

GCSE (9-1)

Examiners' report

PHYSICAL EDUCATION

J587

For first teaching in 2016

J587/02 Summer 2024 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 responses 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.

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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: | Candidates who did less well on this paper generally: |
|---|---|
| <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 and multi-choice questions. Many questions are worth 1 mark with others up to a maximum of 4 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 Name **one** type of media.

..... [1]

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

Question 2

2 State a physical consequence of a **sedentary** lifestyle.

..... [1]

Most candidates were able to successfully state a consequence; obesity and increased chance of coronary heart disease were most common.

Question 4

4 Why is it important that a player receives effective feedback?

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

This question was well answered; to help an improvement in performance was the most common response.

Question 6

6 Explain **two** ways a lack of disposable income can affect participation in physical activity or sport.

- 1.
.....
- 2.
.....

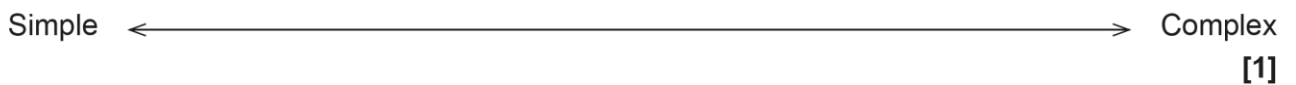
[2]

This question demanded an application of social cultural factors and the impact of a lack of disposable income. Many candidates could identify that a lack of income could make equipment and memberships unaffordable

Question 7

7 An elite gymnast performs a somersault in a floor routine to music.

Place an **X** on the difficulty continuum to show how the somersault would be classified.



Justify your answer.

-
-

[1]

Candidates need to place the 'X' nearer to the complex end of the continuum. Most managed to identify the example as a more complex skill. Candidates found the justification challenging and were unable to apply knowledge of what constitutes a complex skill to the example in the question.

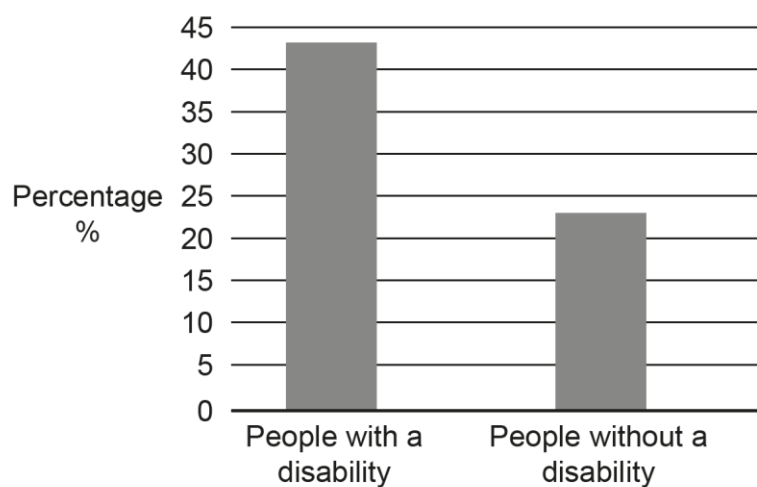
Assessment for learning



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 a somersault to music is classified as a complex skill, referring to many decisions/sub-routines/lots of information processing. Many candidates referred to the somersault as 'requiring lots of practice', failing to interpret the demand of the question. Centres should make sure that characteristics of skills on all continuums are well learnt.

Question 8

- 8 The graph below shows the percentage levels of physical **inactivity** by people with a disability and people without a disability.



Describe a difference shown on the graph.

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

This question was answered well.

Question 9

9 Give **two** examples of how a sports centre can make physical activity sessions accessible for people with a disability.

1

.....

2

.....

[2]

Exemplar 1

1 Disabled access, such as lifts and ramps.....

.....

2 Run specific sessions with specialised coaches
for people with disabilities.....

[2]

This question provided a challenge for some candidates. Many were able to provide excellent descriptions followed by practical examples. This exemplar was given 2 marks.

Question 10

10 Other than carbohydrates, identify **two** components of a balanced diet **and** describe a function of each.

Component 1

Function

.....

Component 2

Function

.....

[4]

Most candidates were able to clearly describe the function of two components.

Question 11

11 State how an Olympic athlete could use a mental preparation technique to improve their performance.

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

Candidates were generally successful in responses to this question

Question 12

12 What hormone do beta blockers reduce the effect of?

..... [1]

A high number of candidates successfully answered this question. The most common incorrect response was testosterone.

Question 13

13 Give a practical example for each of the following types of guidance.

Visual
.....

Verbal
.....

[2]

Candidates offered successful responses to this question. Centres may wish to note that as this question was 2 x AO2 marks, responses need to include a practical example (named skill, activity or drill) in order to gain the marks

Question 14

14 Why might social media **not** be the most effective way of advertising an Over 65s football session?

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

This question was answered well.

