

GCSE (9-1)

Examiners' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

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Version 1

Contents

Introduction	3
Paper 2 series overview	4
Section A overview	5
Question 1	5
Question 2	5
Question 3	6
Question 4	6
Question 5	6
Question 6	7
Question 7	7
Question 8	7
Question 9	8
Question 10	8
Question 11	8
Question 12	8
Question 13	9
Question 14	9
Question 15	9
Question 16	10
Question 17	10
Question 18	10
Question 19	10
Question 20	10
Section B overview	11
Question 21 (a) (i),	11
Question 21 (a) (ii)	11
Question 21 (a) (iii)	11
Question 21 (b)	12
Question 21 (c)	13
Question 22 (a)	14
Question 22 (b)	14
Question 22 (c)	15
Question 23 (a) (i)	16
Question 23 (a) (ii)	16
Question 23 (b)	17
Question 23 (c)	18

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 2 series overview

HJ587/02 is one of the two examination units for GCSE Physical Education. This unit 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.

Section A overview

This section comprises short answer questions, true and false, multi-choice and matching type questions. Many questions are worth 1 mark with others up to a maximum of 3 marks for this paper. Questions include assessment objectives AO1, AO2 and AO3 with the majority being AO1 questions. Candidates tended to score higher on this section with the emphasis on recall with some application.

Question 1

1 List the following sports in rank order according to the number of people who participate in the UK, aged sixteen and above:

Tennis, Boxing, Swimming, Cycling

1. (highest)
2.
3.
4. (lowest).

[1]

Although most identified that boxing had the least participants many thought that tennis had a higher number of participants.

Question 2

2 Women's and men's participation in sport, at least once per week, has increased overall since 2006.

Name **one** other social group whose participation rate in sport has increased since 2006.

..... [1]

Most gained the mark for this with many identifying 'disability' as a valid social group.

Question 3

3 Using practical examples, describe how **two** different types of discrimination reduce participation in sport.

1.

2.

[2]

This is a question that carries 2 AO2 marks and is therefore looking for practical application. Many candidates scored few marks for this question because they did not use any practical examples demanded by the question or the examples were not of types of discrimination that might reduce participation. Simply stating a fact 'a football team with no black players' is not an example of discrimination, but 'a football team who do not select any black players' is a valid example.

Question 4

4 Give **three** reasons why sportsmanship is highly valued.

1.

2.

3.

[3]

This was answered well by the majority of candidates, showing that candidates have a good understanding of the concept of sportsmanship.

Question 5

5 Stimulants are used by some performers to increase levels of performance.
 Give **two** other possible effects of stimulants on a sports performer.

1.

2.

[2]

Although some candidates confused stimulants with other performance enhancing drugs, many could give valid effects of stimulants on sports performance. One recurring error was that some candidates stated that stimulants increased reaction time rather than decreasing reaction time.

Question 6

6 Deviance in sport involves fair play to gain an advantage over your opponent.

Is this statement true or false? Draw a circle around your answer.

True

False

[1]

Most candidates scored the single mark available for this true/false question.

Question 7

7 One characteristic of skilled performance in sport is predetermination. An example of this might be in preparing to serve, a tennis player knows where she wants the ball to land.

Draw a line from each of the other characteristics of skilled performance to the most suitable practical example.

Characteristic		Practical example
Predetermination		A rugby player wasting little effort in passing the ball to a fellow player
Coordination		A gymnast effectively linking the different elements of his floor routine
Aesthetic		In preparing to serve, a tennis player knows where she wants the ball to land
Efficiency		A snow boarder performs a stylish trick

[3]

Many candidates completed the diagram accurately. Those that scored few marks often confused the practical example of efficiency with the practical example of coordination.

Question 8

8 Skills can be classified based on how difficult they are.

Where on the difficulty continuum would you place a hockey goalkeeper's diving save?

Indicate by placing the figure X on the continuum.

Simple | | Complex
[1]

Many recognised that this skill is predominantly a skill towards the complex end of the continuum, showing that they understood that different decisions must be made by the goalkeeper to be able to save the ball.

Question 9

9 Give **two** reasons why an athletics coach might use goal setting with one of their athletes.

1.

2.

[2]

Most candidates scored the full 2 marks for this question, showing a good understanding of the importance of goal setting in sports performance.

Question 10

10 What is meant by selective attention when performing a sports skill?

.....

.....

.....

.....

[2]

Some excellent responses showing the understanding of focus on important stimuli and ignoring or blocking out peripheral/unimportant stimuli from the sports environment. Those that scored only 1 mark did not give the full meaning and relied just on focus rather than also the blocking-out.

