

# **Physical Education**

Advanced GCE **A2 H554**

Advanced Subsidiary GCE **AS H154**

## **OCR Report to Centres**

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**June 2012**

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, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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## CONTENTS

**Advanced GCE Physical Education (H554)**

**Advanced Subsidiary GCE Physical Education (H154)**

### OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
Overview	1
Unit G451 An introduction to Physical Education	2
Unit G452 Acquiring, Developing and Evaluating Practical Skills in Physical Education	7
Unit G454 The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education	7
Unit G453 Principles and concepts across different areas of Physical Education	11

## Overview

The examining teams on both G451 and G453 reported that generally, candidates were well prepared and demonstrated good examination technique in terms of good time management, the ability to break questions down into command words, subject areas and subject focus and good quality of written communication. In respect of those questions requiring an extended response, candidates increasingly use plans. Those who do not often lack focus in their responses and include irrelevant information for which they gain no credit as well as wasting valuable time. Candidates are also becoming more conversant with the assessment criteria for these questions. These criteria focus not only on the candidate's knowledge and understanding of the topic but also on their development and application of this knowledge and understanding together with the use of appropriate technical language. However, some candidates show good knowledge and understanding but are unable to develop or apply it and as a result cannot access the higher mark bands.

In the coursework units (G452 and G454) centres generally continue to assess candidates' performances accurately although there is still a tendency towards generosity at the top of the mark range especially in Unit G454. The assessment of the oral responses in both G452 and G454 continues to present a challenge for some centres. Colleagues should adhere much more closely to the published assessment criteria and access the support available via the OCR web site.

## Unit G451 An introduction to Physical Education

### General Comments

The examining team reported a further improvement in the way candidates approach the G451 examination; there were fewer 'nil responses' and questions were clearly numbered on additional sheets.

Many candidates interpreted questions well and showed evidence of breaking down questions to spotlight essential terms including:

- the command word eg identify, describe, explain, evaluate, etc;
- the subject being examined eg coronary heart disease, venous return, schema theory, practice methods, sport in Australia or drugs in sport;
- the subject focus (or specific aspect(s) of the subject being examined)

As usual, part-questions (a) – (d) had a maximum of six marks. Where questions comprise sub-parts these will tend to be distinct ie (i) and (ii). On these part-questions candidates should continue to note the exact number of marks available and give sufficient distinct points so as to reflect the number of marks available.

There was no obvious evidence that candidates lacked time on this paper.

The standard of response across the three sections on the paper was equitable. Each section had parts where candidates scored well and parts that candidates found more challenging, the latter acting as important discriminators.

It was pleasing to note continued improvement in the quality of responses to the 10 mark, (e) part-questions; candidates displayed both more depth and a greater breadth of knowledge. This was particularly the case with Q3(e)\*. The most successful candidates incorporated a plan within their responses and referenced relevant and interesting practical examples throughout their answers

That said, many candidates are still finding the 10 mark, (e) part-questions challenging. Some answers showed very limited knowledge and understanding of the topic being examined whilst others were predominantly knowledge based. Candidates need to be clear about the five criteria on which the 10 mark, (e) part-questions are judged.

These criteria are:

- knowledge and understanding of key points;
- analysis/evaluation and/or discussion/explanation/development of key points;
- use of practical examples to illustrate those developed points;
- use of correct technical vocabulary;
- quality of written communication.

