

OCR GCSE (9-1) PE – J587

Understanding Assessment: Feedback on the examined component of GCSE PE

Autumn 2019

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Introductory questions:

1. How did your students get on in the summer?
2. What did they struggle most with?
3. What do you want to learn from this training?

PLANNING FOR PROGRESS

Context	What does that look like now ?	What would you like that to look like?	How will you make that happen?
Where is your centre based?			
How many do GCSE PE per year?			
What other pathways do you offer? (e.g. CN SS)			
What do students think of GCSE PE?			
Did students hit target grades?			
How did they do on the exam vs NEA?			
Which questions did they struggle with?			
How do you prepare students for extended answer questions?			

NOW and NEXT...

COURSE OBJECTIVES:

1. Explore the specification make-up and opportunities to add most value towards student outcomes
2. Review emerging patterns over the past 2 examinations
3. Understand key areas for development from the 2019 GCSE PE exam
4. Discuss candidate responses to exam questions from the 2019 papers
5. Be able to mark and standardize student answers using examiner annotations
6. Identify effective strategies for planning, delivery and assessment of the externally assessed components
7. Know what additional support is available and where to find it
8. Network and learn from each other

SPECIFICATION OVERVIEW – TEAM QUIZ

1. What percentage of the overall mark comes from each exam?
2. According to Ofqual, which new grade is equivalent to a C?
3. What does the graph of old A*-G & new 9-1 grade distribution look like?
4. What is covered in Component 01?
5. What is covered in Component 02?
6. What proportion of AO1, AO2 & AO3 questions will the exam contain?
7. Which aspects of the AEP contribute towards exam success?
8. What does the * extended answer question ALWAYS contain?

TOP TIPS FOR BOTH EXAMS

1. Write on the lines & if using additional page make it clear which question is being answered.... Why?
2. Allocate time according to number of marks available... 60 marks in 60 minutes!
3. Avoid repeating terms in the question as part of answer
4. Provide specific and detailed practical examples... Why?
5. An educated guess is much better than no response... especially on MCQ
6. On data questions analyse what it shows not just the shape of graph
7. Plan your *extended answer response using PEEL technique

Assessment Objectives

**AO1
(25%)**

Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO2
(20%)**



Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO3
(15%)**

Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

**AO4
(40%)**

- Demonstrate and apply relevant skills and techniques in physical activity and sport.
- Analyse and evaluate performance.

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO2 general application of K&U on extended response Q (*)
	Cross	EG	Example/Reference / indicates AO2 specific examples on extended response Q (*)
BOD	Benefit of doubt	DEV	Development / indicates AO3 on extended response Q (*)
TV	Too vague	L1	Level 1 response on extended response Q (*)
REP	Repeat	L2	Level 2 response on extended response Q (*)
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on extended response Q (*)
SEEN	Noted but no credit given / indicates sub-max reached where relevant	S	Sub-max reached
BP	Blank Page (stamp on all blank pages); may also use 'Seen'.		

- **KU, EG and DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On the extended response question (*), one KU, EG or DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

It is a requirement that the extended response question (denoted with *) in each exam paper makes some link to content from the other examined component in the specification.

We will always endeavor to make the link as natural and logical as possible in the context of the question set.

J587/01 Summer 2019

COMPONENT 01

PAPER 1

Candidate performance overview

Candidates who did well on this paper generally did the following:

- produced clear and concise responses
- gave a clear explanation of progression, overload and reversibility, applying their knowledge to a gymnast's training programme and gave several reasons for the use of beta blockers: Q21b
- applied knowledge and understanding using examples from a practical activity, when this was a requirement of the question: Q7b, Q11(i), Q11(ii), Q14, Q22(a)
- made direct comparisons or used comparative language: Q14, Q21(a)(iii), Q23(b)(i).

Candidates who did less well on this paper generally did the following:

- produced responses that lacked depth, or repeated the same point in a variety of ways: Q21(a)(iii), Q23(a)
- misunderstood or misread the question and gave irrelevant knowledge: Q1, Q21(b), Q23(b)(i)
- found difficulty in explaining differences in the results in a data table: Q21(a)(iii).

<i>Most successful questions</i>	<i>Least successful questions</i>
<ul style="list-style-type: none">• Synovial joint allowing more than two types of movement Q3.• Muscle group used when performing a sit-up Q4(i).• Class of lever during biceps curl Q6.• Name the movement plane Q7(a).• Protective equipment for the cranium Q20.• Fitness component measured by sit and reach test Q21(a)(i).	<ul style="list-style-type: none">• Description and practical example of components of a warm-up Q11.• Reasons for differences in flexibility Q21(a)(iii).• Explanation of principles of training Q21(b).• Description using example of functions of skeleton Q22(a).• Differences between pulmonary artery and pulmonary vein Q23(b)(i).

