



Oxford Cambridge and RSA

GCSE

Physical Education

J587/01: Physical factors affecting performance

General Certificate of Secondary Education

Mark Scheme for June 2022

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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 SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 Scoris 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, the Scoris messaging system or email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 a tick to confirm that the work has been seen.
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 isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **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.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength 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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

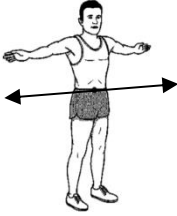
Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above 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

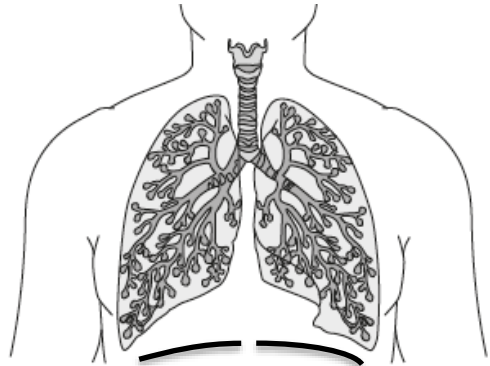
11. Annotations used in the detailed Mark Scheme

BP	BP	Blank page (for any page with no candidate writing on it)
BOD	BOD	Benefit of doubt (must be accompanied by a tick)
✘	Cross	Incorrect answers only
L1	L1	Level 1
L2	L2	Level 2
L3	L3	Level 3
REP	REP	Repeat
✓	Tick	Correct
TV	TV	Vague
SEEN	SEEN	Noted but no credit given OR no response
S	S	S (indicates 'sub max reached')
EG	EG	Example
K	KU	Knowledge
DEV	DEV	Development

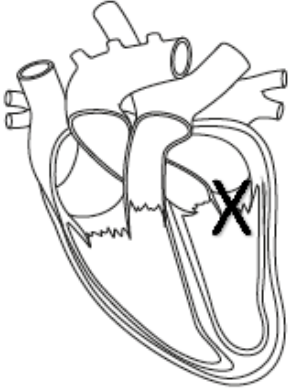
- **KU, EG and DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made. On this extended response question, one KU, EG or DEV does not necessarily equate to one mark being awarded. The marking is based 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: long / triple / high jump OR javelin / discus / shot / hammer OR pole vault OR sprint hurdles/hurdles	1 1 x AO2	Answers must be athletic events, not swimming! Do not accept 100m/200m/400m OR any running event longer than 400m.
2	(a)	One mark for: Coordination	1 1 x AO1	
	(b)	One mark for: moving different limbs/body parts to make a tackle in football OR running AND passing a football OR use hands AND eyes to catch the ball in cricket OR putting a racket in the right place to hit the ball	1 1 x AO2	Answers must be applied to a <u>named skill</u> in sport AND describe an example of coordination Definitions of coordination: <ul style="list-style-type: none"> • moving different limbs at the same time • using different body parts together accurately • doing more than one task at a time effectively • making a decision and putting it into action • repeating a sequence of movements fluently If named position in game but no sport (e.g. goalkeeper) and correct description of example (e.g. diving) = BOD Do not accept skill/sport named on its own, e.g. pass in football. Use both feet to score in football = TV
3		One mark for: False	1 1 x AO2	

Section A				
Question		Answer	Marks	Guidance
4	(a)	One mark for: 	1 1 x AO1	Axis must pass through centre of body and match the direction that the arms are pointing on fig. 1 Arrowheads not required Horizontal line = BOD If more than 1 line and it is unclear which line the candidate wants you to mark = TV
	(b)	One mark for: Somersault OR forward/backward roll OR kicking a ball OR front/back flip OR chest pass	1 1 x AO3	Accept any correct movements that involve flexion/extension Do not accept named sports, e.g., gymnastics OR practical examples that include movements around other axes , e.g. golf swing, tennis shots, bowling in cricket = TV 'flip' on its own = TV