## Comments on Individual Questions

### Section A: Anatomy and Physiology

- 1 (a) (i) This part-question was generally well answered. Most candidates gave an accurate description of atherosclerosis. However, a notable number of candidates confused atherosclerosis with arteriosclerosis. Some candidates failed to identify that atherosclerosis is a condition specific to an artery rather than blood vessels or veins. Weaker candidates described atherosclerosis as a blockage and failed to describe it as a process that narrows the artery so that a blockage from a blood clot is more likely.
- (ii) This part-question was answered well; a majority of candidates achieved maximum marks.
- (b) This part-question required application of knowledge and was poorly answered with few candidates achieving maximum marks and most scoring two or less. Many candidates failed to only focus on the role of the triceps brachii and wrote irrelevantly about the role of the biceps brachii or antagonistic muscle action. Many candidates also failed to recognise that the triceps brachii is the working muscle or agonist in both the upward and downward phase of the press up. Identification of the type of contraction (concentric in the upward phase and eccentric in the downward) was also poor with many candidates linking them to the incorrect phase or failing to do this at all.
- (c) (i) This was a straightforward recall question and although a significant number of candidates scored a maximum three marks, many scored zero or one. The common error was the failure to differentiate between the required functional characteristics and structural characteristics. Weaker candidates gave answers for (c)(ii) and linked slow twitch fibres to endurance performers.
- (ii) Most candidates made a good attempt at this question. However, the majority scored only two out of the three available marks. They did this by linking slow twitch for slow oxidative fibres to endurance events and fast twitch or fast glycolytic fibres to explosive events. Only the stronger candidates wrote about fast oxidative glycolytic fibres or a mix of all three fibre types for the third mark. Candidates should continue to be encouraged to look at the marks available for their lead as to how many points they need to make.
- (d) This question was a good discriminator. Stronger candidates were quick to make the link between an increased venous return and Starlings' Law. They wrote logically in order to explain how this improves the quality of aerobic performance. Weaker candidates linked increased venous return to increased stroke volume but failed to expand on this. Furthermore, a notable number of candidates answered outside the scope of the question by writing about the mechanisms of venous return. Pleasingly, the majority applied their knowledge appropriately and wrote about performance time being extended or fatigue being delayed.
- (e)\* This part-question required candidates to pull together their knowledge of smoking from three areas of the specification:
- the cardiovascular system; how smoking affects the transportation of oxygen;
  - the cardiovascular system; smoking as a coronary heart disease risk factor with reference to lifelong involvement in an active lifestyle; the respiratory system; the impact of smoking on the respiratory system with reference to lifelong involvement in an active lifestyle.

Those candidates who did this scored well. However, the percentage of those attaining a Level 3 response was limited; the majority offered a Level 1 response. There was plenty of scope for the use of technical and specialist vocabulary in this question. Stronger candidates achieved success by writing about the effects of smoking on specific respiratory structures as opposed to just the lungs and by naming and demonstrating their knowledge and understanding of coronary heart diseases in respect of the effect of smoking on the health of an endurance athlete. When it came to the effect of smoking on the performance of an endurance athlete, stronger candidates were comprehensive in their application of knowledge regarding the presence of carbon monoxide and could link this to less efficient gaseous exchange and endurance capability. Candidates who achieved Level 2 managed to write about some of the three areas identified above but were less thorough in their analysis. Answers in the lowest level tended to rely too much on a general knowledge of the effects of smoking on health, as opposed to the specific knowledge required by the question. Such answers were, therefore, limited in terms of the effect of smoking on the performance of an endurance athlete.

## Section B: Acquiring Movement Skills

- 2 (a) In the main, candidates were able to successfully identify the characteristics of abilities; ie generic, stable and forming the basis of skills. Most also successfully gave practical examples; usually speed / power (for gross) and decision making / reaction time (for psychomotor). In giving a practical example of a gross motor ability, less successful candidates got muddled with gross skills (often incorrectly suggesting running or jumping) thus failing to gain the example mark/s.
- (b) This part-question was accessible and well answered; the format of the response space seemed to significantly help candidates. It also differentiated well. Nearly 20% of candidates scored the maximum four marks here, which was pleasing. Last time this particular theory of learning was examined responses were very disappointing. Candidates should be reminded that they cannot score if they (essentially) repeat the key words from the question without any further detail. For example, it was deemed 'too vague' if the description offered in respect of initial conditions' was simply 'playing conditions'. Marks scheme points 1 and 2 were more frequently gained than points 3 and 4.
- (c) This part-question on 'memory' proved problematic for many candidates. For three marks candidates needed to name and give one descriptive point about each of the following: the short term sensory store (STSS), the short term memory (STM) and the long term memory (LTM). For the other three marks they needed to give a relevant practical example for each ie linked to the correct store. Very few managed to give a practical example that was specific and obviously linked to each store. For STSS they could have written 'here selective attention happens' (pt 1) 'for example crowd noise is blocked out' (pt 2). For STM they could have written 'here information is interpreted or judged' (pt 3), 'for example judging the speed of a ball' (pt 4). Whilst for LTM they could have written 'here motor programmes are stored' (Pt 5) 'for example the motor programme for a jump shot in basketball' (Pt 6). Although nearly 30% of candidates scored between four and six marks, over 20% of candidates failed to score.
- (d) (i) Nearly 40% of candidates scored a maximum of two marks on this part-question; the nature of the task (pt 1) and phase of learning (pt 2) being the most frequently seen. Whilst many candidates gained points 1 and 2, there was much repetition within answers of either differing classifications or more than one aspect/phase from point 2. A notable number wrote in too much detail and started to answer d(ii), thereby including information on which type of practice is suited to which type of skill.