Section A overview

Section A consists of twenty 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.

Question 1

- 1 A warm up prepares the body for physical activity by increasing the temperature of the muscles.

Describe **two** other physical benefits a warm up has on the muscular system.

1.

.....

2.

.....

[2]

Many candidates were able to describe two benefits of warming up on the cardiovascular system. Some answers described benefits to other systems such as the cardiovascular and respiratory systems and these responses did not gain marks.



Misconception

There is a misconception that warming up can prevent injury and prevent the build-up of lactic acid. The word 'prevent' is not an appropriate word to use in these circumstances. Injuries may still happen. The correct word to use is 'reduce'. A warm-up can only reduce the risk of injury and reduce the build-up of lactic acid.

Question 5

5 Fig. 5 shows the performance of a gymnastic move.

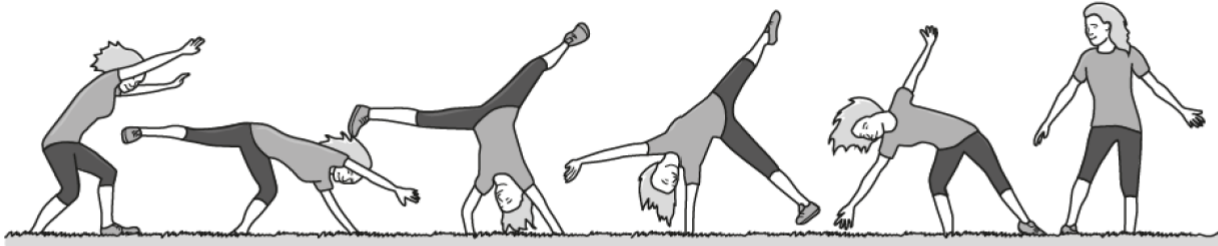


Fig. 5

Name the axis of rotation in Fig. 5.

..... [1]

OCR call the axis of rotation for this gymnastic move the frontal axis. However, it is acknowledged that this axis has other names and if one of these names was used it was also marked as correct.

J587/01

Mark Scheme

June 2019

Question	Answer	Mark	Guidance
5	1 mark for (Mark 1 st answer only): <u>Frontal</u>	1 (AO3)	Sagittal = BOD

Question 7 (b)

(b) Identify a sporting skill that passes through the movement plane in **Fig. 7**.

..... [1]

Candidates are reminded that sporting examples must clearly show what movement has been performed that passes through a specific plane. Correct answers included performing a star jump or a cartwheel in which the only movement is through the frontal plane. Sporting actions that involve more than one plane must be qualified to highlight the correct movement. For example, breast-stroke leg kick moves through more than one plane, therefore does not gain credit. For this example to be marked correct, abduction or adduction at the hip during breast-stroke leg kick had to be stated.

Question 18 (a)

18 (a) Describe capillarisation.

..... [1]

Capillarisation is an increase in the number of capillaries or an increase in capillary density. Many responses described this process, including the formation and use of new capillaries.



Misconception

Some candidates stated that capillarisation means a growth in capillaries, or bigger capillaries. This is incorrect. Thicker walls or a larger lumen would inhibit the process of gaseous exchange which requires a short diffusion pathway between the haemoglobin and alveoli or myoglobin.

Section B overview

Section B consists of three, 10-mark questions each comprising of part-questions. Each question is linked to a physical activity. One part-question from among the three questions is a 6 mark extended response question with a levels of response mark scheme.

Question 21 (a) (iii)

- (iii) Analyse the results in **Fig. 21.2** and suggest reasons for the differences between students who were scored as excellent compared to those who were given a poor rating.

.....

.....



.....

.....

.....

..... [2]

Higher ability candidates explained that the most flexible students may have warmed up, had greater elasticity in their muscles and may do sports that require good flexibility, whereas those with a poor score may not have warmed up and did sports where the focus of training may be on other fitness components. They also explained that girls are generally more flexible than boys.

