Increase feel-good factor from training
- (6) [AO 1] Control stress/Reduce anxiety

27. Identify **three** mental preparation techniques to help a performer reduce anxiety levels.

Marking points **(maximum 3)**

- (1) [AO 1] Imagery
- (2) [AO 1] Mental rehearsal
- (3) [AO 1] Selective attention
- (4) [AO 1] Positive thinking/Positive self-talk

28. Evaluate the use of visual guidance for learning a motor skill.

Marking guidance

Award max. three marks for advantages. Award max. three marks for disadvantages.

Maximum marks cannot be obtained unless advantage(s) and disadvantage(s) have both been included in the response.

Marking points (maximum 4)

- (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 number of performers
- (4) [AO 3] An advantage is that visual guidance can focus on specific aspects of a whole skill/Can focus on demonstrating part of a skill/Skill can be broken down visually
- (5) [AO 3] An advantage is that performers can copy the skill/ Performers can mimic the demonstration/Performers can learn from watching others
- (6) [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
- (7) [AO 3] A disadvantage is that the demonstration may contain mistakes/Demonstration may be low-quality/Performers may model their performance on a poor demonstration
- (8) [AO 3] A disadvantage is that performers may miss details of the demonstration/Demonstration may be too much information/Information overload can be caused



OCR GCSE Physical Education **6 Mark Level Descriptors**

Level	Marks	Description
3	5-6	<ul style="list-style-type: none">• Detailed knowledge and understanding.• Clear and consistent practical application of knowledge and 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 well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
2	3-4	<ul style="list-style-type: none">• Satisfactory knowledge and understanding.• Some success in practical application of knowledge and 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 most part relevant and supported by some evidence.
1	1-2	<ul style="list-style-type: none">• Basic knowledge and understanding• Little or no attempt at practical application of knowledge and 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	<ul style="list-style-type: none">• No response or no response worthy of credit.