

GCSE

Physical Education

General Certificate of Secondary Education **GCSE J586**

General Certificate of Secondary Education (Short Course) **GCSE J086**

OCR Report to Centres June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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B451 An Introduction to Physical Education

General Comments:

The marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme relates to the final question – Q25. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 24.

This examination paper includes multiple-choice questions, many of which were answered well by most candidates. Candidates are advised to think carefully about each question rather than try to rush through these questions because some otherwise good scoring candidates once again made careless errors on these questions. The less well-answered multiple-choice questions were question seven where the word 'protocol' was often misunderstood; question nine related to cultural aspects and question ten related to the influence of a role model. Again this year, there was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

Some candidates found it particularly difficult to give relevant practical examples when asked for in a question and technical vocabulary related to Physical Education was at times misunderstood. It is recommended that candidates are aware of the technical vocabulary used in the specification and are made aware that this will often be used in examination questions. Asking candidates to construct their own glossary of words, phrases and practical examples to prepare for their examination may be useful learning practice.

Comments on individual questions

Question 16

Most candidates scored well on this question, although some candidates gave fitness reasons rather than health reasons for participation and some repeated the same point and did not score further marks.

Question 17

In this question, relatively few candidates scored full marks because of either a misunderstanding of the term 'location' or vague responses that often repeated climate factors or availability of facilities.

Question 18

This question proved highly accessible to most candidates, many of whom scored well. Candidates generally showed a good awareness of the reasons for a cool down, although weaker candidates struggled to give four separate factors or simply wrote that heart rate would decrease, rather than an awareness of a gradual decrease in heart rate and other body systems.

Question 19

Most candidates scored at least one mark for this question, with the majority of marks awarded for the increase in flexibility leading to being able to carry out day to day tasks easier and preventing injury. Many candidates made points that simply repeated the same material and therefore did not score the full four marks available.

Question 20a

Many candidates showed good knowledge about sportsmanship, which is heartening to read, and they were able to give valid sports examples. Some candidates confused sportsmanship with obeying the rules of the game, giving examples such as 'not swearing at the referee' or 'accepting the umpire's decision'.

Question 20b

This question was generally well answered by the majority of candidates who showed a good understanding of why sportsmanship is so important in physical activities.

Question 21

The majority of candidates were unable to score full marks for this question and found the characteristic of 'coordinated' particularly difficult. The more successful candidates were able to apply the characteristic identified to a valid practical example. Others were unable to give a response that gave an accurate example. Centres should continue to reinforce the need for candidates to be able to apply the knowledge that they learn in class using accurate practical examples from physical activities.

Question 22

Candidates generally answered this question well. Although most could give an example of an injury, many could not give an example for discrimination or peer pressure. Some candidates confused non-participation with participation and were therefore unable to give an accurate practical example. Some candidates misunderstood the term 'peers' to mean parents.

Question 23

The best candidates were able to describe how old age might affect participation and score well on this question. Some candidates again repeated similar points or gave only one or two points, rather than the four required in this question. Some candidates misunderstood the requirements of the question and focussed on the lack of opportunities for the elderly, rather than the effects of old age. Some of the better responses also described one or two positive aspects of old age and participation, for example using their experience or greater determination.

Question 24

Most candidates could identify the four key concepts of Physical Education for this straightforward recall of knowledge question.

Question 25

A well answered question by many candidates with the best candidates able to give valid and accurate examples of assessment strategies. These strong candidates developed each point that was made. Some candidates focussed on fitness tests but were unable to score high marks because of the lack of breadth in their answers. In the question it asks for 'different ways' for assessment and the best candidates gave a variety of ways to assess not just health but also of well-being. The skills in written communication seemed to have improved this year but some candidates still make basic spelling and grammatical errors. Candidates are reminded that credit can be gained for the quality of written communication and should read through and check their answer once completed.

B452 and B454 – Practical Performance and Analysis 1 and 2

General Comments

In the penultimate year of the linear version of the course it was pleasing to see many enthusiastic candidates performing to the marks awarded by centres. It is pleasing to note the continuing commitment of centres and teachers in hosting moderation and organising the activities to ensure that candidates had an enjoyable experience and were enabled to perform to their full capabilities.