	Misconception	<p>The ability to analyse data, or give reasons for differences in the results is a requirement of this subject. This meets assessment objective AO3.</p> <p>Some candidates stated what the table showed by listing the scores of each student, rather than considering why the results were different. These candidates were showing AO1 knowledge, not AO3.</p>
	AfL	<p>In order to describe differences between two results the use of direct comparisons or comparative language should be used.</p> <p>The following statement shows an example of a direct comparison: 'those with excellent scores may have warmed up and the person with a poor score may not have warmed up'. Both parts of this sentence are required to gain a mark.</p> <p>The following statement is an example of a comparative answer: 'the students with excellent scores may have had more elastic muscles'. This is a correct answer as the question asks for differences and the implication is that there is a difference with those with poor scores.</p>

Exemplar 1

From the table it is clear that the females tend to be more flexible as none of them scored below average and only girls scored excellent scores. This could be due to the sports they play for example Farah could be a gymnast or it could be down to whether they exercise or not as long term effects of exercise increases flexibility. [2]

This response correctly stated that females are generally more flexible. This is a comparative statement that has been drawn from the table. The response also makes the point that Farah, who scored excellent, may be a gymnast. However the candidate does not support this comment by suggesting that Liam, who scored poor on the test, may not work on his flexibility as much as he may do a sport like football or rugby. The final sentence suggesting that people who exercise regularly are more flexible is not necessarily true.

In Exam Conditions...

Plan and answer the following question ready for peer marking and standardization against the mark scheme

Question 21 (b)

(b)* Specificity is one principle of training that would allow a gymnast to focus on relevant exercises suited to their routine.

Using practical examples, explain the use of other principles of training in a gymnastic training programme.

Evaluate reasons why some gymnasts may use beta blockers within their training programme.

.....

.....

.....

.....

.....

..... [6]

Q21(b) Level descriptors	Discriminators
<p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> detailed knowledge & understanding clear and consistent practical application of knowledge & understanding effective analysis/evaluation and/or discussion/explanation/development relevant information drawn upon from other areas of the specification accurate use of technical and specialist vocabulary there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. 	<p>Level 3 Discriminators</p> <ul style="list-style-type: none"> detailed knowledge & understanding of the three other principles of training (overload; progression; reversibility) several reasons for the use of beta blockers are evaluated clear and consistent practical application of knowledge & understanding to a gymnast and their training programme AO2 and AO3 are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed
<p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> satisfactory knowledge & understanding some success in practical application of knowledge & understanding analysis/ evaluation and/or discussion/explanation/development attempted with some success some relevant information drawn upon from other areas of the specification technical and specialist vocabulary used with some accuracy there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. 	<p>Level 2 Discriminators</p> <ul style="list-style-type: none"> satisfactory knowledge & understanding of at least two other principles of training (overload; progression; reversibility) some success in practical application of knowledge & understanding to a gymnast's training programme at least two reasons for the use of beta blockers may be evaluated at the top of this level at the bottom of this level, one part of the question may be addressed very well while there is a lack of knowledge in the other part or both parts may have been addressed with some success
<p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> basic knowledge & understanding little or no attempt at practical application of knowledge & understanding little or no attempt to analyse/ evaluate and/or discuss/explain/develop little or no relevant information drawn upon from other areas of the specification technical and specialist vocabulary used with limited success the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 	<p>Level 1 Discriminators</p> <ul style="list-style-type: none"> basic knowledge & understanding of the principles of training little or no attempt to evaluate the use of beta blockers little or no attempt at practical application of knowledge & understanding to a gymnast's training programme at the top of this level at least one principle of training has been explained using a practical application to a training programme or principles of training have been described with limited application at the bottom of this level some knowledge of either a principle of training or the use of beta blockers has been shown
<p>(0 marks)</p> <ul style="list-style-type: none"> no response or no response worthy of credit. 	

Q21(b) Indicative content (3 x AO2, 3 x AO3)

Using practical examples, explain the use of other principles of training in a gymnastic training programme.

1. (Overload)

- Work harder than normal / puts body under stress
- So that fitness adaptations / improvements will occur
E.g. gymnast will lift heavier weights in the gym
- Links with FITT principle
- Increase frequency / intensity / duration or time of training / or change type of training
E.g. gymnast will lift weights for longer / do more sets/ reps
E.g. gymnast will put themselves through a higher intensity schedule
E.g. gymnast will do more training sessions per week

2. (Progression)

- Training gradually becomes more difficult / challenging
- Because body has made adaptations / got stronger
- **Must be gradual to avoid injury**
E.g. gymnast will gradually do more complex vaults / exercises in a floor routine in training

3. (Reversibility)

- Fitness will deteriorate if training stops
E.g. If the gymnast is injured / stops training then the adaptations / fitness will be lost
- Training must be maintained
E.g. gymnast will continue training programme all year

Guidance

Use **highlighter** to identify overload, progression and reversibility

Use **KU** for knowledge of principles of training

Use **EG** for practical examples related to gymnast's training programme

Use **DEV** for knowledge of use of beta blockers

Evaluate reasons why some gymnasts may use beta blockers within their training programme.

