

**GCSE**

**Physical Education (9–1)**

Unit **J587/02**: Socio-cultural issues and sports psychology

General Certificate of Secondary Education

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2018

Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	<b>KU</b>	Knowledge and understanding / indicates AO2 <b>general</b> application of K&U on extended response Q (*)
	Cross	<b>EG</b>	Example/Reference / indicates AO2 <b>specific examples</b> on extended response Q (*)
<b>BOD</b>	Benefit of doubt	<b>DEV</b>	Development / indicates AO3 on extended response Q (*)
<b>TV</b>	Too vague	<b>L1</b>	Level 1 response on extended response Q (*)
<b>REP</b>	Repeat	<b>L2</b>	Level 2 response on extended response Q (*)
<b>IRRL</b>	Significant amount of material which doesn't answer the question	<b>L3</b>	Level 3 response on extended response Q (*)
<b>SEEN</b>	Noted but no credit given / indicates sub-max reached where relevant	<b>S</b>	Sub-max reached
BP	Blank Page (stamp on all blank pages); may also use 'Seen'.		

- **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 the 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: Helps to control/low heart rate or keeps the performer calm /relaxes or less /control anxiety / lowers arousal or blocks action of adrenaline or improves concentration / focus	1 1 x (AO1)	Mark the first response only Accept: Calms nerves = BOD A steady hand/decreasing muscle tremors = BOD
2	Two marks from: 1. Males more likely to participate <b>in sport</b> or females less likely to participate in sport or more male dominated sports  2. Males more likely to participate <b>in competitive</b> activities or females less likely to participate in competitive activities or females more likely to be intimidated  3. (Some) activities <b>traditionally</b> linked to males/females or females don't want to play male sport or males don't want to play female sport or examples of this e.g. males for boxing and females for dancing  4. <b>Less funding</b> / sponsorship available for female sports (that leads to lower participation)  OR better funding for males (that leads to higher rates of participation) 5. Male / female <b>discrimination</b> (e.g. females banned from golf clubs)  6. Fewer / lack of female role models or lack of female sport media coverage or focus on males / more male role models (in media)  7. Examples of health factors affecting female participation e.g. pregnancy / menstrual cycle	2 2 x (AO1)	Do not accept: stereotyping (on its own) / less prize money for females Lack of opportunities/clubs/teams for females = TV

Section A				
Question	Answer	Marks	Guidance	
3	(a)	One mark from: The pressure / expectation to win or to win or to gain an (unfair) advantage or pressure from fans / spectators / parents / coaches / team mates  or to enhance performance  or because you are losing  or to gain financial reward  or spectators might copy performer deviance  or a reaction to (poor) decisions by officials  or as retaliation / revenge  or copying others  or as a result of taking drugs	1 1 x (AO1)	Pressure (on its own) = TV Frustration (on its own) = TV Frustration due to losing = 1 mark To win at all costs = 1 mark
	(b)	Two marks for: <b>Examples must be from <u>different</u> sports for 2 marks</b> <b>Can be the same type of gamesmanship e.g. time wasting but must be different actions – see examples in guidance</b> e.g. a footballer diving to claim a foul e.g. a netball player holding her opponent e.g. a tennis player delaying the service e.g. a sprinter distracting another competitor e.g. moving the ball closer to the posts when taking a penalty kick in rugby	2 2 x (AO2)	Accept: Any suitable different examples of gamesmanship from <u>different</u> named sports Accept: e.g. make them nervous by intimidating in the scrum in rugby Accept e.g. In football, kicking the ball out to waste time and in tennis a player tying laces to waste time = 2 marks e.g. In football a player feigning injury and tennis player feigning injury = 1 mark only Do not accept: an aggressive act / punching/kicking
4		One mark for: <b>C</b>	1 1 x (AO1)	