The moderating team is very grateful to all centres, teachers and candidates for their contribution to the moderation process, allowing it to run smoothly in the main.

Whilst some centres met the required deadlines for submitting both the majority of marks and seasonal activities, there were also a lot of centres which missed them, thus delaying the moderation process. It is important that all centres make note of the key dates and adhere to them in the future. The dates have not changed and are 15th March for the majority of marks and 15th May for marks in summer activities.

It is even more important that centres meet the required deadline in the new specification as there will only be one date at the end of March and moderations cannot be organised until the information is received. Hence if it is late it will hold up the whole process even more.

Only activities that appear on the summer activity list can be submitted on the later date. It is important to note that COACHING and OFFICIATING, regardless of the sport, are NOT classed as summer activities and thus all marks for these should be submitted by 15th March along with all other activities. Some centres did not adhere to these comments made in previous years.

Moderators are still involving centre staff in the moderation visits by asking them to do some assessment for each activity on the day. This is an important part of the process as it enables staff to assess candidates from different centres and enhances overall understanding of both the process and the standard of performance.

It is a requirement of the course that centres attend moderation where requested. The moderation day is part of formal the examination process, and an especially important aspect given that 50% of the marks for the specification are for practical performance. As such, it should be taken seriously by both centres and candidates alike. Candidates selected by the moderators need to attend and perform on the moderation day or have a medical note for genuine absence through injury or illness; the moderator is entitled to request filmed evidence of those candidates who fail to attend with no reason. It is a situation we would like to avoid but it is important that the sample selected to be moderated meets the moderating guidelines and thus the process of centres 'swapping' candidates does not occur.

Live moderations allow for improved feedback from moderators, provide the opportunity to compare moderation performances across groups from different centres, and assist in getting viable numbers in team activities.

Whilst filmed evidence is a valuable tool in the moderation process, our aim is still for moderation to be undertaken primarily by visit wherever possible and centres should be prepared to attend moderation each year between 15 March and 15 May, as part of their planning and delivery of the course. It is also worth noting that the moderation model is based upon grouping centres together, not individual centre visits.

For the Analysing Lifestyle and Analysing Performance tasks, most centres are now using the 'Task Research booklets' and marking grids available to help and support centres in their marking of the assessments and allow for moderators to provide more effective feedback.

Those that still produce their own marking sheets are strongly advised to use the OCR versions so that better feedback can be provided by moderators. The marking grids enable the moderator to better understand where teachers have awarded marks to candidates for the tasks.

As with previous series', centres proved to be accurate in their assessments of practical activities in the main, especially those seen at live moderations. Where an adjustment to centres' marks was deemed necessary, this was often as a result of the Analysing Lifestyle and Analysing Performance tasks or due to lack of internal standardisation, often involving off-site activities, coaching and officiating.

There are also still a significant number of arithmetical and administrative errors in the paperwork from some centres. These were hopefully all identified and corrected by moderators, however ultimately each centre is responsible for sending accurate marks to OCR for inclusion in results. Centres are advised that there are interactive versions of forms on the OCR website that perform the calculations and thus can reduce the risk of errors.

Whichever format is used when completing paperwork, it is vital that centres double-check before submitting to minimise the risk of candidates receiving incorrect marks.

It is good to see that at the majority of moderations, candidates are starting to wear appropriate clothing and equipment for the activities in which they were performing, such as football players having shin pads. The use of appropriate clothing and equipment is in the interests of candidates' safety and centres should be aware that the teacher accompanying candidates is responsible for their health and safety during moderation. It should also be noted that candidates not in possession of the correct clothing and equipment at moderation may be denied the opportunity to participate if it is unsafe for them to do so, and would therefore be deemed to be absent from the moderation which can potentially impact on the marks they can be awarded.