5	(a)	<p>One mark for:</p>  <p>Fig. 2</p>	<p>1 1 x AO1</p>	<p>Diaphragm must appear flat/almost flat. Ovals/circular shapes = BOD if flattish</p> <p>There should be space between diaphragm and lungs (as in picture)</p> <p>Do not accept a diaphragm that appears to be in a dome shape (question states inhalation)</p> <p>Use of arrows = TV (unless drawn image is correct)</p>
	(b)	<p>One mark for:</p> <p>Relaxes OR goes into a dome shape / domes OR move upwards</p>	<p>1 1 x AO1</p>	<p>Do not accept relaxes and goes down (contradictory) = TV</p>
6		<p>One mark for:</p> <p>Pulmonary (artery)</p>	<p>1 1 x AO1</p>	
7		<p>One mark for:</p> <p>Latissimus dorsi</p>	<p>1 1 x AO1</p>	<p>Accept phonetic spellings of latissimus dorsi</p> <p>Do not accept: Lats = TV</p>
8		<p>One mark for:</p> <p>Advertising boards / fencing / litter / goalposts / other players / weather / poor lighting / inappropriate footwear / lack of supervision / damaged equipment</p>	<p>1 1 x AO1</p>	<p>Mark first response only</p> <p>Accept other suitable hazards Loose / left out equipment = BOD</p> <p>Do not accept references to pitch / surface / ground / floor, e.g., surface is wet or slippery (in question)</p>

9		<p>Two marks for explanation (one mark for feature of footwear and one mark for how this feature reduces risk of injury):</p> <ol style="list-style-type: none"> 1. (feature) surface of sole/studs/spikes (how risk is reduced) reduce slipping / gives more grip 2. (feature) sturdy sides of footwear / high tops / lace ups (how risk is reduced) help prevent ankle / foot injuries 3. (feature) (gel/cushioned) insoles / bubbles / air pockets / arches (how risk is reduced) cushion feet / knees OR act as shock absorbers for the feet / knees 4. (feature) correct-fitting shoes (how risk is reduced) reduce risk of blisters 	<p>2 2 x AO2</p>	<p>Types of footwear include (no mark for type): Trainers / football boots / astros / rock climbing shoes / tennis shoes / basketball shoes</p> <p>'Gripped tennis shoes' = BOD 1</p>
10		<p>One mark for:</p> <p>(A) The clavicle is an articulating bone at the shoulder when serving in tennis</p>	<p>1 1 x AO3</p>	
11		<p>One mark for:</p> <p>(Intercostal muscles) relax OR allow ribs/rib cage to move down/in OR Pull ribs down/in'</p>	<p>1 1 x AO1</p>	<p>Accept Contract to move ribs inwards' = BOD</p> <p>Do not accept lungs relax OR ribs relax OR relax and contract</p> <p>'They move down to release pressure' = TV</p>

12	(a)	<p>One mark for:</p>  <p>Fig. 4</p>	<p>1</p> <p>1 x AO1</p>	<p>Note: bicuspid valve lies between the left atrium and left ventricle</p> <p>Do not accept X between left ventricle and aorta as this is the aortic pulmonary valve</p> <p>Look for very small X somewhere on heart before giving NR</p>
	(b)	<p>One mark for:</p> <p>Left atrium</p>	<p>1</p> <p>1 x AO2</p>	<p>Do not accept Atrium on its own</p>
13	(a)	<p>One mark for:</p> <p>Longitudinal</p>	<p>1</p> <p>1 x AO3</p>	
13	(b)	<p>One mark for:</p> <p>Transverse</p>	<p>1</p> <p>1 x AO3</p>	
14	(a)	<p>Two marks for (in any order):</p> <p>1. Triceps 2. Biceps</p>	<p>2</p> <p>2 x AO2</p>	
	(b)	<p>One mark for:</p> <p>Extension</p>	<p>1</p> <p>1 x AO3</p>	

