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GCSE (9-1)

Examiners' report

PHYSICAL EDUCATION

J587
For first teaching in 2016

J587/02 Summer 2018 series

Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

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Paper J587/02 series overview

HJ587/02 is one of the two examination components for the new revised GCSE Physical Education. This component covers the socio-cultural issue and sports psychology parts of the specification. To do well on this paper, candidates need to be comfortable applying their sociological and psychological knowledge and understanding to sport and physical activity.

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Section A

Question 1

1 Identify **one** effect that beta blockers may have on a performer in sport which could aid their performance.

..... **[1]**

This question required candidates to recall an effect of beta blockers on a performer in sport that's related to their performance. This is an AO1 assessment objective. This topic is part of the ethical and socio-cultural issue in physical activity and sport.

Most candidates scored the mark available with the majority responding by linking these drugs to lowering or controlling heart rate, with the highest ability candidates linking this with blocking the effects of adrenaline. A small minority of candidates confused this type of drug with one that builds muscle.

Question 2

2 Give **two** ways in which gender might affect participation in physical activity and sport.

1. .....

2. .....

[2]

This question required candidates to link gender with participation rather than performance. This question has two AO1 assessment objectives. The higher ability candidates were able to score full marks by successfully linking either males or females with participation. These candidates often stated that males are more likely to participate in sport and that some activities are traditionally linked to either males or females. The lower ability candidates often wrote about lack of opportunities rather than referring to gender.

Question 3 (b)

(b) Give **two** different practical examples of gamesmanship using a different sport for each one.

1. .....

.....

2. .....

.....

[2]

This question requires two practical examples and is therefore linked to two AO2 assessment objectives. The lower ability candidates confused gamesmanship with sportsmanship and incorrectly gave examples such as shaking the hands of a football opponent or gave an explanation of gamesmanship rather than a practical example or gave examples of fouls rather than examples of gamesmanship. The higher ability candidates gave two relevant examples from two different sports such as a football player diving to claim a foul.

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Question 5

5 What is meant by commercialisation in sport?

.....

..... **[1]**

This question is an AO1 assessment objective and the higher ability candidates referred accurately to businesses using sport to make a profit. The lower ability candidates merely described what a business might contribute to sport such as sponsorship without defining the term commercialisation.

Question 6

6 Identify **one** type of social media that influences the commercialisation of sport.

..... **[1]**

This question was for an AO1 assessment objective. Many lower ability candidates recognised the word media rather than the phrase social media and for example consequently name television rather than a type of social media such as Facebook or Twitter.

Question 9

9 Give **one** practical example of a sports skill that is classified as an open skill on the environmental continuum.

..... **[1]**

This question is an AO1 assessment objective and requires candidates to name a practical sports skill, rather than the name of a sport. The majority of candidates scored the one mark available.

Question 10

10 Define the term 'motor skills' and give an example of 'pre-determination' as a characteristic of a skilful performer.

Definition: .....

.....

Example: .....

.....

[2]

This question is in two parts with the first requiring candidates to give the definition of the term 'motor skills' for one AO1 mark and then to give an example of pre-determination of a skilful performer for an AO2 mark. The higher ability candidates did both for two marks stating movement as an important part of their answer for the first part and for the second giving an example involving a performer deciding, knowing or meaning to perform a described sports motor skill. The lower ability candidates often misread the question and simply gave a characteristic of a skilful performer or repeated the word pre-determined.

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Question 13

13 Describe **one** advantage and **one** disadvantage of using mechanical guidance in the learning of a motor skill.

Advantage: .....

.....

.....

.....

Disadvantage: .....

.....

.....

.....

[2]

This question attracted two AO3 assessment objectives which assess candidates' ability to analyse and evaluate factors that underpin performance and involvement in physical activity and sport.

The question demands a description rather than merely an identified factor. The higher ability candidates understood the nature of mechanical guidance and often described well that an advantage is that mechanical guidance gives the performance a sense of confidence or safety and then correctly described a disadvantage being that performers are often over-reliant on mechanical guidance. The lower ability candidates often confused mechanical with manual guidance.

