



# Physical Education

**GCSE**

**Physical Education**

J586 Full Course

**Physical Education**

J086 Short Course

Qualification  
Overview



## GCSE (Full Course)

# Physical Education

J586

## GCSE (Short Course)

# Physical Education

J086

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## 1. General information

J586 (Full Course)

4 Mandatory units (120 - 140 GLH)

Unit	Assessment Type and Marks	Assessment Criteria	Method of Assessment
<b>B451 - An Introduction to Physical Education</b>	Externally assessed  60 marks (UMS)	1. Key concepts in Physical Education	1hr written paper  20% of the total GCSE marks
		2. Key processes in Physical Education	
		3. Opportunities, pathways and participation in Physical Education	
<b>B452 - Practical Performance and Analysis</b>	Internally assessed and externally moderated  60 marks (UMS)	1. In unit <b>B452</b> candidates must be assessed in two activities from <b>two different</b> activity profiles	Controlled Assessment  30% of the total GCSE marks  Two practical performances  An Analysing Lifestyle Task (AL)
		2. In unit B452 candidates are required to demonstrate their ability to <b>Analyse Lifestyle (AL)</b> in order to identify weaknesses and to plan appropriate action to bring about improvement	
<b>B453 - Developing Knowledge in Physical Education</b>	Externally assessed  60 marks (UMS)	1. Developing skills, techniques and motivation	1hr written paper  20% of the total GCSE marks
		2. Developing physical and mental capacity	
		3. Informed decision making using the principles of training and safe exercise	
		4. Opportunities, pathways and participation in Physical Education	
<b>B454 - Practical Performance and Analysis</b>	Internally assessed and externally moderated  60 marks (UMS)	1. In unit <b>B454</b> candidates can be assessed in <b>any two</b> activities but they cannot repeat an activity in the same role that was assessed in unit B452	Controlled Assessment  30% of the total GCSE marks  Two practical performances  An Analysing Performance Task (AP)
		2. In unit <b>B454</b> candidates are required to demonstrate their ability to <b>Analyse Performance (AP)</b> for one of the activities permitted on the specification. This does not have to be an activity that the candidate has been assessed in	



## J086 (Short Course)

2 Mandatory units (120 - 140 GLH)

Unit	Assessment Type and Marks	Assessment Criteria	Method of Assessment
<b>B451 - An Introduction to Physical Education</b>	Externally assessed 60 marks (UMS)	1. Key concepts in Physical Education	1hr written paper 40% of the total GCSE marks
		2. Key processes in Physical Education	
		3. Opportunities, pathways and participation in Physical Education	
<b>B452 - Practical Performance and Analysis</b>	Internally assessed and externally moderated 60 marks (UMS)	1. Candidates must be assessed in two activities from <b>two different</b> activity profiles	Controlled Assessment 60% of the total GCSE marks Two practical performances An Analysing Lifestyle Task (AL)
		2. Candidates are required to demonstrate their ability to <b>Analyse Lifestyle (AL)</b> in order to identify weaknesses and to plan appropriate action to bring about improvement	

### 1.1 Entries and re-sits

Centres must make an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

For controlled assessment units B452 and B454, estimated entries are used as the basis for allocating a moderator, so it is important that all centres intending to enter candidates in the June series provide estimated entries as well as final entries.

Candidates submitting controlled assessment must be entered for the appropriate unit entry code from section 7.4.1 of the Specification. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is not made, no overall grade can be awarded.

Candidates may enter for:

GCSE certification (entry code J586)

GCSE (Short Course) certification (entry code J086).

### 1.2 Assessment availability

There is one examination series available each year in June (all units are available each year in June).

Practical Units B452 and B454 are assessed in June only.

### 1.3 Certification rules

For GCSE Physical Education and GCSE (Short Course) Physical Education, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated. GCSE Physical Education and GCSE (Short Course) Physical Education can be certificated concurrently if all units are taken in the same series. Candidates who have claimed GCSE (Short Course) Physical Education and decide to move on to GCSE Physical Education will need to re-take all of the GCSE (Short Course) Physical Education units alongside the additional units required for GCSE Physical Education. The new results for the units that have been re-taken will then be used to calculate the GCSE Physical Education grade. Any results previously achieved cannot be re-used.