It is vital that centres regularly access the GCSE Physical Education section of the OCR website in order to keep up to date with developments in the materials provided to support the assessment of the qualification. OCR is always working to improve the support to centres after every series of the GCSE full course specification and in response to feedback from centres and moderators. There is an onus on centres to keep up to date with these developments by accessing the website regularly.

It is also advisable that centres read the report from the moderator to ensure that the suggested improvements are carried out in future series to improve standards.

Practical activities

Candidates were assessed in a wide range of activities again, and centres continue to deliver new activities allowing for greater flexibility and choice and more of these are being seen at live moderations.

A number of centres applied for additional activities via the special activity submission process, details of which can be found at the GCSE Physical Education section of the OCR website.

Centres are reminded that any special activity submission only applies to the year of the assessment and must be re-applied for in any subsequent series. The deadline for all submissions is 15 October of the academic year in which assessment of the activity will take place.

Games activities from the 'invasion', 'striking' and 'net/wall' categories were predominant among the activities submitted by candidates, and in general these were accurately assessed by most centres, with good evidence of effective internal standardisation within these activities.

With off-site activities (especially orienteering), Rounders, Coaching, Officiating and Resistance Training, some centres were less accurate in their assessments

It is vital when assessing candidates in these activities that the activity specification is carefully checked, and that if outside assessors who specialise in the activity are used, there is liaison between them and the staff at the centre. It is also important that internal standardisation processes encompass these activities as well as coaching and officiating. Effective internal standardisation ensures comparability and fairness for all candidates across all activities and assessments within the cohort at the centre.

Where an outside provider (e.g. external instructor/coach, outdoor activity centre) has been used to assist in the delivery of an activity, the PE department is still ultimately responsible for the marks awarded. You must be satisfied that the evidence available supports the marks given, is suitable for moderation, and that the marks in these activities have been internally standardised against all other practical activity assessments within the cohort. In too many cases this year evidence provided by outside agencies did not meet the standards required by OCR and in some cases they had used criteria from other exam boards and thus assessed inaccurately.

So when undertaking Outdoor Activities with outside agencies the criteria **MUST** be borne in mind and thus they must provide the evidence to support marks awarded. For example, to get into the top two rock climbing bands candidates must be filmed doing four routes over two different climbs in an outdoors environment and thus filmed evidence of candidates only climbing on indoor walls will not support a band one or 2 mark.

It is also worth noting that witness statements from these outside agencies does not provide sufficient evidence to support any marks and it is not the role of the moderators to discuss issues with them that have arisen but the centres responsibility to check everything meets the standards described in the guide to controlled assessments.

The reason that these are put in place is to maintain standards across activities and to allow candidates who specialise in activities the opportunity to showcase their skills in them. Candidates who undertake these activities should be doing them regularly to acquire similar skill levels to other activities and not just complete a weekend or few days of instruction during which consistency of high level performance will be difficult to demonstrate.

It is also to be noted that although external awards such as the Duke of Edinburgh and Life Guarding awards can be used as a guide into which band the candidate may be placed, the GCSE Physical Education criteria are **NOT** the same as for the award and thus they need to meet the requirements as laid out in the guidance and not just pass the award.

If offering Resistance Training, please also note the requirements for the number and variety of exercises required, otherwise, if criteria are not fully met this can result in the activity having to be withdrawn by the candidate or marks being significantly reduced.

Centres must note that in off-site activities all candidates being assessed need to be filmed and that in order to produce evidence which supports the marks awarded, this occurs in the appropriate environment. For example, Skiing may be performed either on real snow outdoors, or on an indoor artificial snow slope or outdoor artificial snow slope. However, candidates performing at levels 1 and 2 should be assessed on natural, outdoor terrain.

Filmed evidence in any activity must be long enough to show all the skills that would justify the marks awarded. It should relate to the assessment requirements of the activity and show the

skills individually and in an appropriate environment or game situation. It is also vital that the candidate(s) depicted in the evidence are clearly identifiable so that performances can be linked to the marks awarded.

Resistance Training, Coaching and Officiating must also be filmed and log books completed. Please make sure the logbooks contain evidence for the required period of time and all the information required as set out in the criteria. If this evidence cannot be provided, this could result in the marks not being allowed to be submitted.