4. Psychological reasons

- Help keep the gymnast calm / avoid anxiety / relax / reduce stress
- To focus / concentrate better on routine

5. Physiological reasons

- Reduce HR / blood pressure
- Reduce effects of adrenaline
- Useful for balance / stability
- Helps to avoid muscle spasms / reduce muscle tension

6. (Other reasons)

- Win at all costs / get more prize money / fame / sponsorship
- Preparation for major competitions
- To score higher marks from the judges
- To improve performance / be better
- Others are taking drugs / widespread misuse
- Consequences not severe enough / won't get caught
- Pressure from coach / peers / society
- Lack of education / understanding about the dangers

Do not credit: knowledge that is not relevant to the question, e.g. side-effects and illegal status of beta blockers **OR** other principles of training not listed in OCR's syllabus, i.e. tedium – Use **SEEN**, not **IRRL**

If SMART described use **IRRL once** at end of paragraph

All annotations must be in the left-hand margin, not in the body of the text

L1, L2 or L3 must be stamped at the end of the answer

Most candidates knew that beta blockers slowed down heart rate and helped to calm a performer's nerves, and were able to apply this to a gymnast performing a routine. Many responses identified the other three principles of training and explained at least one of them, applying their knowledge to a gymnast's training programme. However, answers were often superficial and did not show a clear understanding of how the principles of training should be applied. Some responses talked about progressive overload and credit was given. High ability candidates gave clear explanations and practical examples for each principle of training, and evaluated the benefits of beta blockers in detail, covering a wide range of reasons for their use. Candidates are reminded that credit is not given for answers that are not relevant to the question, such as the negative effects of beta blockers and the consequences of being caught taking an illegal substance.

**Misconception**

Some candidates were not aware that the extended response question contains a synoptic element that requires knowledge of an area of the syllabus covered on paper 2.

A gymnast may also use progression in their training programs. For example they could add ~~another~~ ^{another} stages into their routine.

A gymnast could also use overload in their training programme. For example they could add ~~to~~ ^{to} make their routine go on for longer.

A gymnast could also use suffer from reversibility in their training programme. For example they could miss their training programme for a few weeks resulting in the gymnast having to start it again.

One reason a gymnast would use beta blockers is to keep them focused. For example, their heart rate won't be as high meaning they are fully concentrated. This means it will be easier for the gymnast to complete their routine without mistakes. [6]

This response scored 3 marks. A basic knowledge and understanding of principles of training is shown. The explanation of progression is too vague. An example shows some understanding of overload, and the term reversibility is understood, but not the principle of avoiding its effects. Evaluation of beta blockers is satisfactory and takes the overall standard of this response into the bottom of Level 2.

Exemplar 3

The gymnast would also need to apply the principle of fitness of overload this ~~could~~^{would} mean increasing the FITT principles of Frequency, Time, and Type and Intensity of training. This is done to increase the strength and increase the long term effects of exercise. Increasing the frequency may mean the gymnast has 6 hours a week on her routine instead of 4 hours. Increasing the intensity would mean working at a higher intensity while practising her routine as well as individual moves. An increase in Time would mean the gymnast would spend long practising the routine without rest and Type means that she needs to focus doing the right type of training e.g. she may use plyometric training to increase the power of her jumps during her routine.

The gymnast ~~would~~ would also ~~mean~~^{need to} ~~that~~ ~~the~~ ~~work~~ ~~has~~ using the principle of progression. This means that she would overload herself and increase the intensity of her ~~training~~^{training} progressively. i.e. if at week 1 she can do 50 sit ups by week 2 she may do 70 [6]

instead of rapidly increasing to 200. This is for many reasons one that progressing too quickly will cause injuries and two that if the athlete ~~prog~~ sets her progression stand and to light this is an unrealistic goal and may cause herself to lose motivation. However progression is important to allow the athlete to improve as otherwise she would maintain her performance but never better herself and her ability.

Additionally, the gymnast may apply the principle of reversibility to her training programme. Understanding that the long term effects of exercise revert back to normal here as fast as they occur for example if an athlete carries out a 6 week training programme they will have reverted back to normal after three weeks of rest after. This means the gymnast needs to give herself appropriate rest so as not to cause injury but also not looking rest so reversibility can occur //

This response scored 6 marks. This is a detailed and comprehensive answer that meets all the discriminators for the top of Level 3. All three principles of training are explained clearly using a range of practical examples that link to a gymnast's training programme. A detailed evaluation of the reasons a gymnast may take beta blockers is given with direct links to how they may improve a gymnast's performance. The answer does contain some information that is not relevant and this does not gain any credit, but also does not detract from the quality of the answer.

Question 22 (b) (ii)

- (ii) Explain how the pair of muscles at the knee work together during the extension phase of the exercise in **Fig. 22**.

.....

.....

.....

.....

.....