## 2. Examined units

### 2.1 B451 - An Introduction to Physical Education

#### Assessment Criteria

Unit B451 introduces candidates to Physical Education through three areas of study:

#### Key concepts in Physical Education

- Competence
- Performance
- Creativity
- Healthy, active lifestyles.

#### Key processes in Physical Education

- Developing skills and techniques
- Decision making
- Physical and mental capacity
- Evaluating and improving
- Making informed choices about active, healthy lifestyles.

#### Opportunities, pathways and participation in Physical Education

- Levels of participation in sport and physical activity
- Reasons for participation and non-participation
- Specific social, cultural and locational reasons affecting participation
- School influences on participation
- Identification and description of pathways for involvement in physical activity.

The content in each of these areas of study will be externally assessed through written examination.

### 2.2 B453 - Developing Knowledge in Physical Education

#### Assessment Criteria

Unit B453 develops candidates' knowledge of Physical Education and the concepts, processes and opportunities which are covered in unit B451 through four areas of study:

#### Developing skills, techniques and motivation

- The learning of skills through a range of methods
- The importance of different types of feedback
- Motivation
- The importance of goal setting.

#### Developing physical and mental capacity

- The development of the skeletal system and its role in physical activity
- The development and maintenance of healthy joints and the ways in which different types of joints affect participation and performance in an active, healthy lifestyle
- Understanding the muscular system in relation to physical performance
- Role and function of tendons
- Mental preparation.

#### Informed decision making using the principles of training and safe exercise

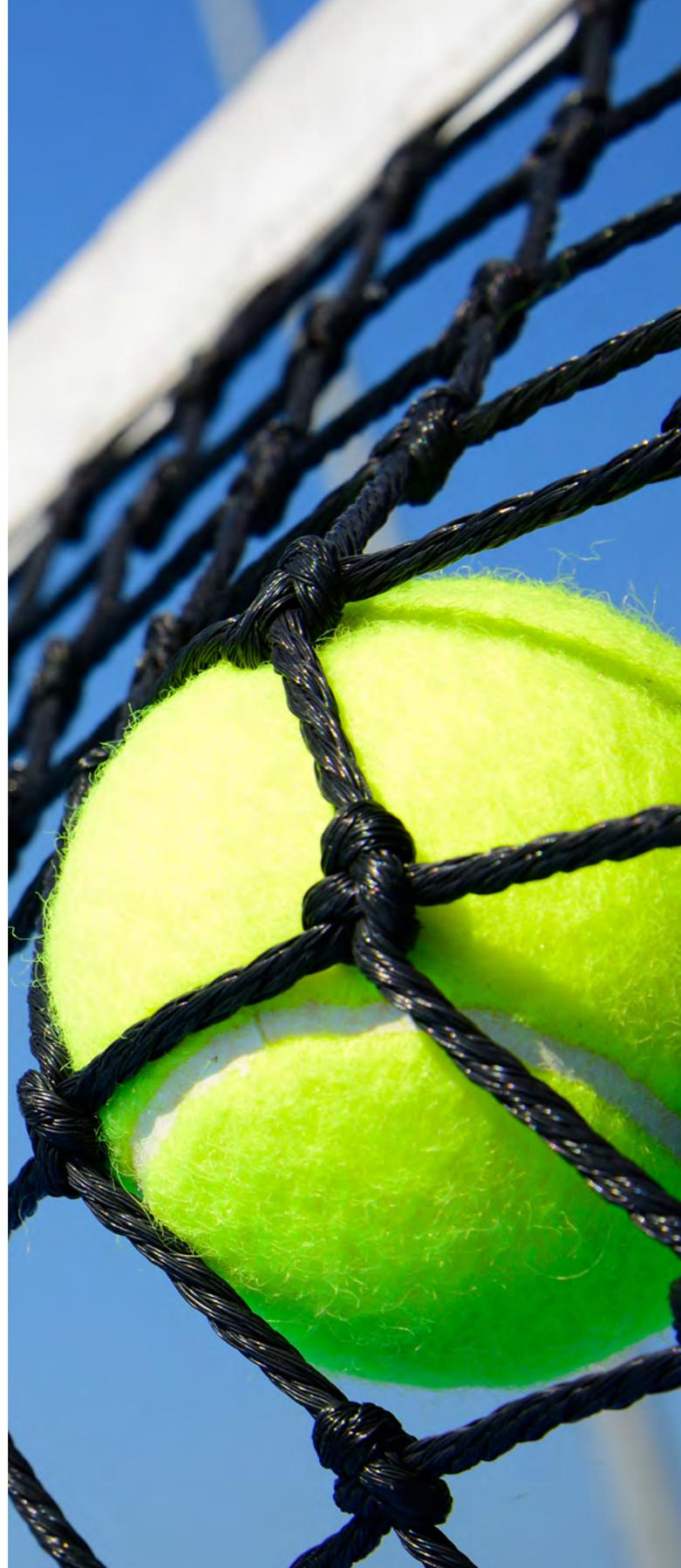
- Short-term effects of an active, healthy lifestyle
- Long-term effects of an active, healthy lifestyle
- Exercise and training principles that affect improving health and fitness
- Definitions and examples of aerobic and anaerobic exercise and training
- Identifying potential hazards in a range of settings related to the role of performer, coach/leader or official
- How to reduce risks and injuries.



