

2019 Summer Highlights



Things that went well

- Candidates gave clear and concise responses.
- Applied knowledge and understanding using examples from a practical activity.
- Made good direct comparisons or used comparative language.
- Good evidence that the command words had been acknowledged and interpreted correctly.
- Evidence of technical definitions well learned.



Exam Tips

- Produced responses that lacked depth or repeated the same point in a variety of ways.
- Experienced difficulty in dealing with a table of data.
- A number of responses simply recorded the question rather than giving any new information
- Giving more responses than the question called for, so if we have asked for one advantage and one disadvantage students do not need to give 3 or 4 for each. In fact we can only mark the first thing they write for each part.
- There is a misconception that warming up can prevent injury and prevent the build-up of lactic acid. The word 'prevent' is not an appropriate word to use in these circumstances. Injuries may still happen. The correct word to use is 'reduce'. A warm-up can only reduce the risk of injury and reduce the build-up of lactic acid.
- Axis of rotation and planes of motion. You must refer to the OCR resource here as there are different names for these that can lead to confusion.
- Some candidates stated that capillarisation means a growth in capillaries, or bigger capillaries. This is incorrect. Thicker walls or a larger lumen would inhibit the process of gaseous exchange which requires a short diffusion pathway between the haemoglobin and alveoli or myoglobin.
- The ability to analyse data, or give reasons for differences in the results is a requirement of this subject. This meets assessment objective AO3.
- Confusion on paper 2 between what is a 'stimulant' versus what is a 'performance enhancing drug'.

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Areas for improvement

- Please be aware that the extended response question contains a synoptic element that requires knowledge of an area of the syllabus covered on paper 2.
- AO2 requires the practical application of knowledge, without this the mark cannot be accessed
- Questions asking 'explain how...' were a struggle for some students. Weaker candidates often scored 1 or 2 AO1 marks by stating knowledge, but the reasons behind these were only seen by higher performing candidates.
- Please access the wide range of resources available on the website including Topic Exploration Packs <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/planning-and-teaching/> and Candidate Exemplars <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/>
- Please take the opportunity to attend CPD Events which focus specifically on the NEA <https://www.ocr.org.uk/qualifications/professional-development/events/?subject=Physical%20Education&type=GCSE>

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