For all other activities which are assessed, while it is not necessary for all candidates to be filmed, a sample of footage showing the range of marks assessed (i.e. top, middle and bottom mark) should be retained. This includes swimming pool based activities which, with correct liaison and hiring of pools, is able to be filmed. Where access to facilities to enable filmed evidence to be collected is not an option, the activity should not be offered for assessment.

Filmed evidence sampled for Coaching/Leading showed progression within a session but often did not include progression over a period of time. Additional evidence such as coaching or officiating logs, resistance training programmes and hill walking route cards was variable in quality and in many cases did not relate well to the mark the candidate had been given. Some centres have provided above and beyond the required evidence for these activities, whilst others provided very little evidence. Centres need to be aware of the full criteria for assessment in these activities and ensure they can provide evidence which justifies the candidates' marks.

Please also note that the context for officiating should be able to provide opportunities for assessing the effectiveness of the candidates. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups. The assessment conditions should be as indicated in the criteria, with games officiated by candidates in the top two levels being played in full game conditions. These may, however, be organised within the centre, for example inter-form or inter-house fixtures but not as part of a PE lesson.

While the challenge presented by the requirement for centres to produce filmed evidence of practical performances is recognised, its importance cannot be over-stated. An ever-increasing range of activities is being assessed in GCSE Physical Education, with more and more assessments taking place off-site. Filmed evidence is therefore not only needed to allow moderators access to further assessments by the centre, in addition to those they are likely to see at moderation, but also to facilitate internal standardisation by the Physical Education department at the centre. Filmed evidence is also relied upon should a centre wish to instigate a review of their moderation outcomes following the publication of results.

Filmed evidence must be long enough to show ALL the skills that would justify the marks awarded. It should relate to the assessment requirements of the activity and show the skills individually and in an appropriate environment or game situation and not just them playing a game. It is also vital that the candidate(s) depicted are clearly identifiable so that performances can be linked to the marks awarded.

Controlled Assessment - Analysis tasks

Further guidance and support, in the form of marking grids, research booklets and clarification of task induction have been provided and are available on the OCR website and in the updated Guide to Controlled Assessment.

In the main, most centres have used this guidance to improve their understanding and marking of the assessments, however, some of the most significant issues which moderators are still

finding with the approach taken to delivering and presenting the analysis tasks, causing them to be reported as malpractice, are as follows:

- The use of templates for the data collection, task production, or both are still evident. Templates are not allowed, and in many cases the approach taken showed why, as the templates were very prescriptive and meant that candidates were teacher-led in their approach to the task. It was therefore difficult on some occasions to know what the candidate understood about the task which they were undertaking, as much of the method and information had been provided for them.
- Not distinguishing between the 'task research/data collection' work and the 'task production' write-up. This made it difficult to see if time controls and resource controls had been adhered to.
- It is important that these two sections of the task are kept separate and clearly marked when submitted to the moderator. Please note that no part of the notes should be a prewritten attempt at the task and huge extracts should not be copied from the task research notes as this is deemed to be malpractice.
- The task research has to be included alongside the task production write up in the sample sent to the moderator, too often it was omitted. This means the moderator cannot check that candidates have analysed any of the data correctly or effectively.
- Adherence to resource controls. Linked to the point above, candidates should not have access to resources which can be cut and pasted into their 'task production' write-up. Pictures should not be embedded within the work but can be included in appendices and referred to within the work. Any word processed research notes or data collection should be printed off and the hard copies used in the 'task production' stage, as per the Guide to Controlled Assessment.

Candidates should either reproduce charts, tables, diagrams, etc. in their final write-up within the 2 hours allowed if they wish to include them, but a better use of their time is to cross reference to those included in their research notes/data collection. Where no distinction was made between the two stages of the work, it was impossible to know at what stage some of these resources had been used.