Question 11

11 Describe **one** practical example of positive thinking for a sports performer.

.....

[1]

Those that did not score the mark here simply did not use a practical example for this AO2 mark.

Question 12

12 Give **one** advantage and **one** disadvantage of verbal guidance when teaching a sports skill.

Advantage

.....

Disadvantage

.....

[2]

A few candidates mixed up verbal with visual, but many scored a mark for both an advantage and a disadvantage, for example that this type of guidance can motivate but could be misunderstood. Some candidates gave an excellent response related to information overload as a disadvantage.

Question 13

13 Which **one** of the following is an example of manual guidance when learning skills in sport?

Put a tick (✓) in the box next to the correct answer.

- A A gymnastics coach giving clear instructions to a gymnast about keeping their legs straight and toes pointed.
- B A member of a hockey team helping her teammate to stand after a leg injury during a hockey match.
- C A trampoline coach using a harness to support a performer doing a somersault during training.
- D A swimming coach moving the performer's arm to get the right sense of the front crawl swim stroke.

[1]

Most candidates scored the mark for this multi-choice question, correctly identifying the example of manual guidance.

Question 14

14 What is meant by the term health?

.....
.....

[1]

Many candidates had learned the definition well and so showed good practice in centres; any topic in the specification that demands a definition may well be asked in the examination and this is often worth a single AO1 mark.

Question 15

15 While regular exercise is good for us, there can be risks and negative effects as well.

Describe **two** ways in which participating in physical activities can have both a positive and negative effect on health.

.....
.....
.....
.....
.....
.....

[2]

This question involved 2 AO3 marks and so demanded more than simple recall. Some misunderstood the question and only gave one way that physical activity can be positive and negative. Others who scored low marks often did not give a disadvantage. The best candidates scored the full 2 marks available by giving two positive points and then two negative points.

Question 16

16 One consequence of a sedentary lifestyle is that bone density decreases.

Is this statement true or false? Draw a circle around your answer.

True

False

[1]

Many scored the mark here for correctly identifying the statement as being true.

Question 17

17 Give **one** emotional consequence of following a sedentary lifestyle.

.....
.....

[1]

Candidates seem well aware of emotional consequences of following such a lifestyle and the vast majority scored the 1 mark available.

Question 18

18 Give **one** social consequence of following a sedentary lifestyle.

.....
.....

[1]

Again, some good responses which showed a good awareness of social consequences, for example being isolated or becoming lonely.

Question 19

19 Describe **one** type of physical activity where a performer requires high levels of carbohydrates and water.

.....
.....

[1]

Most again scored 1 AO2 mark here, with a favourite being a long-distance runner. Others merely put the name of the activity with no attempt at a description eg 'marathon' and therefore did not score this AO2 mark. Candidates should be reminded that a description normally involves more than one word.

Question 20

20 State **one** way that an appropriate level of protein is beneficial to a sports performer.

.....
.....

[1]

The benefits of protein are well known by candidates, most of whom scored the 1 AO1 mark.

Section B overview

This section involved questions that mostly demanded more extended answers than section A. The mark range for this paper was from 1 mark to 6 marks (for the extended question). A mixture of assessment objectives was tested in this section, with some questions involving more than one type of assessment objective, for example in Question 21c the 4 marks are divided up into two AO1 and two AO3 marks. Candidates scored well on the AO1 questions but less well on AO2 and AO3.

Question 21 (a) (i)

21 Many top performing athletes in sport rely on sponsorship.

(a) (i) What is meant by the term sponsorship?

.....
.....

[1]

Many candidates stated that sponsorship often involved additional funding, but some did not state that this would come from a company, business or other outside agency.

Question 21 (a) (ii)

(ii) Give an example of a sponsor for a named sport.

Name of sport

Example

.....
.....

[1]

Most candidates could link a sponsor with a named sport – this was well answered.

Question 21 (a) (iii)

(iii) Using practical examples from sport, describe **two** ways in which sponsorship might be an advantage to an elite performer.

1.
.....
.....

2.
.....
.....

.....
.....

[2]

This proved to be a challenging question for many candidates, many of whom did not give any sort of practical example for this question with 2 AO2 marks. Others swerved away from the question and wrote about advantages to the sponsor, rather than the elite performer.

Exemplar 1

(iii) Using practical examples from sport, describe **two** ways in which sponsorship might be an advantage to an elite performer.

1. If a footballer ~~is~~ doesn't have enough money to ~~buy~~ buy equipment the sponsorship can provide him the equipment and clothing.
2. If the athlete ~~such as~~ cricketer ~~as who~~ plays basketball doesn't have access to travel and play to compete the sponsor provides it.

