

GCSE (9-1)

Examiners' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/02 Summer 2022 series

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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. A selection of candidate answers is also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for **Summer** 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 2 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.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<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• did not read the question carefully, specifically referring to practical examples when commanded• offered responses that were not relevant to the question.

Section A overview

This section comprises short response 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 Identify **one** type of media used to promote sport.

..... [1]

Most candidates were able to identify a type of media; the most common response was social media.

Question 2

- 2 Sam is 14 years of age.

Give **two** different ways that Sam's age could affect participation in sport and physical activity.

1

.....

2

.....

[2]

Candidates needed to focus on age as the limiting factor. Many candidates were able to identify that Sam may be too old/too young/ there may be age restrictions, lack of transport and lack of money were the most common other responses offered by candidates.

Question 5

5 Describe **three** different ways that family can promote participation in sport or physical activity.

- 1
- 2
- 3
- [3]

This question demanded an application of social cultural factors and the impact of family. Many candidates could identify that family members act as role models to increase participation. More successful responses explained that family often support with costs and transport.

Question 7

7 Suggest **one** reason why a player may use violence in sport.

..... [1]

Most candidates were able to successfully identify a reason; frustration and anger were most common.

Question 8

8 Describe **one** positive effect of anabolic steroids on a sports performer.

Positive effect

..... [1]

This question was well answered; increased muscle mass was most common.

Question 9

- 9 Many coaches use the SMART principle of goal setting to motivate performers.

Describe how making goals measurable and recorded can help motivate a 100m sprinter.

Measurable:

.....

Recorded:

.....

[2]

Correct responses were able to refer to the 100m sprinter and apply knowledge to this example.
Incorrect responses simply described the processes.

Question 11

- 11 One example of positive feedback is a coach telling a javelin thrower their technique was correct.

Draw a line from each of the other types of feedback to the most suitable practical example.

Type of feedback		Practical example
Positive		A golfer hearing the crowd cheer when their long shot hits the flag.
Negative		A gymnast sensing their handstand is good because of the feelings in their muscles.
Intrinsic		A coach telling a badminton player that their smash needs more power.
Extrinsic		A coach telling a javelin thrower their technique was correct.

[3]

Candidates were highly successful in this question.

Question 12

12 Explain why running is classified as a simple skill on the difficulty continuum.

.....
 [1]

Assessment for learning



In order to explain a skill on a continuum, candidates need to be aware of characteristics of skills at each end of the continuum.

Candidates needed to explain why running is classified as a simple skill, referring to few decisions/few sub-routines/little information processing.

Many candidates referred to running as 'just one movement', failing to interpret the demand of the question.

Centres should make sure that characteristics of skills on all continuums are well learnt.

Question 13

13 Describe the meaning of the following terms when applied to a dance routine.

Aesthetic:

Fluent:

[2]

Candidates demonstrated excellent knowledge on this question.

Question 15

15 Name a food that is a good source of carbohydrate and name a different food that is a good source of protein.

Carbohydrate:

Protein:

[2]

This question was answered well.

Question 16

16 Define the term fitness.

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

Candidates generally were able to define fitness. Some candidates offered an incorrect description of health.

Question 17

17 Poor posture and an increased risk of heart disease can be physical consequences of a sedentary lifestyle.

Give **two** other physical consequences of a sedentary lifestyle.

1
.....
2
..... [2]

Candidates offered successful responses to this question. Centres may wish to note that Type 2 diabetes was correct and diabetes incorrect.

Question 18

18 Give **two** emotional benefits of physical activity.

1
.....
2
..... [2]

Candidates offered a range of correct responses. Some candidates made the same point twice (increased self confidence and self-esteem). Some candidates offered social benefits rather than emotional.

Question 19

19 Define the term a balanced diet.

.....

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

The question was well answered by candidates. Some responses repeated the word 'balanced' and scored 0 marks.

Section B overview

This section involved questions that mostly demanded more extended responses 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 22 (b) the 4 marks are divided up into 2 AO1 and 2 AO2 marks. Candidates scored well on the AO1 questions but less well on AO2 and AO3.

Question 21 (a)

21 **Table 21** shows the percentage of junior and secondary school children taking part in physical activities (Active Lives survey 5/12/2019 – Sport England).

Activity type	Junior School Years 3–6 (ages 7–11)		Secondary School Years 7–11 (ages 11–16)	
	2019	2018	2019	2018
Team sports	68%	63%	63%	60%
Swimming activities	31%	29%	14%	13%
Active play and informal activities	72%	67%	49%	44%

Table 21

(a) Using **Table 21**, assess the different trends and patterns of participation in physical activity by children.

.....

.....

.....

.....

.....

..... [3]

Misconception



The ability to analyse data or give reasons for differences in data is a requirement of this subject. This meets assessment objective AO3. Some candidates stated what the table showed by repeating the percentages of each activity rather than comparing differences between age group, activities and years. These candidates were showing AO1 knowledge, not AO3 commentary here.

Question 21 (b) (i)

- (b) (i)** Describe **two** ways to increase participation for children in physical activities by improving provision.

1

.....

2

.....