B452 Analysing Lifestyle task

In many cases, centres produced good work that had been accurately marked. Good pieces of Analysing Lifestyle work were ones which selected subjects for analysis where there were weaknesses to improve, such as parents who had poor lifestyles in terms of diet, smoking, work/exercise balance and did not participate in much physical activity. Choosing young, relatively fit and active fellow PE students did not always allow scope for many weaknesses to be found and thus improved. In choosing an appropriate subject, candidates were able to look at improving a range of aspects of a healthy balanced lifestyle and not just fitness aspects, which limited the amount of analysis that could be done in some of the work seen for this task.

Where candidates chose to analyse themselves, this was accomplished with varying degrees of success. While some pieces of self-analysis were very good, there is still a tendency for candidates to ignore data/evidence collected and allow their own perceptions to dominate their approach to the task, whereas when observing and analysing a third party, they tend to be more objective in their work. This should be kept in mind for the 'task induction' and options in terms of subject choice should be discussed ahead of the task being conducted.

In cases where centres had over-marked this aspect of the unit, some of the main issues were as follows.

1. Candidates focusing too much (and sometimes solely) on fitness rather than a range of aspects of a healthy, active lifestyle as indicated in the marking criteria.
2. There was not enough detail presented in the action plans; some just made brief recommendations after comments made about a lifestyle aspect without any progression over the period and had not produced an action plan as such with a time frame.
3. Irrelevant theory included, such as descriptions of fitness tests.
4. No methods of measuring success/progress of the action plan suggested.
5. There was no distinction between the task research/data collection (which is not awarded marks directly) and the task production.
6. Candidates not referencing work which they have quoted.
7. Some centres still produced centre-led writing/collection of data frameworks or templates, which actually hindered candidates as sometimes they did not cover all criteria required.

Centres should note that the task research/data collection should not be a pre-written attempt at the task production, and that the guidance refers to:

- observations (including data collected);
- headings;
- analysing lifestyle or analysing performance action plan/ideas;
- brief quotes and reference details;
- reference details for sources/ideas to use in task production.

In some instances, candidates had produced either an entire first draft of the final piece of work, or substantial paragraphs or pieces of written prose which were then simply copied into the task production piece of work. This does not reflect the guidance, or the purpose of the task research/data collection stage of the analysis tasks and it is important that all concerned are aware that this is not allowed.

B454 Analysing Performance task

The Analysing Performance written task was again completed much better than previous series' and more consistently marked than Analysing Lifestyle. The best pieces of Analysing Performance work were again ones where candidates had chosen weaker performers and thus had many skills to analyse and on which to produce an action plan. In the main, candidates who completed the action plan accessed marks more readily because they actually had results, rather than subjective comments about what they might expect to see, which were quite often vague and superficial. Completing the action plan also meant that they had first-hand experiences of what the issues were with them and could make more informed comments as to how it could be improved.

In cases where centres had over-marked this aspect of the unit, some of the main issues were:

1. Some candidates still concentrated on fitness improvements and not on skills as the criteria state. This caused issues as work on fitness could often not be given credit and thus caused a reduction in marks. In some activities, such as dance or gymnastics, credit was given for action plans based on fitness, if, when completed, it would improve a skill that was a weakness, and the link between the fitness component and the performance of the specific skill was made explicit. For example, if the skill weakness was that the subject did not have enough extension in their handstand, and thus an action plan to improve flexibility was designed and completed it meant that the quality of the handstand was improved, then the relevance of the action plan to performance was clearly shown.

The key aspects which are being assessed, and for which marks can be awarded, are:

- Key Skills evident in the chosen activity;
- Skill strengths and weaknesses of the performance and their impact on the game;
- Targeting/prioritising weaknesses for improvement;
- Action plan with progressive practices and a timeframe;
- Criteria to measure improvements;
- Results from implementing the action plan (see comment 3, below);
- Evaluate how to improve the action plan.

2. Although not as prevalent as in previous years, candidates are still using their 'task production' time to reproduce diagrams for practices, and included material of limited relevance such as the rules of the game. A much better use of time is to include all these in their task research notes in an appendix and then refer to them within the task production.