Question 15

15 State **two** foods that are good sources of carbohydrates.

1
2 [2]

This question was answered well.

Question 20

20 Explain **two** ways regular physical activity can **benefit** an individual's **posture**.

1
.....
2 [2]

Candidates found this question challenging. Many related exercise to increasing bone strength, which improved posture. The question demanded candidates to explain how the increase in strength of specific supporting muscles, in and around the spine, benefits posture.

Misconception



Centres should make sure that candidates are aware that improvements in posture are achieved by strengthening muscles and not strengthening bones.
Posture – physical activity helps strengthen the core or postural muscles and mobilises the spine, keeping it flexible and alleviating back pain.

Exemplar 2

A social benefit for an older person of physical activity is that they will have an increase in friends. This is because if they joined a golf club for instance they would meet new people and therefore allow them to build new relationships with people. This would therefore make them happy as they are interacting with people. However without physical activity they may not have as much friends to speak to.

Another social benefit for an older person of physical activity is a decrease in sense of loneliness. As if an elderly person joined a walking club where elderly people go or walk then they will feel less lonely as they will be with other people around the same age as them sharing the same activity therefore they won't feel lonely. This could increase their well being. Without physical activity the elderly person may however feel lonely.

Another social benefit for an older person of physical activity is increase in sense of belonging. For example if an elderly person participated in a cycling club and did bike competitions they would feel an increase in sense of belonging as they would be bonding with other people in their same age group about the same thing. —→ back of ^{paper} page [6]

2/1 (Co) making them feel like they are apart of something. However with no physical activity they may not feel this.

Elderly people can minimise risk of injury during physical activity with correct clothing and equipment - For instance if they were taking part in a jogging club where they went on days and preped for marathons. They should wear trainers with grip - for comfort and prevent injuries of falling with grip. However without this they may fall over when jogging.

Elderly people can minimise risk of injury during physical activity by playing with people their age. For example they should play football with people 65 and above. This is so that the game is not as fast as it would be with a younger more fit person and prevent injuries if there were for example collisions. If they played with people younger and more fitter they may get injured by falling over during collisions.

Elderly people can minimise risk of injury by personal protective equipment. For instance if they are riding their bike they should wear a helmet so if they fall the likelihood of injury is less as their helmet is protecting them. But without their helmet they may fall on their head and damage it.

Exemplar 2 is a Level 3 – 6 marks.

Exemplar 3

older people participating in sports greatly benefits them socially as it gives them a sense of belonging in a community of similar people that they can relate to. It allows for them to make friends with similar interests and improves cooperation skills. Similarly, it improves their ability to work in a team, building trust and confidence. Also, participating in sport can increase bone density, decreasing the chance of broken bones. Decreases the chance of type 2 diabetes, obesity and coronary heart disease. While playing the sport, the older athlete could first perform a warm up and finish with a cooldown to minimise risk of injury - including stretches, mobility and pulse raisers. It also improves overall balance and posture which is very important to maintain for older people.

Exemplar 3 demonstrates a Level 1 – 2 marks – where candidates have lacked explanation and details in the second part of the question.

Question 22 (a)

22 (a) A coach is working with a beginner gymnast and often uses verbal and visual guidance.

Identify **two** other types of guidance that the coach could use and give a practical example of each for gymnastics.

Type of **guidance**:

Example for **gymnastics**:

..... **[2]**

Type of **guidance**:

Example for **gymnastics**:

..... **[2]**

Generally, candidates were able to state and give practical examples related to gymnastics. Less successful responses stated examples of mechanical guidance that were incorrect, e.g. using a safety mat on landing.

Question 22 (c)

(c) State **two** reasons why a coach might set goals.

1

2

[2]

A well answered question.

Question 22 (d)

(d) A gymnast performs a successful backward somersault and lands it very neatly.

Using this example, describe **two** characteristics of **skilful** movement.

1

.....

.....

2

.....

.....

[2]

This question provided a challenge for some candidates as they were unable to identify the characteristics. Those candidates that were able to identify characteristics were able to provide excellent descriptions.

Question 23 (a)

23 (a) State **three** reasons why physical activity can **reduce** an individual's risk of **coronary heart disease** (CHD).

1

.....

2

.....

3

.....

[3]

Candidates offered successful responses to this question. A common error was repetition of the same point on the mark scheme - point 1, referring to the increased size and strength of the heart.

Question 23 (b)

(b) State **three** ways physical activity can help a young person with their emotional health and well-being.

1

.....

2

.....

3

.....

[3]

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

Question 23 (c)

(c) Ali has a bowl of porridge and some fruit for breakfast.

Ali then goes out on a bike ride and takes a cereal bar and some water with him.

Explain the impacts of these dietary choices on Ali's ability to perform well on the bike ride.

.....

.....

.....

.....

.....

.....

.....

[4]

This question challenged candidates as there were 4 AO2 marks available. Candidates were required to apply the context to practical implications. Less successful responses gave a commentary rather than applying knowledge.

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