Question 14

14 Give a practical example of manual guidance being used to improve a motor skill in sport.

..... **[1]**

This question demands a practical example and is therefore an AO2 assessment objective. The majority of candidates were able to give a valid example such as a coach physically supporting a gymnast for a handstand. Those that did not score the mark often used the word 'guide' or 'show', rather than giving the sense of physical support by a third party such as a coach.

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Question 16 (b)

(b) Obesity, Type 2 diabetes and a decrease in physical fitness can be consequences of a sedentary lifestyle.

Describe other physical consequences of a sedentary lifestyle.

.....

.....

.....

..... **[2]**

This question requires a description and attracts two AO1 marks showing knowledge and understanding. Those that did not score marks for this question often ignored the word 'physical' in the question and therefore gave emotional consequences rather than physical ones. Another common error for candidates was to refer to obesity or fitness, even though the question asks for 'other' physical consequences. The higher ability candidates described well physical consequences of a sedentary lifestyle such as an increased likelihood of raised blood pressure and a decrease in bone density.

Question 19

19 Describe **one** practical example of how sport or physical activity might provide the social benefit of belonging to a group.

.....

..... **[1]**

This question involves an AO2 assessment objective and the higher ability candidates described well how joining a sports team such as a hockey team can lead to meeting people or making friends, with some excellent answers such as the elderly joining a bowls club and gaining a sense of belonging. The lower ability candidates often did not give a fully described example and omitted the sports context in their answer.

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Section B overview

This section involves more AO3 objectives and questions often require an explanation. The higher ability candidates often gave full explanatory responses, whereas the lower ability often gave a cursory response that made identified points rather than explanations that analyses or evaluates.

Question 21 (a) (i)

21 Emotional well-being can be affected by leading a sedentary lifestyle.

(a) (i) What is meant by the term 'sedentary lifestyle'?

.....

..... **[2]**

This question involves two AO1 assessment objectives and demands a definition of the term 'sedentary lifestyle'. This term was misunderstood by the lower ability candidates who often wrote about diet rather than inactivity. The higher ability candidates not only scored the first mark for inactivity but then went on to score the second by showing what is meant by lifestyle.

Question 21 (a) (ii)

(ii) Describe **two** ways in which a sedentary lifestyle might lead to low levels of self-esteem.

1. .....

.....

2. .....

.....

[2]

This question follows on from the previous question asking candidates to link a sedentary lifestyle with low levels of self-esteem. This question involves two AO1 assessment objectives. This was answered well by most candidates who described well how the likelihood of obesity can link to a negative body image and that this lifestyle can lead to low levels of social interaction. Again those that scored nil marks misunderstood the terms 'sedentary' and 'self-esteem'.

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Question 21 (b)

(b) Explain how physical activity can help to raise levels of self-esteem.

.....

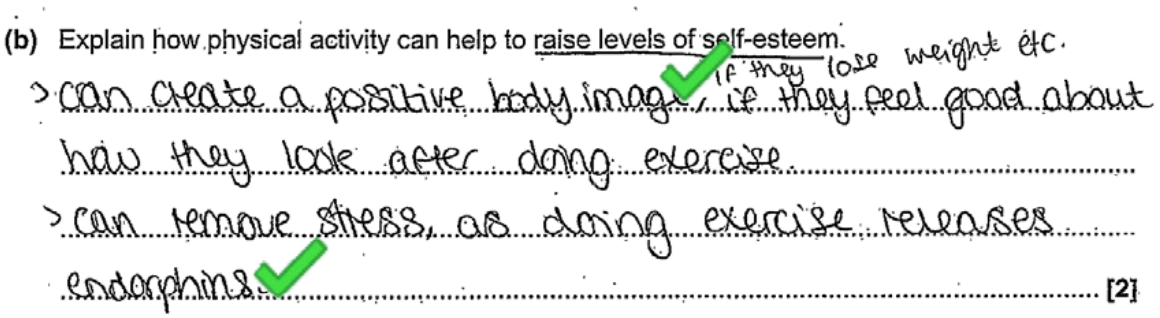
.....

.....