- (ii) Those candidates who addressed the requirements of the question and explained when the different practice methods could be used to improve the performance of movement skills were successful here; nearly half of candidates scored three or four marks. The less successful candidates usually described the different practice methods rather than applying their knowledge to when they should be used.
- (e)\* Bandura's model has previously featured in a 10-mark part-question and social/observational learning theory is a key theory of learning as detailed in the specification. Even so, candidates found this question extremely challenging. Most were unable to accurately describe Bandura's model while those who could name the stages usually failed to offer anything in the way of development. Fewer still included a discussion on factors that affect successful modelling when learning balanced, active and healthy lifestyle behaviour. It is acknowledged that many candidates find relating theories of learning to BAHL difficult, so the greater disappointment was the limited knowledge of the model itself. Most of those who gained credit simply named and expanded on some of the stages of Bandura's model. Other than awarding credit for successfully naming the key elements of the model, credit for knowledge relating to successful modelling was most commonly awarded for the following:
- demonstration needing to be accurate / by a role model;
  - better attention if a significant other;
  - use of practice to aid retention;
  - the fact that observer must be physically or mentally able to perform the skill or copy the model;
  - using praise or reinforcement or reward to motivate;

Other factors included in a minority of candidate responses were:

- if observer can identify with the model – especially if same age or sex or ability;
- if model is enjoyable;
- reference to bobo doll experiment, perhaps with an outline of the experiment for some development credit.

### **Section C: Socio-cultural Studies relating to participation in physical activity**

- 3 (a) (i) Under half of the cohort gave acceptable meanings of these two terms.
- (ii) On this part-question effective examination technique was crucial to success and more than 60% of candidates demonstrated good technique and scored between two and four marks. A 'compare' question either requires a candidate to make a theoretical point 'from each side' of the comparison (in this case from both physical recreation and sport) and/or a comparative word or phrase, such a 'more' or 'less'. For example, the following three statements would each gain one mark on this question:

'... in physical recreation there is no set time whereas in sport there are strict times ...'

'... sport is more competitive than physical recreation ...'

'... equipment for physical recreation is less expensive than for sport. ...'

Instructions stated that neither physical prowess nor physical endeavour should not be included in answers. Even so, a significant number of candidates included them or synonyms of them – thus forgoing marks.

- (b)** This part-question is based on a popular area of the specification which has previously been the basis of a 10 mark part-question. For these reasons perhaps, candidates found it very accessible. Nearly 25% scored a maximum of five marks. The most frequently accessed points were pt 3 (natural resources), pt 4 (favourable climate), pt 5 (golden triangle), pt 6 (government support or funding), pt 9 (fashion for or 'coolness' of sport) and pt11 (high status in schools).
- (c)** Many candidates appear to find this area of the specification challenging and this was reflected in the responses to this part-question. Approximately 25% of candidates scored between three and five marks. Some candidates described modern amateurs rather than a traditional amateur approach. The most frequently accessed points were pt 1 (enjoyment/not winning), pt 4 (linked to public schools/gentlemen amateurs), pt 7 (modern sports more serious) and pt 9 (influence of sponsors). Candidates tended to offer lots of description of professional sport rather than an explanation of the reasons why a more professional approach has been adopted.
- (d)** This part-question had two aspects which required explanation. In respect of the first aspect the most frequently accessed points were Pt 3 (financial difficulty/Montreal problems) and pt 5 (Uberroth). As regards the second aspect the most frequently accessed points were Pt 7 (sponsorship), pt 8 (profit from hosting), pt 9 (National building). Approximately one third of candidates scored three or more marks here.
- (e)\*** This part-question was well received and well answered by a significant majority of candidates. Candidates were able to write purposefully and at length. The examining team marked a large number of very encouraging responses with a satisfying percentage achieving a Level 3 mark. The style of the question ie reasons, consequences and solutions, seemed to help candidates. Answers were particularly well structured and the majority of candidates addressed all three parts of the question. Weaker candidates limited consideration of consequences and solutions to testing and bans. Those candidates achieving a Level 2 mark, demonstrated satisfactory knowledge and understanding of all three aspects of the question and included discussion and development points relating to each aspect with reasonable balance between question parts.