This response scores the 2 full AO2 marks because the candidate has linked a football example with equipment for 1 mark and then linked a basketball player with access to travel for the second mark. The AO2 marks are achieved because there are two valid practical examples given linked to the advantages of sponsorship.

Question 21 (b)

(b) Explain why sponsors invest large sums of money into sport.

[2]

Many candidates could express well that sponsors will invest large sums of money to get their products widely publicised for a single mark and the better candidates then went on to explain that this would then lead to increased sales or that the status of the products are increased by linking them with successful performers for a second mark.

Question 21 (c)

(c) Explain how commercialisation and high levels of sponsorship could have a negative influence on sport.

..... [4]

This was a difficult question for many candidates who struggled to explain their answer and so to acquire the 2 AO3 marks for this question. Weaker candidates often scored 1 or 2 AO1 marks by stating for example that sports performers could get their sponsorship withdrawn, or that athletes feel under a lot of pressure to perform. The reasons behind these points were only given by the better candidates, for example linking the withdrawal of sponsorship with the wish that commerce to have their products associated with only successful performers.

Exemplar 2

Some sponsorships tell players / teams to say certain things about their product meaning this could be fake advertisement and the product could be worse than what is being shown. This could have effect on sport because the audience / crowd of the team could go and ~~legally~~ buy the product which could turn out to be bad. [4]

making the team / player look like a liar.

This answer is an example which has not been given any of the 4 AO3 marks – it is too vague. Although there is the idea of negative influences, the candidate does not develop a valid explanation. For example, phrases such as 'certain things', 'product could be worse' and 'product... turn out to be bad...' are too vague and do not address the question of how commercialism and high levels of sponsorship could have a negative influence on sport.

Question 22 (a)

22 Feedback is often used by sports coaches for performers to learn and perform movement skills more effectively.

(a) Describe **two** different sports situations when positive feedback can improve performance.

.....
.....
.....
.....
.....
.....

[2]

Those candidates who achieved both of these AO2 marks described fully two different sports situations with an example of positive feedback linked to further progress in skill learning or performance. Those who scored few if any either did not use a practical example or did not also give an example of positive feedback in their answer.

Question 22 (b)

(b) Using practical examples from sport, describe knowledge of results and knowledge of performance as types of feedback.

Knowledge of results

.....
.....
.....
.....
.....
.....

Knowledge of performance

.....
.....
.....
.....
.....
.....

[4]

Those candidates who did not score very well with this question often simply repeated the question in their answer, for example 'knowing your results' does not describe effectively knowledge of results. Candidates should be encouraged to use their own words to describe or explain technical terms. The better candidates gave a valid description for each and could use a practical example to show that they could apply knowledge in this question worth 4 marks, 2 of which are AO2 marks for practical application.

Question 22 (c)

(c) Using a practical example from sport, explain what is meant by negative feedback and evaluate its effectiveness in motivating sports performers.

Negative feedback:

.....

Example:

.....

Evaluation:

.....

.....

.....

.....

.....

[4]

This was very well answered by many candidates showing a good understanding of the negative feedback and its uses. Those that scored low in the evaluation often only gave advantages or disadvantages, whereas an evaluation usually involves stating different sides to any argument. Some candidates stated that negative feedback would motivate athletes which did not score a mark because motivating is in the question.

Candidates are again reminded not to use material from the question as part of their credit-scoring response.

Question 23 (a) (i)

23 Participating in physical activity has been found to affect mental health and well-being.

Poor mental health and well-being amongst young people is a continuing problem.

The graph below in Fig. 23 shows the percentage of 5 to 19 year olds suffering from mental disorders, based on data from a survey by the NHS.