..... **[2]**

This question demands an explanation and attracts two AO3 assessment objectives. The explanation needs to be a full one to gain the marks available with the lower ability level candidates making points such as being fitter or healthier but not then explaining how this might lead to higher levels of self-esteem. The higher ability candidates made those links, for example stating that having a better body image will lead to a performer feeling better about themselves.

Exemplar 1



This answer scored the full two marks showing good evidence of two AO3 marks. Creating a good body image is linked to 'feel good' and 'remove stress…..releases endorphins…' These are explanations rather than just making solitary points about body image or hormones. Both are linked to how the performer might feel which is linked to the requirements of the question re self-esteem.

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Question 21 (c)

(c) Explain how the physical and emotional benefits of physical activity can help young people to manage stress.

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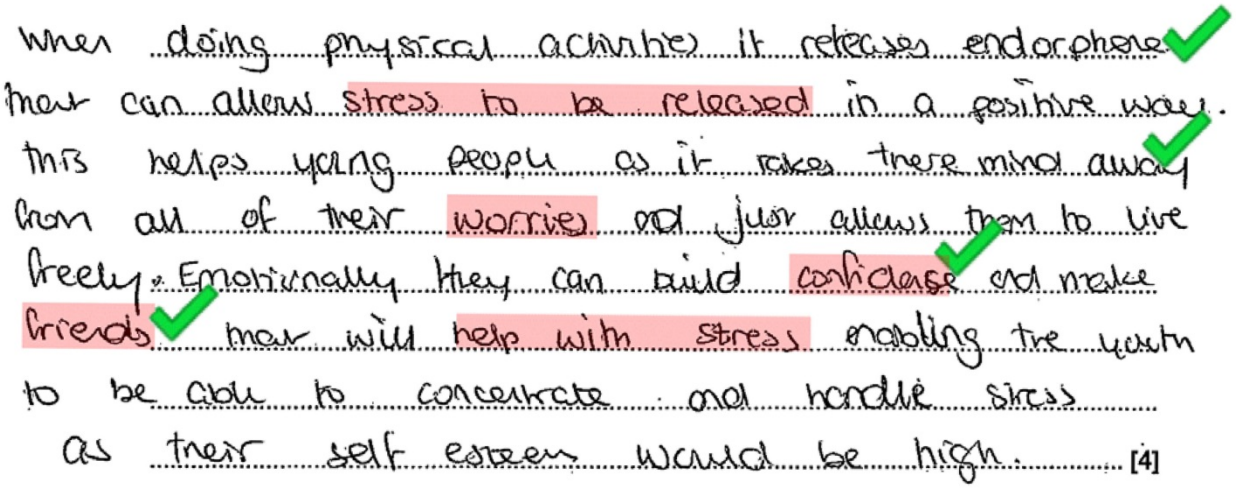
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.....

..... **[4]**

This question carries four AO3 assessment objective marks. The question asks for an explanation and those that explained rather than merely described scored well on this question. Responses were required to be linked to managing stress and therefore simply stating less likely to be ill or to get fit were not explanations. Those that linked their point with lowering, controlling stress or linked to young people feeling better, more relaxed or less worried showed the explanation required.

Exemplar 2



This scores the full four AO3 marks allocated. This answer explains well by making the point and linking it to ways in which it might manage stress. For example...'releases endorphins that can allow stress to be released…' Each point made is a separate point and fully addresses the requirements of this question.

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Question 22 (a)

22 (a) Using practical examples, explain how SMART goal setting can improve a specific skill in a physical activity or sport of your choice.

Physical activity/sport: .....

Skill: .....

Explanation: .....

.....