Weaker candidates gave only the most obvious points in each section. Varied, interesting and relevant contemporary examples linked to this sporting issue were regularly included by a large number of candidates which was gratifying.

## **Unit G452 Acquiring, Developing and Evaluating Practical Skills in Physical Education**

## **Unit G454 The Improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education**

The moderation of Units G452 and G454 in 2012 has, once again, presented its challenges. However, moderators, teachers and candidates are all to be congratulated on another successful series. The primary challenge this year was, in fact, the British summer weather! Once again moderators were privileged to view many outstanding performances, witness many talented coaches and officials and listen to well structured and informed oral responses. Centres are thanked for their willingness to host moderations as well as their excellence in working towards a positive moderation experience.

Both coursework units continue to perform well. Centres appear to have come to terms with the assessment of coaching and officiating and as indicated earlier there are many excellent candidates opting for these routes. Oral responses, EIPs and E & As, continue to be the aspects where centres are most likely to be inaccurate. In the main, this inaccuracy results in generosity in the assessment of candidates and there is a real need for centres in this position to consult with the coursework guidance material in order to rectify this. Centres need to adhere much more closely to the assessment criteria.

The moderation of G454 continues to be a challenge particularly as candidates are now only assessed in one activity. Combine this with an increasingly diverse range of activities and it is no surprise that Moderators are finding it increasingly hard to identify activities which are common within a cluster. The moderating team continues to work on finding approaches to combat this challenge. Increasingly moderators are having to rely on filmed evidence in order to view sufficient candidates and activities on which to form a considered opinion as to the accuracy of a centre's application of the assessment criteria. It is therefore essential that centres ensure that they have a sample of filmed evidence of each activity in which they assess candidates.

Moderators continue to be encouraged to give more feedback to centres both through face to face feedback at moderation and through the official report which centres receive with their results. It is, therefore, essential that the appropriate centre staff are present at moderation, not only to supervise and be responsible for their centre's candidates but to receive this feedback.

In order to improve the assessment of coursework in the future, centres should consider the following points:

### **1 Assessment of activities with log books eg outdoor and adventurous activities, circuit training, coaching and officiating.**

Log books now have a defined weighting (1/3 of the marks) and have to be marked accordingly. The mark for the performance aspect of the activity and the log book mark both have to be entered on the relevant Practical Activity Assessment form. Use of the interactive version (available via the OCR web site) ensures that the appropriate weighting is applied to the calculation of the overall mark.

## 2 Documentation

As in previous years moderators found both arithmetical and transcription errors in centres' documentation. It is essential that centres have thorough checking procedures in place in order to prevent these errors which can lead to candidates being disadvantaged.

Potential improvements to the administration of the coursework units will be considered ahead of 2012/13.

3 As mentioned earlier, filmed evidence is becoming increasingly important to the moderation process. It is essential, therefore, that centres are aware of their responsibilities in relation to this aspect of assessment/moderation. These responsibilities can be summarised as follows:

- The need to produce and submit filmed evidence for:
  - each and every activity assessed; evidence at the top, middle and bottom of the mark range;
  - EIPs and E & As; evidence at the top, middle and bottom of the mark range;
  - all candidates offering coaching or officiating; 40 minutes for each candidate.
- This evidence needs to be submitted according to the following deadlines:
  - EIPs and E & As by 31 March; along with the assessments;
  - other practical activities – as requested by the moderator;
  - coaching and/or officiating by 31 March;
  - seasonal activities by 15 May along with the assessments.
- This evidence needs to show:
  - candidates in the appropriate assessment situation for the unit and the activity ie for AS invasion games competitive skill drills and small sided conditioned games (not the full game situation);
  - evidence should last long enough for the full range of skills to be viewed and a reliable decision to be made as to the accuracy of the centre's assessments;
  - candidates must be clearly identified and either introduced on the filmed or identified in accompanying documentation.