Section A			
Question	Answer	Marks	Guidance
5	One mark for: The influence of commerce/trade/business on sport to make a <b>profit/money</b> or those that organise/ promote sport try to make <b>money/profit</b>	<b>1</b> 1 x (AO1)	
6	One mark for: Twitter / Facebook / Snapchat / Instagram / You Tube / Strava	<b>1</b> 1 x (AO1)	Accept: Any relevant example of social media
7	Three marks for: <b>16 50 once</b>	<b>3</b>  3 x (AO1)	
8	Two marks for: 1. Imagery or imagining success/winning/playing well or visualisation 2. Mental rehearsal or mentally going over actions/strategies 3. Selective attention or blocking out distractions or focussing 4. Thinking positively or negative thought stopping or (positive) self-talk or self-encouragement 5. Relaxation techniques or meditation or mindfulness	<b>2</b>  2 x (AO1)	Listen to music to calm down = pt 5 (BOD) Listen to music (on its own) = TV Breathing techniques (on its own) = TV Breathing techniques to calm down = pt 5 (BOD)
9	One mark for:  Accept any sports skill example that is clearly <b>affected by the environment</b> and therefore an open skill. E.g. receiving a serve in tennis or a goalkeeper attempting to save a penalty or pass in football / netball or a block in volleyball etc.	<b>1</b>  1 x (AO2)	Look for examples where the performer adapts their actions as a result of environmental aspects. Do not accept: e.g. Tennis serve unless qualified e.g. changing your tennis serve as a result of your opponent moving e.g. examples such as Basketball free throw or taking a penalty in football
10	Two marks for: 1. (Definition of motor skills): An action/task/skill that involves (body/limb) <b>movement / movements</b> 2. (Example of pre-determined) e.g. a footballer <b>deciding/knowing/remembering / meaning to</b> where to	<b>2</b> 1 x (AO1) 1 x (AO2)	Do not accept 'movement' (on its own) Accept any relevant practical example for pre-determined characteristic (pt 2) Accept practical examples using the term routine e.g. gymnastic <b>routine</b> or dance <b>routine</b> etc. Accept rehearsal with example

Section A				
Question		Answer	Marks	Guidance
		kick the ball before taking a penalty or a Netball player <b>deciding/knowing/remembering/meaning</b> where to pass the ball next before receiving the ball from a fellow player etc...		
11		One mark for: (Knowledge of performance) = <b>D</b> (A netball player being told by her team-mate that her shooting technique was incorrect in a previous match)	1 1 x (AO2)	
12		<b>True</b>	1 1 x (AO2)	
13		Two marks for: 1. (advantage) Can give confidence/sense of security or it can be safer practice or it can give (some) idea of how the skill feels / kinesthesia  2. (disadvantage) It can lead to over-reliance or can give sense of false security or it takes away the true sense/feeling of the skill or slows down the learning of the skill	2 2 x (AO3)	Do not accept: Opposites for more than one mark e.g.: Advantage - can give idea of the feeling of the skill Disadvantage – not the true feeling of the skill (one mark only)
14		One mark for: Accept any relevant example of manual guidance in sport to <b>physically</b> help/aid a performer e.g.: Physically <b>support</b> a gymnast doing a handstand or a coach <b>holding</b> the arms of a golfer and forcing their arms through a drive movement	1 1 x (AO2)	A coach helping a gymnast do a handstand = TV (must have an idea of physical help/support) Do not accept: guiding (in question)
15		One mark for: <b>B</b> - baked jacket potato	1 1 x (AO1)	
16	a	One mark for: (Fitness) is a person's capacity to carry out activity without getting tired/fatigued OR what your body is capable of in sport OR being able to cope with the demands of everyday life / sport /	1 1 x (AO1)	Accept: The ability to function effectively / efficiently

Section A			
Question	Answer	Marks	Guidance
	environment OR how efficient/effective is your body OR how much work you can do before stopping/getting too tired		
b	Two marks for: 1. Increased likelihood of injury 2. Increased likelihood of raised blood pressure 3. More likely to suffer or increase in risk of CHD / heart attack / stroke / heart disease 4. More likely to suffer or increase risk of respiratory / lung disease 5. A decrease in bone density or more likely to suffer bone disease 6. May cause poor posture 7. Increase in weight	<b>2</b> 2 x (AO1)	Do not accept: A decrease in physical fitness, obesity and Type 2 diabetes (in question) Increased likelihood of illness (on own)= TV Do not accept heart disease or examples of illnesses (on their own) – needs a <b>description</b> e.g. increase in heart disease Do not accept stiffness of joints / lack of mobility / not having enough energy (physical fitness in question) Do not accept arthritis Accept Osteoporosis (pt 5) Accept: Any other described named illness that is a consequence of a sedentary lifestyle.
17	One mark or: <b>False</b>	<b>1</b> 1 x (AO1)	
18	One mark for: <b><u>Carbohydrates/carbs</u></b>	<b>1</b> 1 x (AO1)	Do not accept: a food type rather than the component e.g. eating bananas = TV
19	One mark for: Joining a football/hockey/netball / sports team or taking part in sport <b>to</b> make friends/meet new people or to co-operate or gain a sense of belonging or for communication skills / leadership OR going to a football match to make or be with friends OR attending a football team dinner to be with my friends	<b>1</b> 1 x (AO2)	Accept: any team game or group physical activity or attending a sports event with a description Do not accept: merely the name of a sport / activity – there must be a description of the activity linked to social benefit of belonging to a group e.g. .... '...playing football to make friends...' Do not accept: team / social skills as a social benefit / engage = TV
20	One mark for: Fruit such as oranges/raspberries or vegetables such as broccoli/kale etc. or milk / orange juice etc...	<b>1</b> 1 x (AO1)	Accept: any food that is high in vitamins Fruit / vegetables = TV Meat = TV