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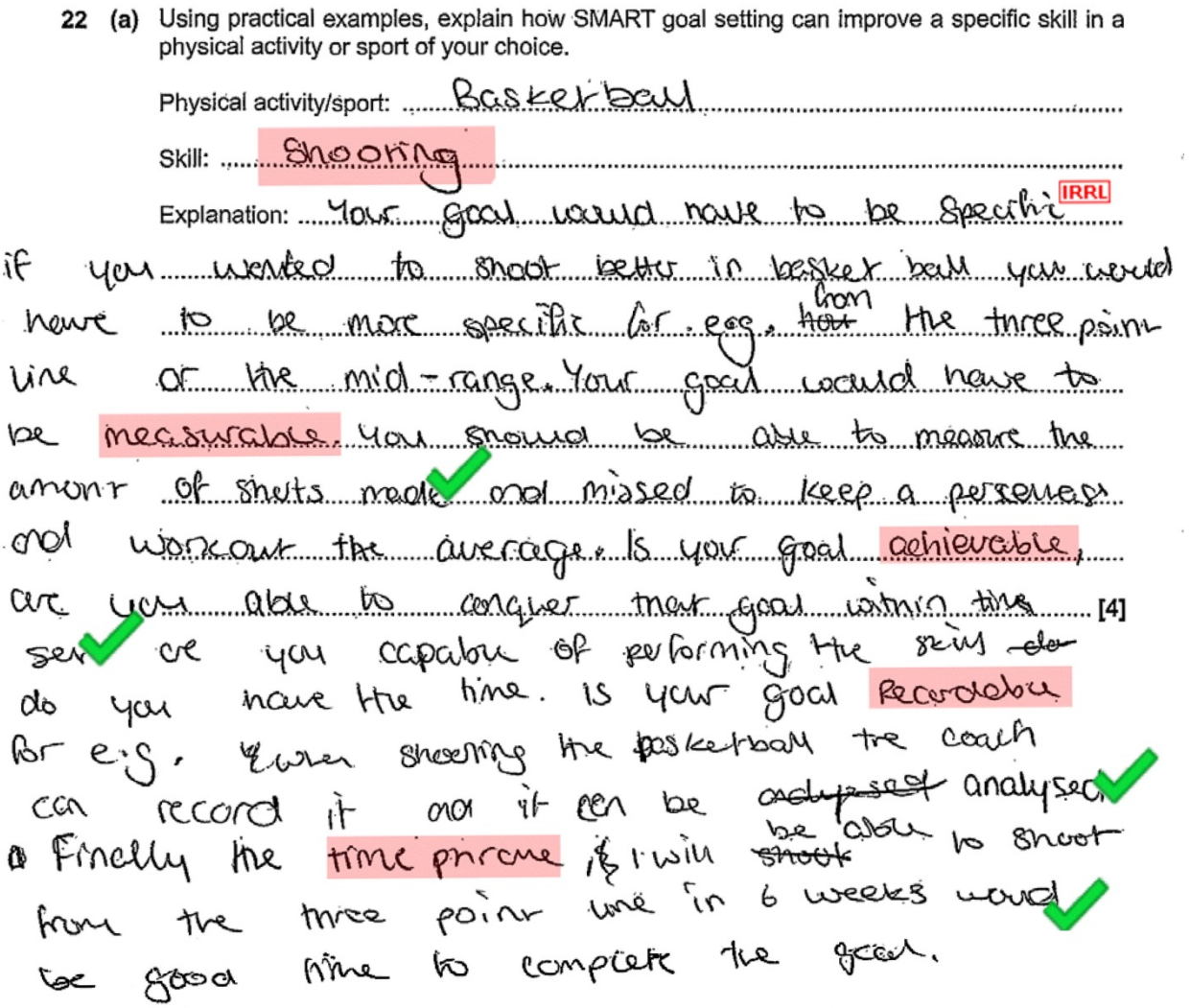
..... **[4]**

This question carried four AO2 assessment objectives, therefore candidates are expected to apply their knowledge and understanding to physical activity and sport. In this case practical examples are required for each element of the SMART principle of goal setting, apart from 'Specific' which formed part of the question. The higher ability candidates identified correctly a specific skill and then explained well how the measurable, achievable, recorded and time-frame elements can lead to skill improvement using practical examples linked to their identified skill. Some excellent answers were often drawn for candidates' own experiences in developing specific sports skills.

The lower ability candidates did not give any practical examples and often just explained each element of the SMART principle without linking it to a chosen specific skill. A few lower ability candidates did not identify a specific skill, for example just naming a sport.

