GCSE (9–1)
Candidate Style Answers

PHYSICAL EDUCATION

J587
For first teaching in 2016

Examined units J587(02) – Socio-cultural issues and sports psychology
Version 1
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Question 5

Explain how imagery can help a sports performer mentally prepare for effective performance.

Examiner commentary

Mark = 0/3

This candidate did not score any marks because there is no explanation for how imagery can help a sports performer mentally prepare.

The candidate describes imagery well and tries to link this with 'they know how to it'... along with a practical example of a tackle. This does not answer the question of how imagery might help to mentally prepare, for example by improving concentration by blocking out distractions (point 1) or by increasing confidence (point 2). Clearly this candidate has the idea of what imagery is but has not applied the knowledge to answer the question set.
Question 8

Describe three ways the media may promote sport.

Examiner commentary

Mark = 1/3

This candidate scores one mark only for the third point ‘getting famous role models in sport to tell a story’.

Although this is quite vague, it does describe a way in which the media may promote sport.

‘Advertising on television about a game...’ does not give enough to show raising awareness (point 1 on the mark scheme) or to introduce more spectators (point 3 on the mark scheme).

‘Showing that unfortunate people and places during sport...’ makes little sense although there is the idea that a minority may be shown playing sport, but does not go on to state that this raises awareness (point 1 on the mark scheme).

To improve, this candidate should work on his or her written expression so that responses make sense. The candidate should also address the question more effectively by describing situation that actually promotes sport, for example by making sports attractive or more fashionable or by showing how advertising actually raises people’s awareness of sport.
Question 22(a) Example 1 – Level 3 answer

Research in the UK has shown that physical activity levels reported for females between 11 and 14 years of age are generally low:

- 45% of sample engaged in no vigorous activity over 4 days.
- 30% did less than 20 minutes activity a day.

Explain possible reasons for the low participation levels for these 11–14 year old females.

Assess the long term physical effects that such low levels of activity could have.

Firstly, there may be low levels of participation as they may prioritize other activities over exercise. This means that they do things like school, real-life or social aspects to life over physical activities.

Also, over long periods of time without regular recovery times will decrease. Furthermore, they may be under the belief of all skill level that due to their gender, they are unable to perform in sports such as rugby or weight lifting meaning that their participation rates will be low.

Similarly, due to their own perceptions, that females are moreogenic may mean that they may not engage in vigorous activities as they may think that they're more susceptible or they may think doing them will make them more noisy. Therefore, over long periods of time, due to this lack of vigorous and regular exercise, they may experience muscle deterioration as well as loss of cardiovascular fitness.

Lastly, they may believe that if they do vigorous exercise such as weight lifting their body shape may change to one that is more unattractive making them not want to do it.
Examiner commentary

Mark = 5/6 (Level three on the levels mark scheme)

This question is marked using a levels mark scheme and the quality of written communication is also taken into consideration. This response is judged to be in the top level - level 3.

The candidate explains the possible reasons or low participation by identifying other competing activities - ‘school revision’ or ‘social aspects’. The candidate also identifies discrimination due to ‘gender’ with a practical example and further development later ‘misconception that females are more fragile’ and make them more manly’. This view is well developed but takes up most of the answer. The candidate does then refer to ‘muscle deterioration’ and ‘loss of cardiovascular endurance as long term physical effects of low participation’ - which is the second part of the question. This part of the response is not fully developed. Finally the candidate identifies that a change to an undesirable body shape may lead to low participation.

The candidate has therefore answered both parts of the question and shows detailed knowledge and understanding and fairly good analysis. There is also consistent use of practical examples, although these could have been developed more.

For this candidate to improve, the balance of the answer should be amended so that more reasons for low participation are included, for example lack of media coverage or lack of encouragement. The quality of written communication is overall good with good use of technical terms such as cardiovascular endurance, but use of paragraphs should be improved to make the response more structured.
Research in the UK has shown that physical activity levels reported for females between 11 and 14 years of age are generally low:

- 45% of sample engaged in no vigorous activity over 4 days.
- 30% did less than 20 minutes activity a day.