### **Opportunities, pathways and participation in Physical Education**

- Level of participation in sport and physical activity
- Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle
- Current government initiatives to promote active, healthy lifestyles
- What schools provide to influence young people to get involved in physical activity as part of a healthy lifestyle.

The content in each of these areas of study will be externally assessed through written examination.





## 3. Controlled Assessment – Units B452 and B454

*Controlled Assessment is a form of internal assessment introduced following a coursework review by QCA. Controlled Assessment forms part of nearly all GCSEs developed for first teaching in September 2009 or later, in place of coursework.*

### 3.1 Assessment of the Practical Performances

Candidates can be assessed in the roles of performer and/or coach/leader or official. Candidates are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions in each unit and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to these criteria.

- In unit **B452** candidates must be assessed in two activities from **two different** activity profiles.
- In unit **B454** candidates can be assessed in **any two** activities but they cannot repeat an activity in the same role that was assessed in unit B452 – ie they cannot be a performer in football in B452 and a performer in football again in B454, but they could be a coach in football in B452 and a performer in football in B454 or vice versa.

**Candidates may only choose to be assessed in the role of either coach/leader or official once across both units B452 and B454.** Therefore, if a candidate is a coach or official in either unit B452 or B454, they must then be assessed in the other three activities undertaken in those units as a performer.

### 3.2 General Assessment Criteria and Activity-specific links

When designing tasks for performers in an activity, and for the purpose of assessment, centres should refer to the General assessment criteria for practical performances (section 3.3 of the Guide to Controlled Assessment) which should be used for all activities, except Coaching/Leading and Officiating alongside the activity-specific links to these criteria. In addition,

centres should refer to the Generic guidance for use with Activity-specific links (section 3.2 of the Guide to Controlled Assessment).

### 3.3 Analysis Task

In addition to practical performances, in each unit candidates will be assessed in an analysis task.

#### Analysing Lifestyle (AL)

In unit **B452** candidates are required to complete a task **Analysing Lifestyle (AL)**. Candidates are required to analyse a person's lifestyle in order to:

- Demonstrate an understanding of the components of a healthy, balanced lifestyle and their importance and influence upon sustained involvement in physical activity;
- Demonstrate knowledge of different measures of health and well-being and lifestyle indicators and methods of assessing and recording these;
- Analyse data/research collected in order to make judgements about the lifestyle which they have analysed and justify what they are targeting for improvement;
- Produce an action plan to improve the lifestyle area(s) targeted based upon their findings and any other research undertaken along with suggested criteria for measuring the effectiveness of the plan.

#### Analysing Performance (AP)

In unit **B454** candidates are required to complete a task **Analysing Performance (AP)** in one of the activities permitted on the specification. This does not have to be an activity that the candidate has been assessed in.