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Exemplar 3



22 (a) Using practical examples, explain how SMART goal setting can improve a specific skill in a physical activity or sport of your choice.

Physical activity/sport: Basketball

Skill: shooting

Explanation: Your goal would have to be Specific IRRL if you wanted to shoot better in basket ball you would have to be more specific for eg. than the three point line or the mid-range. Your goal would have to be measurable. You should be able to measure the amount of shots made and missed to keep a persentage and workout the average. Is your goal achievable, are you able to conquer that goal within the set time are you capable of performing the skills do you have the time. Is your goal Recordable for e.g. when shooting the basketball the coach can record it and it can be ~~analysed~~ analysed. Finally the time phrame is it will be able to shoot from the three point line in 6 weeks would be good time to complete the goal. [4]

This example scores the full four AO2 marks available showing good application of knowledge. Each element of the SMART principle is named, followed by a practical example of how each element can improve the specific skill – in this case shooting in basketball. The candidate writes at length but the marks are scored from the second third of the answer, with some material that is not worth credit related to specificity which is part of the question. The candidate addresses the specificity by naming the specific skill to be improved.

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Question 22 (b)

(b)* Using practical examples, discuss how goal setting can motivate performers in physical activity and sport.

Describe how appropriate goal setting can help to prevent injury to performers.

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..... **[6]**

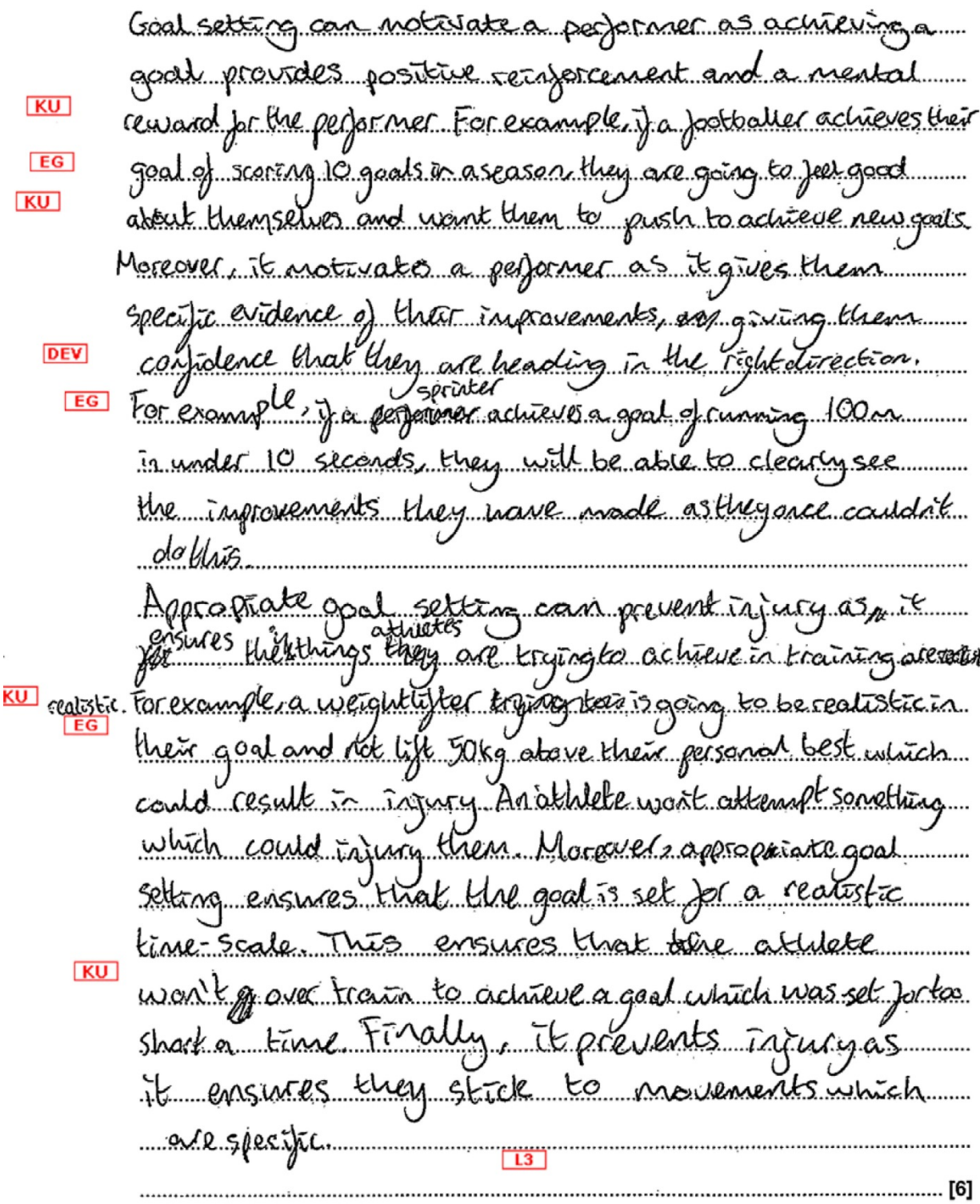
This question included four AO2 assessment objectives and two AO3 assessment objectives. This question, indicated by the asterisk on the question paper, involved an assessment of the quality of written communication as well as applying knowledge and analysing and evaluating factors related to goal setting in physical activity and sport. This question also includes a synoptic assessment link required by the specification – linking goal setting component 2, with prevention of injury component 1.