15		One mark for: Tibia	1 1 x AO1	Do not accept Tibula, fibia, shin bone Accept phonetic spellings of tibia
16		One mark for: (B) 20m	1 1 x AO1	
17	(a)	One mark for: (D) Femur	1 1 x AO1	
	(b)	One mark for: Acts as a shock absorber OR cushions impact OR softens landing OR support the joint OR allows (some) flexibility at the joint OR aids movement at the joint OR helps to connect bones (at cartilaginous joints) OR keeps airways / nostrils open	1 1 x AO2	Do not accept protecting bones or friction or equivalent (e.g., wear and tear) (in question) OR one-word answers, e.g., support (explanation needed) Connects bones and muscles together = TV Prevents dislocation = TV
18		Two marks for: (Mobility) e.g. arm swings OR hip circles OR ankle rotations OR open / close the gate OR heel flicks OR high knees OR lunges (Dynamic movement) e.g. shuttle runs / zig zag runs / running in and out of cones	2 2 x AO2	Dynamic movement must suggest speed and changes of direction Accept other suitable warm up exercises if in the correct context Agility runs = BOD Do not accept Agility ladders on its own = TV
19		One mark for: True	1 1 x AO1	
20		One mark for: (C) 5600ml	1 1 x AO3	

				Section B	
Question			Answer	Marks	Guidance
21	(a)	(i)	One mark for: Noah	1 1 x AO3	
	(a)	(ii)	One mark for: Mia	1 1 x AO3	
	(a)	(iii)	One mark for: Mia	1 1 x AO3	
21	(b)		Three marks from three of: 1. Increased muscle mass OR Increased size of muscle fibres OR more muscle fibres 2. greater speed (of contraction) 3. greater muscular endurance OR able to work for longer OR less prone to fatigue OR train for longer 4. greater flexibility OR able to stretch further OR increased elasticity 5. greater tolerance to lactic acid 6. faster rate of removal of lactic acid 7. greater potential for energy production 8. larger size / number of mitochondria 9. Increased stores of glycogen / PC 10. more capillaries / more oxygen / more blood (to muscles) 11. less prone to injury / faster recovery from injury / quicker recovery rate / repair faster	3 3 x AO3	If candidate writes 'Olivia has less strength because ...' then credit opposites of 1-11 Reduced build-up of lactic acid = BOD 6 Prevent build-up of lactic acid = TV Do not accept Muscular hypertrophy OR muscles get bigger/grow OR increase in strength/force/power

Section B					
	(c)	(i)	Three marks for: (The elbow during a biceps curl) = 3 rd (class) (The neck when heading a ball) = 1 st (class) (The take-off foot in the long jump) = 2 nd (class)	3 3 x AO3	Accept 'class 3', etc. Number on its own as BOD
	(c)	(ii)	One mark for: True	1 1 x AO1	
22	(a)	(i)	One mark for: Nose – bronchi – bronchiole OR A = nose AND B = bronchi AND C = bronchiole	1 1 x AO1	One tick ONLY by (C) bronchiole for all 3 in correct order otherwise no marks
	(a)	(ii)	Two marks for two of: 1. Allows gaseous exchange / diffusion into blood 2. Oxygen / carbon dioxide diffuses 3. Oxygen diffuses / into blood / capillaries 4. Carbon dioxide from blood / capillaries OR carbon dioxide into alveoli	2 2 x AO1	Do not accept air enters alveoli (in question)