Candidates are required to analyse the performance of another candidate in order to:

- Demonstrate an understanding of the key skills which are relevant to the activity and performer and of the strengths and weaknesses observed in the performance;



- Make judgements about the performance which they have analysed and justify their choice of a skill or skills which will be targeted for improvement;
- Produce an action plan to develop and improve the quality and effectiveness of the targeted skill(s);
- Evaluate the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

### 3.4 Stages of the Analysis Tasks

The Analysing Lifestyle and Analysing Performance tasks are broken up into 3 stages: Task Induction; Task Research; and Task Production.

**Task Induction** – candidates are introduced to the task and at this stage should be familiar with the theory content of the specification that relates to the tasks. This will enable teachers to refer back to relevant lessons during the task induction session and enable candidates to consider what their aims and objectives are for the tasks. The task induction should be completed under direct teacher supervision to ensure that the time controls are adhered to.

**Task Research** – this will include the viewing of a performance or the observation of components of lifestyle upon which the analysis will be based and any other research that candidates may undertake to support their work. Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production.

**Task Production** – candidates use this time to write up their task under controlled classroom conditions, using only their task research notes for reference.

The main control elements in these tasks are **time control** and **resource control**.

#### Time control

The time limit available for the completion of each of the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in units B452 and B454 will be:

- Task Induction (1 hour)
- Task Research (4 hours)
- Task Production (2 hours)

#### Resource control

Candidates are allowed to use ICT to research their task. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session. Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions. The task production session(s) will take place in controlled classroom conditions.

It is not permitted for candidates to produce material in task research and then cut-and-paste it into their task production work.

Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) does not expose the controlled conditions to abuse. If centres cannot ensure this, then computers should not be used in the 'task production' session(s).



## 4. Moderation

All work for Units B452 and B454 is marked by the teacher and internally standardised by the centre. Marks are then submitted to the moderator, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Moderation is by means of cluster groups based as far as possible on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of the Analysing Lifestyle and Analysing Performance Tasks will be also be moderated.

Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for each activity assessed. The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.

### Moderation administration

- Centre will be sent documentation associated with moderation planning in November of the autumn term based upon these estimated entries.
- Included in this dispatch will be a Visit Arrangement Form (VAF). Centres use this to provide OCR with information for use when planning their moderation visit.
- At the standardisation meeting for OCR GCSE Physical Education moderators, the Visit Arrangement Forms for the centres that have been allocated to each moderator are distributed.
- Moderator refers to Visit Arrangement Forms and contacts centres with proposed dates for moderation in late February/early March.
- Moderator confirms time, venue and activities for moderation. At this point the moderator also requests for a sample of analysis tasks to be sent.
- Centre attends with candidates selected by the moderator. If a candidate cannot attend moderation due to illness or injury this must be consulted with the moderator and a suitable replacement found. Candidates should be clearly identified with bibs. Centre provides rank order sheets for all candidates taking the moderated activities.
- Candidates are observed participating in appropriate activities so that the moderator can judge whether the centre marks are in line with the criteria.



## 5. Key dates

Final marks are submitted to the moderator by centres prior to moderation visits for the majority of practical activities, for moderators to then select specific candidates for moderation.

Deadlines for the submission of final marks to the moderator are:

- **15 March** for the majority of marks
- **1 May** for 'seasonal' activities and Analysing Lifestyle and Analysing Performance
- the 'seasonal' activities are:
  - Cricket
  - Hill Walking and Campcraft
  - Rock Climbing
  - Rounders
  - Skiing
  - Snowboarding
  - Softbal
  - Tennis
  - Track and Field Athletics
- ALL candidate marks in activities other than for those seasonal activities listed below must be sent to the moderator by 15 March, prior to moderation
- ALL candidate marks in seasonal activities must be accompanied by filmed evidence if submitted for the later deadline of 1 May
- Visiting moderation period is **15 March – 15 May**.





## 6. Grading rules

GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as **unclassified** (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The uniform mark boundaries for each assessment are available in section 3.5 of the Specification.

## 7. Important links

Please refer to the Specification and Guide to controlled assessment for a more detailed breakdown of the Qualification:

[www.ocr.org.uk/qualifications/gcse-physical-education-j586-j086-from-2012](http://www.ocr.org.uk/qualifications/gcse-physical-education-j586-j086-from-2012)



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