Section A					
Question			Answer	Marks	Guidance
					Red meat / chicken (or any named meat) = 1 mark Fish = BOD

Section B					
Question			Answer	Marks	Guidance
21	(a)	(i)	Two marks for: 1. (sedentary) Inactivity or lack of activity/exercise 2. (lifestyle) A way of life or how you live your life or your actions/behaviour or an example of sedentary lifestyle e.g. sat at desk all day	<b>2</b> 2 x (AO1)	lack of physical activity in the work place and/or in leisure time = 2 marks (lack of activity with link to lifestyle) If just an example is given award pt2: e.g. 'sat at a desk all day' or 'office job' = 1 mark Do not accept 'lifestyle' <u>on its own</u> e.g. A lifestyle that does not involve physical activity = 1 mark (pt 1) e.g. A way of life that does not involve physical activity = 2 marks (pt 1 and pt 2) 'couch potato' = TV
		(ii)	Two marks for: 1. A lack of energy or feeling lethargic or lack of fitness 2. More likely to be obese/overweight or negative body image 3. Lack of interest / motivation 4. Less likely to benefit from social interaction or fewer social experiences or poor communication or fewer friends or less likely to belong to a group or isolated/loneliness 5. Lack of motor skills/ability	<b>2</b> 2 x (AO1)	Do not accept 'lack of confidence' (on its own)

Section B			
Question	Answer	Marks	Guidance
(b)	<p>Two marks for:</p> <ol style="list-style-type: none"> <li>1. Can help to raise <b>energy levels / fitness</b> so that <b>you feel better</b> about yourself</li> <li>2. Have a better body <b>image / lose weight / way you look</b> or you look better and therefore <b>feel better / positive</b></li> <li>3. More likely to be <b>healthier</b> and <b>feel better / positive</b></li> <li>4. Raise your levels of <b>confidence or being successful / winning / achieving a goal / perform well</b></li> <li>5. Activity release <b>hormones</b> / endorphins / chemicals that make you <b>feel better/happier/positive</b></li> <li>6. More likely to engage in <b>social relationships / more likely to have friends that reduces loneliness / make you feel more connected</b> with others</li> <li>7. <b>Learning</b> new skills will <b>stimulate</b> your interest / make you happy</li> </ol>	<p><b>2</b> 2 x (AO3)</p>	<p>Accept only <b>explanations</b> rather than mere identification of advantages</p>
(c)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li>1. Less likely to be <b>injured</b> and therefore less stressed</li> <li>2. Less likely to be <b>ill</b> or suffer from disease / named illness or feel healthier therefore less stress</li> <li>3. More likely to <b>control your weight</b> and therefore less likely to be stressed</li> <li>4. Have better body <b>posture</b> and therefore less stress</li> <li>5. More likely to be <b>fit</b> and therefore less stressed</li> <li>6. Activity can release stress busting <b>hormones</b> /endorphins</li> <li>7. Get rid of excess energy / tension for less stress / relaxes you or can feel a <b>cathartic/frustration/aggression/anger</b> release when exercising and therefore less stressed</li> <li>8. Can <b>forget</b> stressors or escapism or clear your mind</li> <li>9. Make you <b>more confident</b> and therefore less stressed</li> <li>10. Better <b>body image</b> so you feel less stressed about your</li> </ol>	<p><b>4</b> 4 x (AO3)</p>	<p><b>Responses</b> should refer to <b><u>ways of managing stress</u></b> : e.g. lowering / controlling stress or being happier / less anxious / feeling better / relaxes / removes worries etc... Do not accept (on its own) managing stress (in question) Accept physical activity may help to control your weight and increase your fitness to make you less stressed = 2 marks</p>