Many candidates were able to show their knowledge of goal setting, with the higher ability writing fluently and accurately. Candidates were generally well-prepared for this type of extended question, with some showing a small amount of planning before writing their responses. These candidates, that reached level 3 in the levels mark scheme, addressed all parts of the question, including motivating performers and preventing injury. The very best, who scored the full six marks available, covered all the assessment objectives in detail and showed excellent development of each point made. These candidates included several practical examples to show how goal setting can motivate performers as well as preventing injury.

The lower ability candidates did not address all the variables in the question, often leaving out ether the motivation or the reducing injury parts of the question. These candidates, who did not attain more than L2 in the levels mark scheme, often showed good knowledge but were unable to gain AO2 marks because of the lack of application of this knowledge. The lower ability candidates were often unable to write accurately with many spelling and grammatical errors that at times impeded the reading of their responses.

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Exemplar 4



Goal setting can motivate a performer as achieving a goal provides positive reinforcement and a mental reward for the performer. For example, if a footballer achieves their goal of scoring 10 goals in a season, they are going to feel good about themselves and want them to push to achieve new goals. Moreover, it motivates a performer as it gives them specific evidence of their improvements, eg giving them confidence that they are heading in the right direction. For example, if a sprinter achieves a goal of running 100m in under 10 seconds, they will be able to clearly see the improvements they have made as they once couldn't do this.

Appropriate goal setting can prevent injury as it ensures athletes the things they are trying to achieve in training are realistic. For example, a weightlifter trying to is going to be realistic in their goal and not lift 50kg above their personal best which could result in injury. An athlete won't attempt something which could injury them. Moreover, appropriate goal setting ensures that the goal is set for a realistic time-scale. This ensures that the athlete won't go over train to achieve a goal which was set for too short a time. Finally, it prevents injury as it ensures they stick to movements which are specific.

KU EG KU DEV EG KU EG KU L3

[6]

This example was marked at the top level – Level 3. This showed good coverage of the AO2 and AO3 assessment objectives. The candidate writes fluently and addresses all the variables in the question – namely, using practical examples (eg goal scoring in football), motivation and prevention of injury. The candidate also includes separate paragraphs for each main section of their answer, again helping the fluency of the response. The use of technical vocabulary is accurate eg positive reinforcement and the use of the SMART principle.

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Question 23 (a)

23 **Fig. 1** below shows the number of adults (in millions) taking part in sport at moderate intensity by frequency (Active People Survey, Sport England).