The filmed evidence needs to be in the appropriate format ie playable on Windows Media Player or on a DVD player, as per the guidance on the OCR Website ([http://pdf.ocr.org.uk/download/forms/ocr\\_63501\\_form\\_gce\\_form\\_cwi771.pdf?](http://pdf.ocr.org.uk/download/forms/ocr_63501_form_gce_form_cwi771.pdf?)).

## 4 Moderation

Moderation is part of the examination process and centres are reminded that candidates who are requested, by the moderator, to attend moderation are required to do so. Whilst it is recognised that there may be valid reasons why candidates cannot attend it is essential that moderators are informed and that the appropriate supporting documentation is forwarded to the moderator.

Centres should note that candidates who are injured or ill and therefore cannot perform in, or attend, moderation need to submit their medical evidence to the moderator. Centres should not apply to OCR for special consideration if a candidate has been assessed but cannot attend moderation.

Centres are also reminded that they are responsible for their candidates whilst at moderation. It is, therefore, a requirement that candidates are accompanied by a teacher at moderation. Centres should also ensure that their candidates are appropriately attired and that they have the necessary safety equipment for the activities they are participating in.

## 5 Oral responses

Centres are reminded that the rubric for oral responses states that ‘candidates should observe the live performance of a fellow candidate.’ This situation is replicated at moderation when candidates are expected to observe and comment on a live performance. Whilst it is acceptable for centres to create classroom situations for candidates to produce their oral responses for filmed assessment evidence, they should not lose sight of the fact that the skills which are being assessed are those of evaluating a live performance and creating an action plan to improve that performance. Candidates need to be better prepared in order to better do this at moderation.

Candidates need to ensure that they describe both the strengths and weaknesses of the performance in the areas of skills, tactics and fitness and to justify their evaluations. Action plans, whatever aspect the prioritised weakness is from, need to include detailed coaching points, progressive practices and a timescale. If the prioritised weakness is a fitness element then it is realistic to expect the action plan to include factors such as exercises, repetitions, sets, weights, rest intervals, intensities etc. as well as progressions.

Centres should ask the suggested opening question, which is identified in the coursework guidance material, as this reminds candidates of the structure and content of the response.

Whilst it is perhaps understandable that centres encourage candidates to apply relevant theory in their oral responses it should be made clear that at AS, within the EPIP, the only theory required is the participation and progression and health and fitness benefits of the activity observed. Other theoretical aspects applied within the EPIP, whilst not disadvantaging the candidate, will gain them no credit and can make the response more difficult for the candidate.

Centres should also be aware that in both the responses, EPIP and E & A, the assessment criteria indicate that candidates who require supplementary questioning will be placed in band 3 or band 4. This has particular implications for centres that structure their candidate responses as a question and answer session.

Centres are also reminded that when candidates are undertaking their oral responses, particularly when filmed evidence is being produced, it is essential that the environment the response is carried out in is free from interruptions eg phone calls, people knocking on doors, people walking in, caretakers cleaning the room etc. When filmed evidence is being produced the quality of the sound is also an essential consideration. The moderator will need to hear as well as see in order to form a judgment as to the accuracy of the centre’s assessments.

## 6 Banded assessment criteria

When applying the assessment criteria in both performance and the oral response centres should bear in mind OCR’s target thresholds. These indicate that for both G452 and G454 the target threshold for grade ‘a’ is 80% of the raw marks available.

For G452 this equates 24/30 marks for performance and 16/20 marks for the EPIP. For G454 it equates 32/40 marks for performance and to 16/20 marks for the E & A.

At the grade award coursework grade boundaries have been set as follows:

G452 – grade ‘a’ 64/80. This, indeed, equates to 24/30 for performance and 16/20 for the EPIP.

G454 – grade ‘a’ 48/60. Again, this equates to 32/40 for performance and 16/20 for E & A.

This effectively means that G452 and G454 candidates (with the coursework boundaries as they currently are) placed at the top of band 2 for performance are grade 'a' candidates. Likewise, for the oral responses candidates placed at the bottom of band 1 are grade 'a' candidates.