3. Candidates did not explain how they arrived at the strengths and weaknesses about which they then wrote. Some type of observational check sheet/form would benefit candidates in

a) working out what the strengths and weaknesses are but also b) allowing them more scope to explain why they select the ones that they do for their action plan. Any such form must be devised by candidates, though, not supplied to them by the centre.

4. It is not a requirement of the criteria for the action plans which have been proposed to be carried out. However, where candidates did not undertake the action plan, evaluation of the plan and how it could be improved was often very limited, given the absence of actual results. Where the action plan has not been undertaken, candidates should be encouraged to discuss expected results and to suggest ways to improve the action plan; first-hand knowledge gained by putting their plan into action is highly recommended where possible.

5. Action plans lacked the detail required. Practices were not progressive, did not relate to the weaknesses identified with plans often lacking details of the way that the improvements would be measured i.e. skills tests that would be undertaken to show any improvements that have been made.

Administration

The majority of centres produce documentation which is completed accurately and submitted according to OCR submission dates. This makes the moderating team's work much easier, and centres are to be thanked for their hard work. However, as in previous years it is still of great concern that there are often a number of errors in the documentation. These errors can seriously disadvantage candidates if they are not identified and corrected prior to the issue of results.

Centres should note that errors still generally fall into one or more of the following categories:

- Controlled Assessment Summary Forms should be completed in candidate number order, as per the MS1, whereas Order of Merits (completed for ALL activities including both the Analysing tasks) should be in rank order of marks.
- Arithmetical errors when adding up the figures on the Controlled Assessment Summary Form (CASF).
- Centres not filling in the mark on the MS1 as well as the lozenges and thus entering an incorrect mark.
- Transcription errors when transferring marks from the Order of Merit sheets to the CASF sheet but more often when transferring marks from CASF sheet to the MS1 form.

The last errors are vital to be eradicated as without the moderator noticing the errors candidates can be awarded incorrect marks entered by the centre.

Centres are requested and reminded to ensure that all documentation is thoroughly checked and that Order of Merit sheets are required for both Analysis of Lifestyle and Performance. A Centre Authentication form (CCS160) covering both unit B452 and B454 must be completed as well.

B453 Developing Knowledge in Physical Education

General Comments:

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A 'levels' mark scheme' relates to the final question – Q25. The mark scheme for this final question has a number of criteria separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels' question and this content is taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 24.

In the multi-choice questions, some candidates continue to work out the best possible answer by use of annotations next to all possible answers and/or the crossing out of answers that candidates thought were incorrect. A minority of candidates made it unclear which answer they wished to use. There are now very few candidates leaving multiple choice questions blank, but this does still happen on the odd occasion.

The multiple choice questions that were found particularly difficult were Q3 Agonist, Q5 Not a hazard, Q6 Respiratory system, Q10 National Governing Bodies & Q13 Power.

There was little evidence again this session to suggest that candidates struggled to complete the paper within the time allowed.

The command to use practical examples was often used in questions to assess the application of concepts but often candidates omitted any reference to practical examples/skills and therefore could not gain access to the full range of marks.

Comments on individual questions

Question 16

Most candidates scored at least one mark for this question. The majority of candidates could identify three different functions of the skeleton. Shape and support, protection, movement and mineral store were the most common responses. Some candidates failed to give store or storage with minerals. A number of candidates described the functions of the skeleton which is more than the command word asked for – for example protect the organs (heart/lungs). One word answers in many cases were given & maximum marks could still be obtained for such lists with this 'identify' recall question.

Question 17

Most candidates were able to score at least two marks for this question, but only the best candidates scored maximum marks. Often marks were usually lost for limited responses in either part a or b.

a. Many candidates scoring one mark for connect bone to bone although some stating it connected muscle to muscle or muscle to bone.

b. Many responses too vague for 'over exercise/too much exercise' and a large number of candidates referring to obesity and putting excessive pressure on joints and causing inflammation. See rationale/additional guidance in the mark scheme.