Section B				
Question		Answer	Marks	Guidance
		<p>appearance</p> <p>11. Using <b>relaxation</b> techniques from yoga classes may lead to less stress/anxiety or exercise releases muscular tension so you feel relaxed</p> <p>12. Having <b>fun</b> / enjoyment reduces stress or enjoying being with others/friends to reduce stress</p> <p>13. <b>Winning</b> a game/tournament / good performance can improve self-esteem / reduce stress.</p> <p>14. <b>Sense of belonging</b> or providing a support network to reduce stress</p>		
22	(a)	<p>Four marks for:</p> <p>1. Skill practice should be <b>measurable</b> e.g. to improve shooting in hockey see how many shots out of 20 you can score.</p> <p>2. Skill practice should be <b>achievable</b> e.g. the hockey player should be at the right standard to be able to cope with the practice <b>OR agreed</b> e.g. the hockey player accepts the target of scoring 10 goals in the season</p> <p>3. Skill practice should be <b>recorded or realistic (see example for achievable)</b> e.g. the amount of shots scored should be recorded / kept a diary by the player/coach</p> <p>4. The goal set should be within a <b>time(-frame)</b> e.g. After 3 weeks of shooting practice the amount of goals scored by the hockey player should be greater</p>	<p><b>4</b> 4 x (AO2)</p>	<p>One <b>specific skill</b> must be used for marks to be awarded. Accept if embedded in examples and not listed on the line provided. Accept only the first named skill in the explanation. Do not accept other named skills as examples in the explanation. No marks available for '<b>specific</b>' points (specific in the question) Each (S)MART point must be linked to a practical example to score marks Accept realistic for recorded but as a substitute for achievable</p>

Section B			
Question	Answer	Marks	Guidance
22	<p><b>(b)*</b></p> <p><b>Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge &amp; understanding</li> <li>• clear and consistent practical application of knowledge &amp; understanding</li> <li>• effective analysis/evaluation and/or discussion/explanation/development</li> <li>• relevant information drawn upon from other areas of the specification</li> <li>• accurate use of technical and specialist vocabulary</li> <li>• there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul> <p><b>Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge &amp; understanding</li> <li>• some success in practical application of knowledge &amp; understanding</li> <li>• analysis/ evaluation and/or discussion/explanation/development attempted with some success</li> <li>• some relevant information drawn upon from other areas of the specification</li> <li>• technical and specialist vocabulary used with some accuracy</li> <li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul> <p><b>Level 1 (1–2 marks)</b></p> <ul style="list-style-type: none"> <li>• basic knowledge &amp; understanding</li> <li>• little or no attempt at practical application of knowledge &amp; understanding</li> <li>• little or no attempt to analyse/ evaluate and/or discuss/explain/develop</li> <li>• little or no relevant information drawn upon from other areas of the specification</li> </ul>	<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">4 x (AO2)</p> <p style="text-align: center;">2 x (AO3)</p>	<p><b>Discriminators - Level 3 (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• Some imbalance between the two parts of the question may be present for 5 marks.</li> <li>• At 6 marks, both are equally well addressed.</li> <li>• Responses demonstrating only some (AO2) application of goal setting to motivation are Level 2.</li> <li>• Detailed discussion linking goal setting to motivation (AO3)</li> <li>• Full description of preventing injury via goal setting with much development and relevant practical examples (AO3)</li> </ul> <p><b>Discriminators - Level 2 (3–4 marks)</b></p> <ul style="list-style-type: none"> <li>• Satisfactory level of success with 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).</li> <li>• Responses demonstrating satisfactory (AO2) application are Level 2.</li> <li>• Satisfactory discussion linking goal setting to motivation (AO3)</li> <li>• Satisfactory description of preventing injury via goal setting with some development and mostly relevant practical examples (AO3)</li> </ul> <p><b><u>NOTE: If no injury prevention points made marks are unlikely to be above 3 marks in total</u></b></p> <p><b>Discriminators - Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Responses only demonstrating basic AO2 application are Level 1.</li> <li>• Listing few ways that goal setting might lead to motivation with little or no development and few if any relevant practical examples (AO2)</li> <li>• Listing few ways that goal setting might prevent injury with little or no development (AO2)</li> <li>• An attempt at all aspects of the question indicates the top of this level (AO3)</li> </ul> <p><b>(0 marks)</b></p>