	(b)	<p>Three marks for three of:</p> <ol style="list-style-type: none"> 1. Causes pain / soreness / discomfort / aches 2. (Lack of oxygen) Causes fatigue (in the muscles) 3. Leads to a poorer swimming technique / reduced quality OR decreased performance OR muscles do not move as freely 4. Causes the performer to slow down / reduce speed / stop 	<p>3 3 x AO2</p>	<p>Fatigue on its own = ✓ (muscles implied as mentioned in question)</p> <p>Tiredness / tiring on its own = BOD 2 unable to maintain intensity = BOD 3 less effective / efficient = BOD 3</p> <p>Do not accept causes cramp OR references to recovery</p> <p>Affects swimmer's performance = TV Causes oxygen debt = TV Delayed onset muscle soreness = TV Stiffness / weakens muscles = TV</p>
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<p>(c)</p>		<p>Four marks for four of:</p> <p>(long-term effects on cardiovascular system (sub-max. 2 marks)</p> <ol style="list-style-type: none"> 1. Lower resting heart rate OR bradycardia 2. The heart becomes larger OR hypertrophy of the heart 3. The heart becomes stronger OR stronger contractions of heart 4. Increase in stroke volume OR more blood pumped from the heart in one beat 5. Increase in cardiac output OR more blood ejected from left ventricle in one minute 6. (Increased) capillarisation 7. More efficient vascular shunt mechanism 8. Lower blood pressure 9. Increase in red blood cells 10. Decrease in blood viscosity <p>(benefits for a long-distance swimmer (sub-max. 2 marks)</p>	<p>4</p> <p>2 x AO1</p>	<p>Benefit must be specific to the long-term effect to gain credit (see table).</p> <p>Do not accept effects listed as benefits.</p> <p>If effect would not get a mark do not credit benefit.</p> <p>The same benefit may apply to two different effects.</p> <p>Accept: benefits as effects. The explanation must be different but can be part of the same MP E.g., Effect – increased stamina, benefit – swim for longer = 2 marks (both MP 11)</p> <p>(Cardiovascular) hypertrophy = BOD 2 Less likely to fatigue = BOD 11</p> <p>Do not accept long-term effects on skeletal, muscular or respiratory systems</p> <p>Lower heart rate = TV Faster speed of blood to muscles = TV</p>					
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 900 945 970">11. Increased stamina / cardiovascular endurance / VO₂ max / swim for longer</td> <td data-bbox="945 900 1227 970">valid for all effects</td> </tr> <tr> <td data-bbox="327 970 945 1075">12. Reduces how hard the heart must work OR heart rate returns to rest quicker after exercise</td> <td data-bbox="945 970 1227 1075">valid for all effects</td> </tr> <tr> <td data-bbox="327 1075 945 1279">13. More oxygen / (oxygenated) blood to (working) muscles / heart OR Increased efficiency of blood to working muscles OR faster removal of waste products (from muscles)</td> <td data-bbox="945 1075 1227 1279">valid for 2, 3, 4, 5, 6, 7, 9, 10</td> </tr> <tr> <td data-bbox="327 1279 945 1347">14. reduced risk of CHD</td> <td data-bbox="945 1279 1227 1347">valid for 1, 2, 3, 4, 5, 8, 10</td> </tr> </table>	11. Increased stamina / cardiovascular endurance / VO ₂ max / swim for longer		valid for all effects	12. Reduces how hard the heart must work OR heart rate returns to rest quicker after exercise	valid for all effects	13. More oxygen / (oxygenated) blood to (working) muscles / heart OR Increased efficiency of blood to working muscles OR faster removal of waste products (from muscles)	valid for 2, 3, 4, 5, 6, 7, 9, 10
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13. More oxygen / (oxygenated) blood to (working) muscles / heart OR Increased efficiency of blood to working muscles OR faster removal of waste products (from muscles)	valid for 2, 3, 4, 5, 6, 7, 9, 10								
14. reduced risk of CHD	valid for 1, 2, 3, 4, 5, 8, 10								

23	(a)	<p>Four marks for:</p> <ol style="list-style-type: none"> 1. Warm / waterproof / outdoor clothing OR clothing that prevents heatstroke / sunburn 2. Warm up OR cool down 3. Make sure you are fit enough OR have good techniques to play football OR same weight / age / gender categories 4. Lifting / using equipment safely OR use correct techniques OR trainer / coach / spotter being present 	<p>4</p> <p>2 x AO1</p> <p>2 x AO2</p>	<p>Accept other suitable practical examples for MP 1 and 3 but answers must show how they minimise the risk of injury</p> <p>Running shorts reduce blisters / friction = BOD 1 Do a risk assessment = BOD 4</p> <p>Do not accept footwear / protective equipment / wear running shorts / avoid baggy clothing = TV 1</p> <p>Having a coach / supervision / appropriate equipment / exercise = TV 4</p>
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Level 3 (5–6 marks)

- 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.

