

GCSE (9–1)

Examiners' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/02 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 exam paper nor examples of candidate responses.

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 exam paper and the mark scheme can be downloaded from OCR.

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Paper 1 series overview

J587/02 is one of two examined components for GCSE (9-1) in Physical Education. This component links together the topic areas socio-cultural issues, sports psychology, health, fitness, and well-being. 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.

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

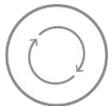
<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none">• Showed good knowledge of socio-cultural issues, sports psychology and health, fitness and well-being.• Applied their responses 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 socio-cultural issues.• Failed to read the question carefully, specifically referring to practical examples when commanded.• Offered responses that were not relevant to the question.

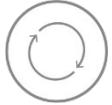
Section overview

Section A consists of 20 questions ranging in size/mark allocation and making 30 marks in total, taken from across the two topics (socio-cultural issues, sports psychology and health, fitness and well-being). Question formats include multiple choice; true/false; short responses.

Section B consists of 3 x 10-mark questions each comprising of part-questions. One of the 10-mark questions is from the topic of socio-cultural issues. another 10-mark question is from the topic of sports psychology. The final of the 10-mark questions is from health, fitness and well-being. 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 J587/01.

Most candidates were well prepared for this paper. The use of correct technical language was generally good. Higher achieving candidates 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>Question 21c) asked about diet. The first part of the question i) demanded a diet plan. The second part of the question ii) demanded an explanation of the diet plan outlined in part i)</p> <p>Candidates should be aware that they will not get credit for simply repeating responses across the question parts. Similarly, candidates did not gain credit for any explanation offered in part i), which should have been outlined in part ii) Centres should make sure candidates are rehearsed in considering a 'therefore' to link sentences which offer an explanation. This will gain credit.</p> <p><i>e.g. The diet plan above was made up of lots of carbohydrates therefore the athlete had enough energy. (long-distance athlete)</i></p> <p><i>e.g. the athlete has to drink water therefore they will remain hydrated.</i></p> <p>A similar teaching point can be applied to Question 10 - candidates were asked to explain reasons why sponsorship can have a negative effect on sport.</p> <p>A linking word is helpful to highlight when an explanation is being made (AO3)</p> <p><i>e.g. sponsorship can be withdrawn at any time therefore a sport is left with no money – both parts of this sentence are required to gain credit.</i></p>
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	AfL	<p>Many questions ask candidates to use a practical example. It is advised that centre encourage candidates to deconstruct or highlight this before attempting question. Practical examples need to be very specific and where possible to use a named sport/activity/skill or other example. This will make sure marks are not lost or deemed to be too vague (TV).</p>
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Option overview

There are no optional questions in this paper. Candidates answer all the questions.

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 responses did not appear in the image zone of the marker. Centres are reminded that candidates should be concise in their responses 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 extra 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 response 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 response. If 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 also consider addressing all three assessment objectives.

The question required candidates to discuss analyse the effects of the media and describe the long term physical benefits of regular sporting participation. Weaker responses were limited to a single positive effect of the media and a couple of named media sources. The best responses highlighted a number positive and negative effects of the media, identified several different types of media sources and several physical benefits.

Several candidates discussed long term health benefits, rather than physical benefits and physical adaptations, this did not gain any credit.

Common misconceptions

Candidates were asked to use a practical example to show how age affects participation in sport. (Question 9). Some responses were limited and stated that older performers don't have the physical capability or time for participation but neglected to link this to a specific sporting example.

An acceptable response would explain that *an older person may lack time due to work commitments, so can't play for a football team.*

Question 3

Candidates were asked to evaluate two reasons why participating in a physical activity is regarded as having social benefits. Most candidates outlined positive social benefits, for full credit candidates needed to provide an opposing view. A response that would have gained 2 marks would be '*participation could enable someone to make new friends, however this may alienate exiting friends.*'

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 levels of response question. Avoid giving responses that go beyond what is required. For example, if the question asks for a description and example of a mechanical guidance, there will not be credit for then going on to evaluate it.

If a practical example is needed to support a response, 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 responses that formed part of the question stem or gave responses 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 responses that are not in the mark scheme are acceptable.

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