Section B			
Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>technical and specialist vocabulary used with limited success</li> <li>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.</li> </ul> <p><b><u>Indicative content (Using practical examples, discuss how goal setting can motivate performers in sport.)</u></b></p> <ol style="list-style-type: none"> <li>Goal setting can <b>inspire / drive performers</b> <ul style="list-style-type: none"> <li>Drive challenge / excite to achieve your best or something to aim for</li> <li>Improved performance (can motivate)</li> <li>EG to set a time for a personal best in the 100 metres</li> </ul> </li> <li>Goal setting (can motivate) performers to <b>train harder / more regularly /stick to training or start training (seriously)</b> <ul style="list-style-type: none"> <li>The drive to train / prepare more effectively because of the need to fulfil goal / to win / be better</li> <li>Task adherence</li> <li>EG a tennis player puts more hours in to practice her forehand</li> </ul> </li> <li>Goal setting using the <b>SMART</b> method (can be motivating) <ul style="list-style-type: none"> <li>Reference to element/s of SMART</li> <li>Can give focus</li> <li>Enables monitoring progress</li> </ul> </li> </ol>		<ul style="list-style-type: none"> <li>no response or no response worthy of credit.</li> </ul> <p><b><u>Indicative content (Describe how appropriate goal setting can prevent injury in sport.)</u></b></p> <ol style="list-style-type: none"> <li>Ensure goals <b>are achievable</b> / realistic <ul style="list-style-type: none"> <li>To avoid too much stress physically and psychologically or too much arousal – causing injury</li> </ul> </li> <li>Ensure that goals are <b>not too challenging</b> / strenuous or that you work on short term goals leading up to longer term goals <ul style="list-style-type: none"> <li>Work / train at the level appropriate to your ability / fitness to prevent injury</li> </ul> </li> <li>Agree <b>goals</b> with coach / trainer <ul style="list-style-type: none"> <li>Ensure expert advice about safe practice in training / performance to avoid injury</li> </ul> </li> <li>Set goals <b>that include risk assessment</b> <ul style="list-style-type: none"> <li>Think about the dangers of the activity</li> </ul> </li> <li>Set goals that encourage the learning of <b>correct techniques</b> <ul style="list-style-type: none"> <li>Learning the right technique will lead to less likelihood of sustaining injury</li> <li>EG muscle strain or tendonitis</li> </ul> </li> <li>Use <b>extension of SMART – SMARTER</b> goal setting <ul style="list-style-type: none"> <li>Making goals exciting / ethical / evaluate</li> <li>Recording / revising goals</li> </ul> </li> </ol>

Section B			
Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• EG A rugby player sets a personal goal of completing 80% of successful tackles in the next game</li> </ul> <p>4. Goals can be split into <b>short / long-term goals</b></p> <ul style="list-style-type: none"> <li>• Short term goals can incrementally lead to the fulfilment of long term goals or achieving targets step by step to gain good overall performance</li> <li>• Goals achieved can increase confidence</li> <li>• EG A gymnast who wishes to improve her floor routine will concentrate firstly on her opening tumbling sequence</li> </ul>		<p><b>Annotations:</b></p> <p>Numbered points = use <b>KU</b> for AO2 <b>general application</b> of K&amp;U  EG Bullet points = use <b>EG</b> for AO2 <b>specific examples</b>  Bullet points = <b>DEV</b> for <b>developed</b> AO3 points</p>

