

GCSE (9–1)

Examiners' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/01 Autumn 2020 series

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 1 series overview

J587/01 is one of two examined components for GCSE (9-1) in Physical Education. This component links together the topic areas of applied anatomy and physiology and physical training. To do well on this paper, candidates need to apply knowledge and understanding using practical examples from sports and practical activities, and to show an understanding of data analysis.

J587/01 includes one extended response question that forms part of synoptic assessment, in which the candidates are required to apply knowledge and understanding from J587/02 to this extended question.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none">• Showed good knowledge of anatomy and physiology and physical training• Applied their answers to practical performance in a range of sports• Understood the requirements of the different command words in each question	<ul style="list-style-type: none">• Had a limited understanding of anatomy and physiology• Failed to read the question carefully• Offered answers that were not relevant to the question

Section overview

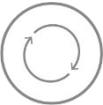
Section A consists of 20 questions ranging in size/mark allocation and making 30 marks in total, taken from across the two topics (Anatomy and Physiology; Physical Training). Question formats include multiple choice; true/false; short responses.

Section B consists of 3 x 10-mark questions each comprising of part-questions. Two of the 10-mark questions are from the topic of anatomy and physiology. The other 10-mark question is from the topic of physical training. One part-question from among the three questions is a 6-mark extended response question with a levels of response mark scheme. This question also requires the application of knowledge and understanding from a topic in J587/02.

Most candidates were well prepared for this paper. The use of correct technical language was generally good. Stronger responses took account of the command word and recognised that the number of lines available in the answer booklet reflected the amount of writing that was expected for each response. Time management did not appear to be an issue for any of the candidates.

	AfL	<p>Two consecutive questions asked for exercises to increase range of movement. The first question was focused on the shoulder. The second question asked for a different exercise for the hip.</p> <p>Candidates should be aware that they will not get credit for the second exercise if the wording used is the same as the first one. For example, a common response for the shoulder was shoulder rotations. This gained a mark. Some candidates followed this answer with hip rotations. This is not a different example of an exercise, so credit was not given for repeating the example of rotation.</p>
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One question asked candidates to name skill rehearsal as one component of a warm up. It was recognised that other examination boards use different terms for the same component and these were allowed.

	AfL	<p>A question asked for a cardiovascular benefit of performing a cool down.</p> <p>Candidates are reminded to read questions carefully before responding. Only cardiovascular benefits were given credit. Many candidates did not appreciate this and gave answers that described benefits to the muscular or respiratory systems. These answers were irrelevant to this question.</p>
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Themes in candidate responses

Most candidates recognised that the number of lines available for an answer is a good indicator of the amount they need to write. Some candidates wrote far more than was required and in some cases their answers did not appear in the image zone of the marker. Centres are reminded that candidates should be concise in their answers and that the instructions on the front page of the answer booklet clearly state that if extra space is needed for an answer, this must be written on the additional pages that are supplied at the end of this booklet.

Comments on responses by question type

Multiple choice questions

Many candidates showed that they had studied each answer carefully before deciding which was the correct response. These candidates often used annotations on the booklet to show that they had reasoned that an answer was incorrect and therefore was being discarded. In some cases, candidates had made a choice and then changed their mind. This often resulted in ticks and crossings out in more than one of the boxes that were provided to identify the correct answer. As long as it was clear which one answer was the final one that should be marked, credit could be gained for a correct answer.

Level of response questions

The level of response question will generally consist of at least two linked questions. The best responses take this into consideration and plan their answers carefully. These responses consider the command word for each part of the question and consider addressing all three assessment objectives.

The question required candidates to discuss the importance of strength in team and individual sports. This was the only area of the question where candidates could gain credit AO3 analysis and evaluation. Weaker responses were limited to a couple of examples of the use of strength in an activity. The best answers evaluated the importance of strength in different activities, highlighting activities in which strength was of lesser importance than other components of fitness. These answers also commented that strength was required in a very sport-specific way and that skill was a key element for success in sport rather than strength alone.

Most candidates were able to state a test to measure strength. A small number of candidates did not describe how the test is carried out.

Most candidates stated or described one or more types of feedback. This question asked candidates to apply types of feedback to improve performance in the named strength test. The best answers did this very well. Other candidates did not understand this and applied feedback to improving performance in sports. This was not asked for and was not given credit.

Common misconceptions

Candidates were asked to use a practical example to show the importance of balance in physical activity or sport. Some answers were limited to the name of an activity, such as the beam exercise in gymnastics. This does not show why balance is important.

An acceptable answer would explain that if a gymnast did not show good balance on the beam in gymnastics they would fall off and lose marks.

Candidates were asked to explain the changes shown in a table on the distribution of blood. Candidates who merely stated what was shown in the table without explaining the changes did not get credit.

A practical example of a lever system must identify the joint which forms the fulcrum for that system. Kicking a ball in football involves several lever systems working together. This is not a clear example of a second class lever system unless the ankle joint is named and the joint movement (plantar flexion) is described.

Key teaching and learning points – comments on improving performance

Read the question very carefully. Identify the key words. Consider which part of the syllabus is being examined.

Make notes before attempting to answer the level of response question. Avoid giving answers that go beyond what is required. For example, if the question asks for a description of a fitness test, there will not be credit for evaluating the validity and reliability of this test.

If a practical example is needed to support an answer, be sure that the response has clearly shown, in words, how the example answers the question.

Guidance on using this paper as a mock

It is important to understand and apply any comments in the guidance column of the mark scheme. Many candidates gave answers that formed part of the question stem or gave answers that were not relevant to the question. Markers are strongly advised to remind themselves of the exact wording of each question, including the command word before deciding if answers that are not in the mark scheme are acceptable.

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