..... [2]

Many responses gave a full and accurate explanation of muscles working together as an antagonistic pair, with the quadriceps as agonist and the hamstrings as antagonists. Some candidates described knee flexion which was not a requirement of the question. Candidates who mistakenly stated that hamstrings were the agonists and quadriceps were antagonists could still gain credit if it was stated that the pair of muscles are working antagonistically.

Question 23 (a)

23 (a) Describe the long term effects of a six-month training programme on the heart.

.....

.....

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.....

.....

..... [5]

Many responses described some long-term effects of training on the heart. High ability candidates recognised that five effects were required and wrote clear and concise descriptions. The use of bullet points was acceptable. Some candidates described respiratory or muscular adaptations. These were not relevant to this question but did not prevent an answer scoring full marks if five correct effects on the heart were stated. Hypertrophy is a muscular adaptation but if a candidate made it clear that hypertrophy of the heart muscle, or cardiac hypertrophy, was an adaptation then credit was given.

J587/02 – Summer 2019

COMPONENT 02

PAPER 2

Paper 2 series overview

HJ587/02 is one of the two examination units for GCSE Physical Education. This unit covers the Socio-cultural issue and sports psychology parts of the specification. To do well on this paper, candidates need to be comfortable applying their sociological and psychological knowledge and understanding to sport and physical activity.

Question 3

- 3 Using practical examples, describe how **two** different types of discrimination reduce participation in sport.

1.

.....

.....

2.

.....

.....

[2]

This is a question that carries 2 AO2 marks and is therefore looking for practical application. Many candidates scored few marks for this question because they did not use any practical examples demanded by the question or the examples were not of types of discrimination that might reduce participation. Simply stating a fact 'a football team with no black players' is not an example of discrimination, but 'a football team who do not select any black players' is a valid example.

Question 10

10 What is meant by selective attention when performing a sports skill?

.....

.....

.....

..... [2]

Some excellent responses showing the understanding of focus on important stimuli and ignoring or blocking out peripheral/unimportant stimuli from the sports environment. Those that scored only 1 mark did not give the full meaning and relied just on focus rather than also the blocking-out.

Question 12

12 Give **one** advantage and **one** disadvantage of verbal guidance when teaching a sports skill.

Advantage

.....

Disadvantage

..... [2]

A few candidates mixed up verbal with visual, but many scored a mark for both an advantage and a disadvantage, for example that this type of guidance can motivate but could be misunderstood. Some candidates gave an excellent response related to information overload as a disadvantage.

Question 15

- 15 While regular exercise is good for us, there can be risks and negative effects as well. Describe **two** ways in which participating in physical activities can have both a positive and negative effect on health.

.....

.....

.....

.....

.....

..... [2]

This question involved 2 AO3 marks and so demanded more than simple recall. Some misunderstood the question and only gave one way that physical activity can be positive and negative. Others who scored low marks often did not give a disadvantage. The best candidates scored the full 2 marks available by giving two positive points and then two negative points.

Question 19

- 19 Describe **one** type of physical activity where a performer requires high levels of carbohydrates and water.

.....

..... [1]

Most again scored 1 AO2 mark here, with a favourite being a long-distance runner. Others merely put the name of the activity with no attempt at a description eg 'marathon' and therefore did not score this AO2 mark. Candidates should be reminded that a description normally involves more than one word.

Section B overview

This section involved questions that mostly demanded more extended answers 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 21c the 4 marks are divided up into two AO1 and two AO3 marks. Candidates scored well on the AO1 questions but less well on AO2 and AO3.

Question 21 (a) (iii)

- (iii) Using practical examples from sport, describe **two** ways in which sponsorship might be an advantage to an elite performer.

1.
.....
.....
2.
.....
.....

[2]

This proved to be a challenging question for many candidates, many of whom did not give any sort of practical example for this question with 2 AO2 marks. Others swerved away from the question and wrote about advantages to the sponsor, rather than the elite performer.

Question 21 (c)

- (c) Explain how commercialisation and high levels of sponsorship could have a negative influence on sport.

[4]

This was a difficult question for many candidates who struggled to explain their answer and so to acquire the 2 AO3 marks for this question. Weaker candidates often scored 1 or 2 AO1 marks by stating for example that sports performers could get their sponsorship withdrawn, or that athletes feel under a lot of pressure to perform. The reasons behind these points were only given by the better candidates, for example linking the withdrawal of sponsorship with the wish that commerce to have their products associated with only successful performers.

Exemplar 2

Some sponsorships tell players / teams to say certain things about their product meaning this could be fake advertisement and the product could be worse than what is being shown. This could have effect on sport because the audience / crowd of the team could go and ~~buy~~ buy the product which could turn out to be bad. [4]
making the team / player look like a liar.