Section B																																		
Question		Answer	Marks	Guidance																														
23	(a)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li><b>(Total) number of adults</b> who participate in sport has <b>risen</b> between 2005 and 2015</li> <li>The <b>frequency</b> of moderately intense exercise has <b>risen</b> between 2005 and 2015 or a rise for all <b>frequencies</b></li> <li>Group B / once a week increased the most or Group D / 3 times a week has increased the least</li> <li><b>More</b> adults participate for <b>once a month rather than any other category</b>. A / once a month is greater than B, C or D.</li> <li>A relatively <b>low level / 25 – 30% / 16 – 20 million / less than a third</b> of adults' exercise for <b>more than once a week</b> (compared to the population as a whole)</li> <li>Or the <b>rise in population</b> has resulted in more participation</li> <li>Little or no change <b>in percentage/proportion</b> of population participating (in any group/frequency)</li> </ol>	<p><b>4</b> 4 x (AO3)</p>	<p><b>For examiners' reference:</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>2005/6</th> <th>% of popl</th> <th>2015/16</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>A</b> Once a month</td> <td>17.4m</td> <td>29.0</td> <td>19.1m</td> <td>29.4</td> </tr> <tr> <td><b>B</b> Once a week</td> <td>14.1m</td> <td>23.5</td> <td>16m</td> <td>24.6</td> </tr> <tr> <td><b>C</b> Twice a week</td> <td>9.5m</td> <td>15.8</td> <td>11.3m</td> <td>17.3</td> </tr> <tr> <td><b>D</b> Three a week</td> <td>6.6</td> <td>11.0</td> <td>7.8m</td> <td>12.0</td> </tr> <tr> <td><b>Popl</b></td> <td><b>60m</b></td> <td></td> <td><b>65m</b></td> <td></td> </tr> </tbody> </table> <p>Accept reference to either group letters (A – D) or frequencies (e.g. once a month)</p>	Group	2005/6	% of popl	2015/16	%	<b>A</b> Once a month	17.4m	29.0	19.1m	29.4	<b>B</b> Once a week	14.1m	23.5	16m	24.6	<b>C</b> Twice a week	9.5m	15.8	11.3m	17.3	<b>D</b> Three a week	6.6	11.0	7.8m	12.0	<b>Popl</b>	<b>60m</b>		<b>65m</b>	
Group	2005/6	% of popl	2015/16	%																														
<b>A</b> Once a month	17.4m	29.0	19.1m	29.4																														
<b>B</b> Once a week	14.1m	23.5	16m	24.6																														
<b>C</b> Twice a week	9.5m	15.8	11.3m	17.3																														
<b>D</b> Three a week	6.6	11.0	7.8m	12.0																														
<b>Popl</b>	<b>60m</b>		<b>65m</b>																															
23	(b)	(i)	<p>Four marks for:</p> <ol style="list-style-type: none"> <li>More <b>information / education</b> on the benefits opportunities of regular sports participation e.g. TV advertising to show benefits of regular exercise or e.g. This Girl Can / advertising local clubs on the radio or Change 4 life</li> </ol>	<p><b>4</b> 4 x (AO2)</p>	<p><b>Only give a mark if each point is linked to a practical example</b></p>																													

Section B			
Question	Answer	Marks	Guidance
	<p>2. <b>Regular opportunities</b> for coaching / instructing to enable more frequent participation eg fitness instructors available across the working day and evening</p> <p>3. <b>More facilities</b> available for regular participation eg ensuring that each community is served by a leisure centre</p> <p>4. <b>Facilities available for longer</b> during the day to enable regular participation eg local swimming baths open early morning and close late evening</p> <p>5. More <b>accessible facilities</b> or more <b>localised</b> facilities or <b>better transport</b> arrangements to access facilities eg facilities have wheelchair ramps or a (free) local bus service is provided</p> <p>6. <b>Cheaper facilities</b> for sport or concessions for more adults to be involved eg the local leisure centres give concessions for the elderly or give cut price admission for regular users</p> <p>7. Introduction of <b>adapted games</b> e.g. walking football, walking basketball, touch rugby for adults.</p> <p>8. Activities/<b>sessions for adults only</b> or age-group sessions eg adult / 40 plus / 50 plus fitness classes</p> <p>9. Provision for childcare eg gyms that provide childcare/ nursery/ playgroup/ youth group so that parents can exercise.</p>		

Section B			
Question	Answer	Marks	Guidance
(ii)	<p>Two marks for:</p> <ol style="list-style-type: none"> <li>1. Illness / disease or health problems or injury</li> <li>2. Obesity / overweight</li> <li>3. Disability</li> <li>4. Lack of facilities / equipment or lack of instructors/coaches/expertise to help</li> <li>5. Lack of interest / motivation or lethargy</li> <li>6. Friends / family /social group do not participate or lack of role models</li> <li>7. Discrimination (age/gender/ race etc)</li> <li>8. Lack of awareness / information about opportunities to participate</li> <li>9. Cultural or religion / religious influences to prevent participation</li> <li>10. Lack of confidence or too embarrassed to participate</li> <li>11. Environment or climate or location</li> <li>12. Lack of funds or too expensive or not good value for money</li> <li>13. (perceived) lack of time or too many work commitments or other family/caring responsibilities</li> <li>14. Lack of adult teams / provision for adults</li> </ol>	<p><b>2</b> 2 x (AO1)</p>	<p>Mark <b>first two</b> responses</p> <p>Pt 12 cost = TV Pt 13 time = TV Age = TV</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