For unit G454, centres need to focus on using band 1 (33 - 40) to differentiate between grade 'a'; candidates awarded 40/40 are genuinely exceptional candidates.

Centres also need to take more account of the band 1 criteria which specifies that candidates within this band are likely to be performing at regional or national level depending on their placement within the band. Centres should take account of this criterion particularly as an aid to placing candidates in minority activities.

It is apparent that some centres do not always factor in this representative element at A2.

## **7 Application of assessment criteria**

Centres need to be aware that in all activities they need to assess the quality of the skills performed by candidates. It was apparent to moderators that some centres awarded marks simply on the basis of candidates performing the skills rather than on how well the skills had been performed. This is particular apparent in Life Saving where some centres take little or no account of the quality of the skills performed by candidates.

The moderating team would like to thank centres, teachers and candidates for all their help in making the moderation of coursework so enjoyable and successful in 2012 and we look forward to making the process even better in 2013.

## Unit G453 Principles and concepts across different areas of Physical Education

### General Comments

Most of the candidates who sat this examination appeared well-prepared. Similarly, most fulfilled the requirements of the rubric. Some candidates responded to the 20 mark (d) part-questions first, but the majority answered the paper sequentially.

There was no evidence to suggest that candidates who answered questions out of sequence benefitted more than others who simply followed the order in which questions appeared on the paper.

As in previous series, some candidates included information that was not related directly to the requirements of the question set. Not only is this unlikely to result in credit, it also uses up valuable time. Some candidates who scored well initially, showed poor time-management and did not finish their last question and consequently lost the opportunity to acquire valuable marks. Centres should reinforce the importance of effective time management ie allowing approximately 50 minutes per question.

The ability to 'analyse' and 'evaluate critically' remains a challenge for some candidates who often demonstrate good knowledge but struggle to apply their knowledge to the requirements of the question.

Once again the vast majority of candidates chose the questions on Historical Studies, Sports Psychology and Exercise and Sport Physiology.

The quality of written communication was good overall with many candidates planning for the (d) part-questions. The use of technical vocabulary was also generally good, suggesting effective preparation.

Candidates' scripts which scored less well on the (d) part questions, tended to lack any evidence of planning. This very often resulted in an unfocussed answer that tended to stray from the requirements of the question.

### Comments on Individual Questions

#### Historical Studies (Option A1)

- 1 (a) Most candidates scored well on this part-question. Most made sound links between the factors named and the characteristics of mob football. Fewer candidates scored quite so well on the second part of the question (the nature of 'free time'). Many wrote about the nature of 'working conditions' rather than 'free time'. Some did not show the changes from the eighteenth to the nineteenth century. Better candidates described the changes from 'seasonal time' to 'machine time' and the introduction of the Saturday half day well.
- (b) Those candidates who met the requirements of the command word, tended to do well on this part-question. Centres should continue to remind candidates about the importance of recognising the requirements of command words. Those candidates that did well explained how the industrial revolution initially restricted opportunities for the lower class to take part in pre-industrial sports and pastimes. They also tended to write about the effects of urbanisation and longer working hours as well as the lack of income and poor living conditions which ultimately lead to poor health. Most candidates then gave one way in which opportunities for working class participation increased with reference to a relevant sporting activity.

- (c) Many candidates described the impact of Arnold's reforms on Ruby School well and described how organised activities brought social control to the school as well as improved relationships between masters and the boys. Most candidates were able to give a relevant way in which Arnold's reforms still influence schools today although a few candidates did not attempt this aspect of the question.
- (d) Many candidates answered the first part of this 20 mark part-question very well; however, in the second part, candidates did not tend to score so well. Many answers described pre-industrial cricket well with sufficient detail and relevant practical examples. However, although 'post-industrial' was referred to by many candidates it was not addressed as proficiently. The second part to the question proved to be the discriminator in this question. Higher-scoring candidates referred to both 'social class' and 'transport' in their answers and sufficiently developed the points offered. These better candidates described 'amateurism' and 'professionalism' well and sufficiently highlighted their role in the development of cricket amongst different social classes. Weaker candidates were often too superficial in their responses and their answers often lacked balance when dealing with 'social class' and 'transport'. They were also less likely to refer to the present day. Some candidates got side-tracked and decided to describe cricket in public schools only and, therefore, could not access the higher marks.