This answer is an example which has not been given any of the 4 AO3 marks – it is too vague. Although there is the idea of negative influences, the candidate does not develop a valid explanation. For example, phrases such as ‘certain things’, ‘product could be worse’ and ‘product... turn out to be bad...’ are too vague and do not address the question of how commercialism and high levels of sponsorship could have a negative influence on sport.

Question 23 (c)

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

..... [6]

This question included two AO1 assessment objectives, two AO2 assessment objectives and two AO3 assessment objectives.

This question, indicated by the asterisk on the question paper, involved an assessment of the quality of written communication as well as describing emotional benefits of participating in physical activity and explaining the long term benefits of regular exercise and a balanced diet on the heart. The question includes a synoptic assessment link required by the specification – linking emotional benefits in Unit 2, with long term benefits on the heart in Unit 1.



Many candidates were able to describe at least one or two emotional benefits and at times using valid practical examples. Candidates were again mostly well-prepared for this type of extended question, with many now showing some planning before writing. The better answers that reached Level 3 in the levels mark scheme addressed all parts of the question, including using practical examples to show emotional benefits and referring both to exercise and diet when explaining the long term benefits to the heart.

The very best answers, which scored the full 6 marks available, covered all the assessment objectives in detail and showed excellent development of each point made. These responses included several practical examples to help describe the emotional benefits of participating in a range of different physical activities.

The lower ability candidates often did not give any practical examples and only gave one or two emotional benefits that were under-developed. These candidates dealt superficially with the second part of the question related to the heart only stating perhaps that exercise would cut down on CHD but with little further development. Many included the effects on the respiratory system, blood vessels and muscles which was not required. The lower ability candidates were often unable to write accurately and showed too many spelling and grammatical errors.

What mark would you award this *Q23(c)?

Mark your question from paper 2 using the correct examiners annotations to award the right 'level'

Annotation	Description	Annotation	Description
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(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

Participating in physical activity can help people to meet new people and make new friends. This can then help them to boost their confidence. Also, if they perform well and teammates or others say well done this can help participants to feel better about themselves. A balanced diet is eating a variety of different foods. This has long term effects on the heart such as an increase in ~~the~~ heart mass* and an increase in blood flow.

~~Good points:~~

~~*Heart muscle~~

* and heart muscle

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

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Participating in physical activity can help people to meet new people and make new friends. This can then help them to boost their confidence. Also, if they perform well and teammates or others say well done this can help participants to feel better about themselves. A balanced diet is eating a variety of different foods. This has long term effects on the heart such as an increase in ~~the~~ heart mass* and an increase in blood flow.

~~Good points:~~

~~*Heart muscle~~

* and heart muscle

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

After regular exercise you gain a better image of yourself which then boosts self-esteem e.g. if you go to the gym and lift weight, you'll gain muscle making you look better. It'll also mean you gain confidence.

Exercise that consists of cardiovascular work will mean ~~as~~ the hypertrophy of the heart along with a decreased resting heart rate and blood pressure. Cardiac output will also increase.

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

After regular exercise you gain a better image of yourself which then boosts self-esteem e.g. if you go to the gym and lift weights, you'll gain muscle making you look better. It'll also mean you gain confidence.

KU

KU

EG

Exercise that consists of cardiovascular work will mean ~~as~~ the hypertrophy of the heart along with a decreased resting heart rate and blood pressure. Cardiac output will also increase.

KU

DEV

DEV

(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

Using practical examples, describe the emotional benefits of participating in physical activity.

Explain how regular exercise and a balanced diet result in long-term benefits on the heart.

When you exercise you release endorphines, which make you feel happier and healthier. An emotional benefit of exercise is that exercise decreases your stress levels as you are able to focus your mind and calm yourself. Also, when exercise you will have improved confidence levels as you will perceive yourself as having a better body image, as you will feel healthier. Another emotional benefit is that you will have a better body image and you will feel more proud of yourself after completing exercises. For example, a dancer that has a lot of stress due to poor confidence and body image can become more confident after exercising.

A balanced diet ~~is~~ is matching energy input with energy output. Both a balanced diet and regular exercise can improve result in long-term benefits of the heart as it will decrease the risk of developing CHD, as your heart will be healthier. Also, regular exercise will also cause hypertrophy of the heart to occur, as it will become much stronger and bigger if you eat a balanced diet and exercise regularly. [6]

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(c)* Regular exercise and a balanced diet often results in physical and emotional benefits.

- ① Using practical examples, describe the emotional benefits of participating in physical activity.
 (confidence → Body → Stress → Endorphines)
 ② Explain how regular exercise and a balanced diet result in long-term benefits on the heart. → less chance of CHD, Remove → hypertrophy, SV, & -HR ↓

Participating in physical activity can emotionally benefit performers as when exercising hormones called endorphins are released which elevate mood. An example of this is the performer's happiness being increased after completing a run.