[2]

Most candidates answered this question well.

Question 21 (b) (ii)

- (ii)** Describe **two** ways to increase participation for children in physical activities by improving access.

1

.....

2

.....

[2]

Candidates found this question challenging. Many referred to provision rather than access or outlined a need for gender separation, rather than a reduction in costs. Many candidates referred to improving disabled access, which was given credit.

Question 21 (c)

- (c)** Using examples, explain how the environment can affect participation in sport and physical activity.

. [3]

This question challenged candidates as there were 3 AO3 marks available. Specific examples were required with an explanation to gain full credit. Often candidates repeated the same point, for example stating you need snow to ski, and it is too hot to play football in Qatar, both good examples, but addressing the same points in the MS, as shown in the exemplar. This received another mark, when referencing the Alps (natural features) and skiing. This response scored 2 marks.

Exemplar 1

In countrys such as pakistan where the high temperatures and lack of rain make the ground hard, Cricket Suits itself to that surface. So they play it, but rugby does not as the hard surface would injure the players. But england with its wet climate and plentiful grass fields lends itself perfectly to rugby. Subsequently you cant ski in england, as no snow, but in the Alps there is a lot of snow. So Skiing is popular and ~~done~~ played [3]

Question 22 (a) (i)

22 (a) Good sports coaches know when and how to use different types of guidance to improve motor skills.

- (i) Give **one** example of a type of mechanical guidance used to improve motor skills in sport.

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

Candidates answered this question well, referring to trampling harness and floats most frequently. Some candidates gave training aids, rather than a type of mechanical guidance.

Question 22 (a) (ii)

- (ii) Describe **two** advantages of using manual guidance when improving motor skills in sport.

1
.....
2
..... [2]

Many candidates stated two advantages, but some did state too general information like 'it helps understanding'.

Question 22 (a) (iii)

- (iii) Describe **one** disadvantage of using visual guidance when improving motor skills in sport.

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

Where candidates were clear the question asked about visual guidance, responses were good. A number of candidates did not read the question correctly.

Question 22 (b)

(b) Describe the following and give a practical example of each:

Knowledge of performance

.....

Practical example

.....

Knowledge of results

.....

Practical example

.....

[4]

This question provided a challenge for some candidates. Many were able to provide excellent descriptions followed by practical examples.

Exemplar 2



Knowledge of performance feedback based on how an athlete
performed in the game

Practical example a gymnast performing a good floor
routine

Knowledge of results feedback based off the result of
a game

Practical example an athlete
~~scoring~~ scoring 2 goals in football

Some candidates repeated the same words used in the question body. Centres should encourage candidates not to repeat the wording in questions as this does not gain credit. This is highlighted in this exemplar. This scored 1 out of 4 marks.

Question 22 (c)

(c) Goal setting is used to motivate performers when learning a new skill.

Other than motivation, give **two** reasons why goal setting is important.

1

2

[2]

Candidates answered this question well, commonly referring to training adherence and improving performance.

Question 23 (a)

23 (a) Describe the importance of fats and fibre as part of a balanced diet.

Fats:

.....

Fibre:

.....

[2]

Most candidates were able to clearly describe the importance of these components.

Question 23 (b)

(b) Explain **two** reasons why hydration is important for all sports performers.

1

.....

2

.....

[2]

Generally candidates were able to explain the importance of hydration, referred to preventing fainting and loss of water through sweat. Some candidates incorrectly referred to keeping up energy levels.

Question 23 (c)*

(c)* Circuit training is a form of exercise used to improve health and fitness.

Using practical examples, describe how exercise may improve the social health of a performer.

Explain how different fitness components can be improved using circuit training.

[6]

Candidates accessed both parts of this question well. Many candidates were able to identify how circuit training benefits social health and give examples to accompany. Fewer candidates went on to develop these points, for example, making new friends can lead to a wider friendship circle and an opportunity to socialise outside of sport.

Many candidates were able to identify the components of fitness and examples of activities to develop these. Very few candidates were able to explain how these activities are manipulated to improve fitness; some candidates, for example, could identify muscular endurance, bicep curls, and the use of a low weight with high reps.

Exemplar 3

This will increase speed as speed is the ability to move body parts quickly. Muscular endurance can be improved by doing deadlifts ~~consequently~~ ^{consistently} for a minute, repeated 5 times because muscular endurance is the ability to use a muscle group for ~~a~~ repeatedly, without tiring. This will improve the muscular endurance of both the quadriceps and the hamstrings. Flexibility can be improved by doing ^{deep} lunges, holding them for 10 seconds and repeating on both legs 5 times. Flexibility is the ability to move a limb around its full range of movement. Thus, stretching the leg muscles, ~~gives~~ helps them to become more flexible. Finally, power can be improved by doing box jumps consecutively for one minute, repeated five times as power is equal to speed multiplied by strength, ~~and~~ the quick powerful, dynamic jump and the strength used by the leg muscles to land, ~~to~~ together ~~then~~ improve power.

Speed can be improved by doing 15 m sprints for 30 seconds, doing 5 ^{sets} ~~reps~~.

Exemplar 3 is a Level 3 6 mark response.

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