Explain possible reasons for the low participation levels for these 11–14 year old females.

Assess the long term physical effects that such low levels of activity could have. [6]
Examiner commentary

Mark = 3/6 (Level two on the levels mark scheme)

This question is marked using a levels mark scheme and the quality of written communication is also taken into consideration. This response is judged to be in level 2. The candidate shows satisfactory knowledge and understanding related to this question. There is some attempt at development but this is often limited and rarely goes beyond the straightforward. The candidate states some reasons for low levels of participation, for example, gender stereotyping and that 'girls tend to believe that sports are for boys'. This is an accurate stereotype and is developed by the candidate to show why girls may not wish to participate. The question does ask for an explanation of reasons and the candidate limits the answer to gender stereotyping and does not explore beyond this to gain more credit, for example by exploring media coverage or lack of support.

The second part of the question asks for an assessment of the long term physical effects of low levels of activity and the candidate makes a good point about obesity but then offers little more to gain more credit worthy of a higher mark. The candidate for example could have made points about cardiovascular health being compromised by low levels of exercise or muscular effects.

Overall a few good points, some of which were developed but did not fully answer the question and remained underdeveloped, especially for the second part of the question.
Research in the UK has shown that physical activity levels reported for females between 11 and 14 years of age are generally low:

- 45% of sample engaged in no vigorous activity over 4 days.
- 30% did less than 20 minutes activity a day.

Explain possible reasons for the low participation levels for these 11–14 year old females.

Assess the long term physical effects that such low levels of activity could have.
Examiner commentary

Mark = 4/6 (top of Level three on the levels mark scheme)

This question is marked using a levels mark scheme and the quality of written communication is also taken into consideration. This response is judged to be at the top of level 2. The candidate gives several reasons for the low participation levels, such as stereotyping, discrimination and embarrassment. Although these were valid points they were not developed fully and were not exemplified using practical examples. if the candidate had developed each point by using a relevant practical example then higher marks would have been achieved.

The second part of the question again contained several key points related to the long term effects of low levels of participation. The candidate uses accurate technical vocabulary such as cardiovascular endurance and muscular endurance and also refers well to agility near the end of the response. To gain higher marks, the candidate should develop each point and again use a practical example to underpin the point made. For example that agility might decrease which means that they will not be able to change speed and direction effectively.

The point about cardiovascular endurance could have been linked to being able to run or walk a long distance or be unable to compete throughout the duration of a hockey or football match.

Overall a satisfactory response that gave several key knowledge points but the lack of development and examples kept this response into level 2.
Question 23(b)

Explain three social benefits of regularly attending a local gym.

Examiner commentary

Mark = 1/3

This candidate has scored a single mark for the social benefit - ‘make more friends’ (point 1 on the mark scheme). The other responses are not directly linked to social benefits. ‘Generally happier... release anger’ are benefits of regularly attending a local gym but are not social in nature. The final point made by this candidate of feeling ‘less self-conscious’ and ‘socially aware’ does not quite hit point 2 of the mark scheme about feeling a sense of belonging.

The candidate can improve on this answer by making more direct and specific links between attending gym and social benefits, such as feeling less isolated or lonely or by feeling part of a group.
Question 23(c)

Explain how physical activity can benefit emotional health.

Examiner commentary

Mark = 3/4

This candidate scores three out of a possible four marks. The response shows three valid points which explain how physical activity can benefit emotional health. The candidate states that when winning ‘you feel as though you’ve achieved something.’ This hits point 3 on the mark scheme about a sense of satisfaction. The candidate then goes on to say it ‘can relieve stress,’ which hits point 5 of the mark scheme. Finally, the candidate states ‘having fun’ is a benefit which achieves point 1 on the mark scheme. No further points are worthy of additional credit.

The candidate could have improved this response by giving another benefit such as feeling better or raising self-esteem. If four marks are allocated, this usually requires candidate’s to make four separate points to address the requirements of the question, unless a levels mark scheme operates - indicated by an asterisk on the question paper.
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