Another emotional benefit includes stress relief from things such as work and school commitments.

For example, a contact sport such as rugby may help the performer to relieve stress during a match.

Confidence and ^{positive} body image may also be increased through participating in physical activity as due to weight loss and the physical benefits of participating. An example of this is performers having increased confidence through achievements in sport such as a new personal best when throwing a shot put. An example of ^{positive} body image being increased could be achieved through weight loss from a spinning class at the gym. ★ See Additional space →

[6]

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

23 c*

Regular exercise can lead to long term adaptations and benefits in the heart such as cardiac hypertrophy. Cardiac hypertrophy means the heart muscle increases in size so the strength of muscular contraction increases.

Due to muscular hypertrophy the stroke volume of the heart increases as more blood is ejected from the heart per beat. As the stroke volume and muscle size, in the heart, increases the resting heart rate of the athlete will decrease. This will benefit the heart as the cardiac output is increased during exercise and less stress will be placed on the heart.

A balanced diet also benefits the heart as it decreases the risk of high blood pressure and coronary heart disease. This is as less fat will build up within the blood vessels in the heart creating resistance to flow.

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- ① Using practical examples, describe the emotional benefits of participating in physical activity.
 (confidence → Body → Stress → Endorphins)
 ② Explain how regular exercise and a balanced diet result in long-term benefits on the heart.
 (less chance of CHD, Remove → hypertrophy, SV, Q, HR)

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[3]

Section B				
Question		Answer	Marks	Guidance
Section B				
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23	(c)*	<p>Indicative content</p> <p><i>(Using practical examples from sport, describe the emotional benefits of participating in physical activities).</i></p> <p>1. Raising self-esteem or confidence</p> <ul style="list-style-type: none"> KU. Feeling good about yourself having achieved success (AO1) e.g. winning a tennis match and feeling good about yourself e.g. finishing an exercise class without stopping and feeling a sense of personal achievement DEV. Having a higher opinion of yourself / your abilities (AO3) DEV Having a high/higher level of self-efficacy because of sports/exercise achievements (AO3) e.g. After scoring a century in cricket feeling that you are a good / the best player <p>2. Controlling anxiety / managing stress</p> <ul style="list-style-type: none"> KU. Feeling calmer or calming your nerves (AO1) KU. Managing the stresses of everyday life (AO1) DEV. Achieving the optimum amount of arousal (AO3) DEV. Depending on your personality / ability / type 	<p>6</p> <p>2 x (AO1)</p> <p>2 x (AO2)</p> <p>2 x (AO3)</p>	<p>Level 3 (5–6 marks)</p> <ul style="list-style-type: none"> detailed knowledge & understanding clear and consistent practical application of knowledge & understanding effective analysis/evaluation and/or discussion/explanation/development relevant information drawn upon from other areas of the specification accurate use of technical and specialist vocabulary there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> satisfactory knowledge & understanding some success in practical application of knowledge & understanding analysis/ evaluation and/or discussion/explanation/development attempted with some success some relevant information drawn upon from other areas of the specification technical and specialist vocabulary used with some accuracy there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Section B			
Question	Answer	Marks	Guidance
	<p>of task (AO3)</p> <ul style="list-style-type: none"> e.g. Playing squash can release tension e.g. Exercising can help put things into perspective or can help you forget your troubles / stresses <p>3. Achieve a better self-image</p> <ul style="list-style-type: none"> KU. You feel that you look good (AO1) KU Lose weight / feel fit DEV. Can feel that you project an image that others will admire or that you feel is attractive/admired by others (AO3) e.g. Weight training might lead to a more toned / fit physique e.g. Playing rugby may lead to others admiring your physicality <p>4. Feeling happy / joyful or enjoy yourself</p> <ul style="list-style-type: none"> KU. Release of (happy) hormones/endorphins KU. Exercise / sport non-serious / few (serious) consequences so can enjoy yourself (AO1) e.g. Playing 5-a-side football after work one evening can be enjoyable DEV. Different to everyday or working life so can be more relaxed and therefore more fun (AO3) e.g. Playing badminton has none of the pressures of working life and so can enjoy more because there are no personal consequences DEV. Exercising with others / teamwork / opponents 	<p>Level 1 (1–2 marks)</p> <ul style="list-style-type: none"> basic knowledge & understanding little or no attempt at practical application of knowledge & understanding little or no attempt to analyse/ evaluate and/or discuss/explain/develop little or no relevant information drawn upon from other areas of the specification technical and specialist vocabulary used with limited success the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <p>(0 marks)</p> <ul style="list-style-type: none"> no response or no response worthy of credit. <p>Discriminators</p> <ul style="list-style-type: none"> L3 (5-6 marks): Both AO2 and AO3 are well covered for Level 3; some imbalance between the two may be present for 5 marks. At 6 marks, both are equally well addressed. Several relevant practical examples given for emotional benefits Emotional benefits descriptions developed well Several developed links between participation and diet and long-term effects on the heart L2 (3-4 marks): Some success at more developed AO2 and/or AO3 points moves the response into Level 2 (AO2 or AO3 would be 3 marks; both attempted with 	