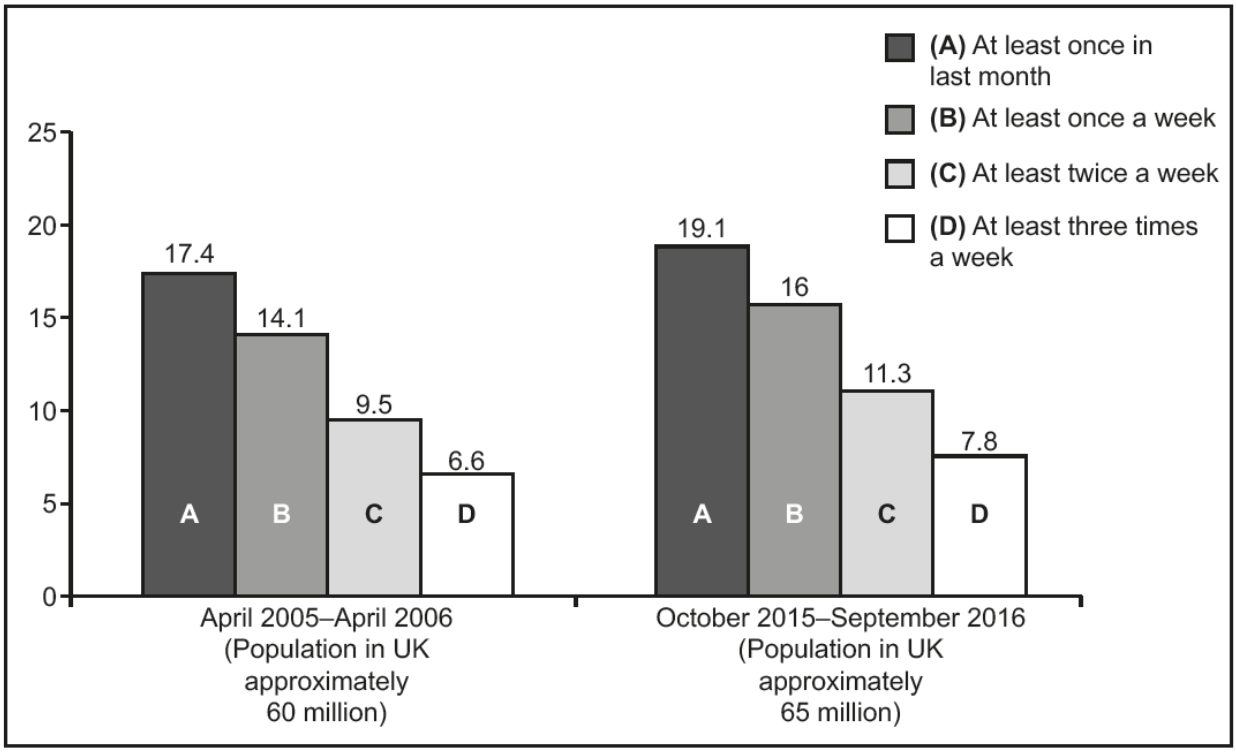


Fig. 1

(a) Using the data shown in **Fig. 1** above, assess the trends in participation in sport in 2015/16 and those in 2005/06.

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.....

..... **[4]**

This question included four AO3 assessment objectives, demanding an analysis of data. The specification states that candidates should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Most candidates recognised that the trends in participation over the two time periods showed an increase. The higher ability candidates did not merely describe the data in Figure 1 but assessed the trends by stating that all frequencies showed a rise, with Group B increasing the most. These candidates went on to state that more adults participate once a month rather than any other category, with a relatively low number exercising for more than once a week. These candidates also recognised that the population had increased between the two time periods and that this would have impacted on the results shown.

The lower ability candidates either omitted this question or scored a single mark related to the point that more adults take part in 2015-16.

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Question 23 (b) (i)

(b) (i) Using practical examples, describe strategies to increase the frequency of adults taking part in sport.

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.....

..... **[4]**

This question involved four AO2 marks demanding application of knowledge, with many candidates scoring well and showing a good understanding of strategies that might increase participation by adults.

The higher ability candidates used practical examples throughout to describe these strategies scoring the full four AO2 marks. The lower ability simply stated some ways of increasing participation, for example making more facilities available but they did not link this to a practical example so could not score AO2 marks.

Section B, Q23, Fig. 1

Active People Survey', 2016, www.sportengland.org, Sport England. Reproduced by kind permission of Sport England.

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