Question 18

Most candidates were able to access the mark scheme with reference to the effects of mental preparation. More able candidates able to plan their answer and refer to a scenario that was sufficient enough to qualify for a practical example. Weaker candidates only gave superficial practical examples and referred to the sport rather than a clear practical example or 'scenario'. Some gave repeated responses for different effects such as calm and lower stress or focus and concentration. Most common responses included point 1 on the mark scheme (Calm), point 3 (Focus) and point 5 (Confidence).

Question 19

This was a question where only the most able candidates achieved maximum marks with a few using technical language such as vasoconstriction/vasodilation. Some candidates referred to redistribution of 'oxygen' rather than 'blood' and were too vague with their description of blood going to muscles (response requires 'more blood'). Some candidates had an idea about the vascular shunt mechanism but failed to achieve maximum marks as a result of no example or failing to apply points 2 or 3 in the MS in a practical context. Some candidates referred vaguely to blood moving from arms to legs and vice versa rather than the redistribution of blood from organs to working muscles. A significant minority of candidates did not attempt this question on the vascular shunt mechanism.

Question 20

Many candidates showed some understanding but only the most able candidates scored maximum marks. These top candidates were able to give a range of both positive and negative responses linking to following a healthy lifestyle. The most common score appeared to be 2 or 3 marks with the most common responses being for positive – Point 1 (Coverage and promotion), Point 3 (Role Models) and Point 4 (Campaigns) and for negative – Point 8 (Reinforce negative lifestyle) and Point 9 ('Couch Potato'). Those candidates who were unable to score maximum marks were either too vague in their responses, had limited knowledge on media effects to deal with a 5 mark question on this topic area, or only gave either positive or negative responses. A number of responses also repeated the same point under both positive and negative effects of the media, for example, 'promote healthy eating' and 'promote unhealthy eating'.

Question 21

Overall, a well answered question with many candidates scoring 3 or 4 (maximum) marks. Candidates failing to score maximum marks either did not have the knowledge points required or referred to the IOC as choosing the teams, officials or dealing with accommodation and transport. The most common responses included the IOC choosing the host city, selecting sports, promoting fair play and through anti-doping strategies.

Question 22

Overall, another well answered question with many candidates scoring maximum marks. Candidates failing to score maximum marks either repeated responses such as trophies and fame or gaining success or answered the question from the point of view of the coach having to motivate the performer or players rather than describing the extrinsic motives to actually become a coach. Candidates are reminded to read each question carefully to identify the exact requirements of each question.

Question 23

Most candidates were able to access the mark scheme and score marks with reference to the identification of the methods. More able candidates were able to plan their answer and refer to actual physical activity skills. Weaker candidates failed to make reference to an actual skill and so these responses were too vague to score any marks. A minority of responses for the trial and error method were too vague and simply referred to the practice method. The most common methods used were practice, trial and error and copying.

Question 24

Most candidates were able to score maximum marks on this question and their own recent experiences from school were often in evidence. Most common answers included PE lessons, extra-curricular activities, links with local clubs, GCSE PE and healthy canteen food. Some candidates failed to give enough different points to score maximum marks or simply repeated their responses, for example extra-curricular, fixtures, teams and sports days.

Question 25

This question was answered well by many candidates who showed good levels of understanding. Those candidates who gave a good in-depth explanation of how different types of feedback can motivate young people to follow an active, healthy lifestyle with use of several different examples scored very well and accessed the top level of the mark scheme.

The best candidates gave a well-structured answer giving various examples of both participation (active) and healthy lifestyle (diet etc) with numerous types of feedback and as a result scored maximum marks.

Candidates who fared less well identified feedback or gave simple descriptions rather than explanations linking feedback with following an active, healthy lifestyle with often very few examples. Some candidates also referred to intrinsic/extrinsic motivation rather than feedback or began with intrinsic/extrinsic feedback but then became confused and linked their response back to intrinsic/extrinsic motivation.

Weaker candidates could only identify a narrow range of different types of feedback such as positive and negative or intrinsic and extrinsic with few, if any practical examples.

This question also assesses the quality of written communication. Some candidates struggled to express themselves clearly and accurately, and some simply wrote notes that lacked fluency and development. The best candidates made few grammatical or spelling mistakes and wrote clearly and fluently throughout their response.

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