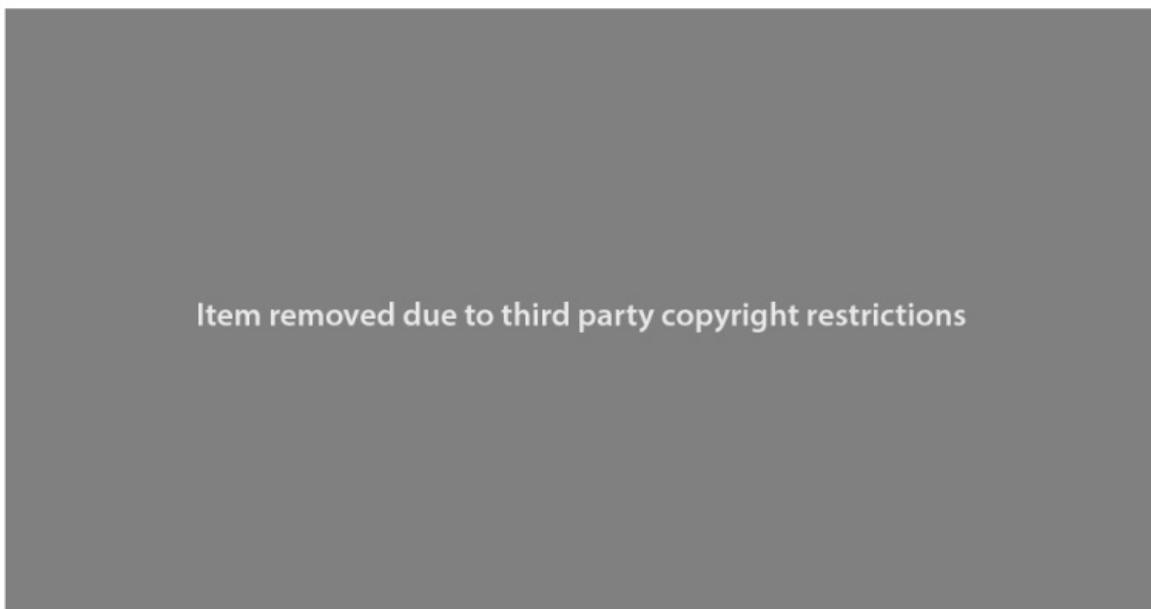


Fig. 23

(a) Using Fig. 23, calculate the difference between:

(i) the percentage of 17 to 19 year old boys and the percentage of 17 to 19 year old girls suffering from mental disorders.

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

Most could complete this simple calculation.

Question 23 (a) (ii)

(ii) the percentage of 5 to 10 year old boys and the percentage of 5 to 10 year old girls suffering from mental disorders.

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

Most could complete this simple calculation.

Question 23 (b)

(b) Describe **two** other trends or patterns which the data in Fig. 23 shows.

1.

.....

2.

.....

.....

[2]

This was answered well by many candidates who often scored the 2 AO3 marks available. Candidates who carefully read the graph with its corresponding data were able to extrapolate the key trends. Others misread the graph and wrote about levels of participation rather than percentage of young people suffering from mental disorders. Centres have obviously been working with candidates on analysing data and this has resulted in many candidates coping well with this type of data-based question.

Question 23 (c)

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

..... [6]

This question included two AO1 assessment objectives, two 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 describing emotional benefits of participating in physical activity and explaining the long term benefits of regular exercise and a balanced diet on the heart. The question includes a synoptic assessment link required by the specification – linking emotional benefits in Unit 2, with long term benefits on the heart in Unit 1.

Many candidates were able to describe at least one or two emotional benefits and at times using valid practical examples. Candidates were again mostly well-prepared for this type of extended question, with many now showing some planning before writing. The better answers that reached Level 3 in the levels mark scheme addressed all parts of the question, including using practical examples to show emotional benefits and referring both to exercise and diet when explaining the long term benefits to the heart.

The very best answers, which scored the full 6 marks available, covered all the assessment objectives in detail and showed excellent development of each point made. These responses included several practical examples to help describe the emotional benefits of participating in a range of different physical activities.

The lower ability candidates often did not give any practical examples and only gave one or two emotional benefits that were under-developed. These candidates dealt superficially with the second part of the question related to the heart only stating perhaps that exercise would cut down on CHD but with little further development. Many included the effects on the respiratory system, blood vessels and muscles which was not required. The lower ability candidates were often unable to write accurately and showed too many spelling and grammatical errors.

Exemplar 3

1. Participating in physical activity releases serotonin which is a hormone that makes people feel happy. e.g. An athlete feeling happy after going on a run. Physical activity helps people ~~also~~ release stress and anxiety e.g. rugby player clearing anger in a rugby match.

A balanced diet is ~~is~~ ~~at~~ eating a variety of food types in correct proportions to create energy balance between energy & calories taken in and calories used up in sport. ~~Repeating~~ e.g. eating meat helps a person take in iron for haemoglobin. Exercise increases muscular strength which can result in better posture, it also reduces blood pressure reducing pressure on heart.

This exemplar shows an answer from a candidate who scored well in other questions but who has not addressed the question fully here. The candidate scored 2 marks out of a possible 6 and was judged to be in Level 1 of the levels mark scheme. The candidate does give two valid practical examples to back up the points related to emotional benefits but gives very little other information to fully describe the emotional benefits. The candidate addresses the second part of the question in a separate paragraph which is good practice but has again given too little information as part of the explanation of the long term benefits to the heart, with very few valid points related to the heart.

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