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 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.

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 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.

Highlight **type of training** and **social factors**

Annotate best 2 types of training ONLY with KU, EG and DEV

AO1 = KU = bullets; AO2 = EG = examples; AO3 are stated = DEV

Social factors must be explained in terms of encouraging participation.

Do not credit opposites

Level 3 Discriminators

- detailed knowledge & understanding **two** types of training (AO1 / AO2)
- several social factors that can encourage participation are explained and applied to training (AO3)
- both types of training and social factors that encourage participation are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed.

Level 2 Discriminators

- satisfactory knowledge & understanding **two** types of training (AO1/ AO2)
- social factors that can encourage participation may be **explained** (AO3)
- There may be some attempt to apply social factors to training (AO2)
- some success at more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with some success = 4 marks)

Level 1 Discriminators

- basic knowledge & understanding of types of training (AO1 / AO2)
- social factor(s) that can encourage participation may be **identified** with little development (AO3)
- the information is basic and communicated in an unstructured way
- responses only demonstrating AO1 knowledge and understanding are Level 1

6 marks in total 2 x AO1, 2 x AO2, 2 x AO3

Q23 (b)* Indicative content: Types of training for AO1 (award from bullets) and AO2 (award from e.g.)

1. Circuit training

- Series of exercises or stations arranged in a particular order
 - (stations / exercises) target different muscle groups
 - Involves sets / repetitions and periods of rest
 - Can use the body as resistance or use of weights
- (e.g.) 30 seconds work and 30 seconds rest, press up to sit up or sport related activities

2. Weight training

- Involves lifting of free weights / machines or pulleys
 - Involves sets / repetitions and periods of rest
 - High resistance **AND** low reps for strength
 - lower resistance **AND** more reps for endurance / speed
- (e.g.) leg press, bench press or 3 sets of 10 reps

3. Plyometrics

- Involves muscles work concentrically **AND** eccentrically
 - Involves stretching **AND** contracting muscles
 - Involves sets / repetitions and periods of rest
- (e.g.) bounding, hopping, jumping (on and off boxes), depth jumping

4. HIIT / High Intensity Interval Training / Interval training

- The higher the intensity the shorter the work period
 - Repeated periods of high intensity work and recovery periods
 - Recovery period is equal or longer than the work interval
- (e.g.) sprinting / cycling for short bursts for 30 seconds

5. Continuous training

- Steady-state training **OR** training with no changes of intensity
 - Low – moderate intensity level **OR** aerobic exercise
- (e.g.) running / swimming / cycling for more than 20 minutes

6. Fartlek training / speed play

- Continuous / steady state / aerobic exercise **AND** higher intensity bursts
 - Over different surfaces / gradients / up and down hill
- (e.g.) road / hill running / jogging with fast sprints

Social factors for AO3 (award from bullets)

7. Education

- schools teach benefits of physical fitness
- opportunities in schools / shared facilities / community use

8. Self-esteem / self-confidence

- High self-esteem encourages participation and to try new training methods
- Less worried about body image / making mistakes

9. Media coverage / role models

- More role models / media coverage for benefits of training

10. Family / friends / peers

- Encouraged by family / friends who are members of fitness clubs
- Loneliness / wanting to meet people may encourage joining a gym

11. Age

- Importance of fitness for all ages
- Older people may have more opportunities to take part

12. Gender

- Single-sex sessions encourage participation
- Lots of opportunities for males **OR** focus on increasing opportunities for females **OR** more female sports teams / leagues

13. Time / work commitments / opportunity / access

- Having enough free time to train regularly
- More flexible working hours

15. Cost / disposable income

- Having enough money means increased opportunity to participate
- reduced joining fees are available for some groups

15. Disability / discrimination / religion / culture

- Improved access / opportunity / esteem

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