Section B				
Question		Answer	Marks	Guidance
		<p>can cause a feeling of group or shared fun/enjoyment or decrease in loneliness (AO3)</p> <ul style="list-style-type: none"> e.g. Joining a yoga class can help you share the enjoyment with others, and you become part of a social group <p><i>(Explain how regular participation and a balanced diet often result in positive long-term physical effects on the heart).</i></p> <p>5. Regular exercise can increase health / fitness of the heart</p> <ul style="list-style-type: none"> KU. Less likely to have disease / illness / (premature) death or less strain on the heart (AO1) KU. Heart becomes stronger / stronger contractions (AO1) KU. Bradycardia (AO1) KU. Hypertrophy of heart (AO1) DEV Increase in cardiac output / resting stroke volume (AO3) DEV Decrease in <u>resting</u> heart rate (AO3) DEV Increase in capillarization (AO3) KU. Moderate and low intensity is (generally) best type of exercise (AO1) DEV. Duration / intensity of exercise to improve heart health depends on age/level of fitness/medical conditions (AO3) KU. Energy expenditure through exercise can help control amount of body fat / levels of cholesterol or avoid overweight / obesity (AO1) 		<p>some success = 4 marks).</p> <ul style="list-style-type: none"> At least one effective practical/ example included for emotional benefits Maximum of 4 marks with no AO2 points (examples) made More than one emotional benefit described and developed At least one developed link between participation or diet and long-term effects on the heart L1 (1-2 marks): Responses only demonstrating AO1 knowledge and understanding are Level 1. Very few, if any, relevant practical examples Benefits other than emotional included Little or no links made between participation/diet and long-term effects on the heart Give one mark if any material creditworthy for emotional benefits or long-term benefits to the heart <p>NOTE Do not give credit for:</p> <ul style="list-style-type: none"> Reduced strokes Fitter / healthier heart Pumps blood faster Lower heart rate Lowers blood pressure (vascular)

Section B				
Question		Answer	Marks	Guidance
		<p>6. Having a diet that contains the right amount of nutrients increases health of heart</p> <ul style="list-style-type: none"> • KU. less likely to experience heart disease/problems • KU. Balance relates to amount of food/nutrients ingested / intake and amount of energy expended / output (AO1) • DEV. Vitamins / minerals protects against (heart) disease (AO3) • DEV. Protein helps to build, and repair cells and helps to maintain a healthy heart (AO3) • DEV. The right balance of nutrients guards against obesity / overweight which could cause heart disease / problems (AO3) 		

How to help your learners more...

1. Avoid repeating words in definitions (e.g. specificity)
2. Practice analyzing graphs – what do they tell us NOT what do they say!
3. Use PEEL in extended answer questions
4. Get students to practice marking their own & each others' work using examiner annotations
5. Get students writing their own questions and mark schemes for each other
6. Make example of practical application that is too vague (e.g. in football)
7. Teach students to circle the key words and underline the command word when reading questions
8. Ensure students understand all the command words

What has been your strongest take-away action?

Keep

Improve

Start

Stop

Command words	Meaning
Analyse	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comments.
Compare and contrast	Show the similarities and differences.
Conclude	Make a decision after reasoning something out.
Define	Give the meaning of.
Describe	Give a detailed account of.
Differentiate	Explore and explain the differences.
Discuss	Explore the subject by looking at the advantages and disadvantages.
Explain	Describe, giving reasons and causes.
Evaluate	Give an opinion by exploring the good and bad points.
Identify	Recognise or prove something as being certain.
Illustrate	Show by explaining and giving examples.
Interpret	Explain the meaning by using examples and opinions.
Justify	Give good reasons for offering an opinion or reaching a conclusion.
Outline	Concentrate on the main points of the topic or item.
Summarise	Give the main points of an idea or argument. Leave out unnecessary details.

ANY QUESTIONS???

CPD Events

Full calendar of events – look out for updates to list throughout the year: <https://www.cpdhub.ocr.org.uk/desktopdefault.aspx>

Regular *Ask the Moderator* webinars

Admin webinars if you are new to OCR

Other support

Online community

Physical network events throughout the year

Access to expert advice through Subject Advisors -
pe@ocr.org.uk