### **Comparative Studies (Option A2)**

- 2
- (a) Overall this was a well answered question. Candidates tended to show a good understanding of the impact of professionalism on Rugby Union in Australia. Many candidates did not score full marks because they did not relate their answer to the impact of professionalism and were too superficial in their descriptions. Weaker candidates simply described generic characteristics of professionalism and did not relate their answer to either the sport or to the country.
  - (b) This part-question required direct comparisons. However, many candidates simply wrote about participation in the USA and then participation in the UK with very little attempt to link the two together ie with some identification of similarities or differences. Better candidates did make these comparisons and showed a good understanding of opportunities for participation in both countries.
  - (c) A significant minority of candidates did not attempt this question. Others seemed confused by the terms specified or provided only superficial descriptions. Many candidates, however, did describe the concepts well and successfully supported their responses with practical examples. Most candidates gave a relevant example of overcoming discrimination in sport in the UK.
  - (d) Better candidates met the requirements of the question and compared the impact of cultural factors on 'excellence'. Some candidates misread some of the variables in this question and wrote about 'mass participation' instead of 'excellence'. Many candidates showed a good understanding of the factors but without the depth to gain good marks. The best candidates showed an excellent understanding of shared and distinct cultural factors related to Australia and the UK. Some made little attempt to compare countries and, therefore, could not gain access to the higher mark ranges.

### Sports Psychology (Option A3)

- 3 (a) Most candidates scored well on this part-question and were able to describe two features of a 'need to avoid failure' performer. Some, however, misread the question and gave the characteristics of 'need to achieve'. Most candidates could also state how a performer might be encouraged to be more motivated to succeed; most suggested the importance of positive reinforcement or re-attribution.
- (b) Some candidates misread the question and gave an account of when 'social facilitation' or 'inhibition' might occur but did not refer to the variables set out in the question. It is important that candidates take care over understanding the requirements of the question rather than merely writing 'all they know' about a topic area. Many candidates gave a comprehensive answer that included all the variables listed and showed a good understanding of arousal affecting those that perform in the presence of an audience.
- (c) This part-question was not as well answered. Many candidates gave a very superficial or inaccurate explanation of 'cognitive dissonance'. Other, more successful candidates, recognised the importance of the triadic model and then went on to describe valid methods of changing attitudes. Some candidates did not relate the second part of the question to the promotion of a balanced, active and healthy lifestyle and, therefore, scored few marks.
- (d) This part-question demanded an application of attribution theory and those that used Weiner's model and linked it to the scenarios set out in the question did well. The most successful candidates also critically evaluated by giving the 'pros' and 'cons' of the types of attitudes shown by the coaches. The least successful candidates simply wrote a description of the model and offered some general points about the environmental and stability dimensions rather than applying their knowledge to the question set. Weaker candidates confused the attributions when referring to the statements, with some failing to make any references to them at all.

### Biomechanics (Option B1)

- 4 (a) This question was generally well answered although some candidates repeated the word 'distance' in their definition – it is important that candidates use their own words when defining rather than simply repeating terms from the question. Most that could define the terms accurately were also able to give the appropriate values.
- (b) This was answered well by those candidates who were able to apply theory to practice. Too many candidates, however, wasted time writing out Newton's Laws rather than attempting to answer the question set.
- (c) Better candidates sketched an accurate diagram of a third class lever and applied their knowledge as per the question. Only the best candidates could give a full explanation of the advantages and disadvantages of using a third class lever. The specification requires candidates to show knowledge, understanding and application of knowledge and it is the latter that many candidates find more difficult. Weaker candidates drew an untidy and often unrecognisable diagram that was poorly labelled.
- (d) The first part of this question required an accurate graph to gain the available credit. Many were inaccurate, however, and failed to show negative velocity. The free body diagrams were generally accurate but few showed the Magnus Force acting upwards from the centre of mass. The analysis of the generation of each of the forces varied considerably but those that related their answer to the motion of the ball, as required by the question, scored well.

- 5**
- (a)** Many candidates could not give an accurate definition of 'body composition'. In this scientific topic area it is important for candidates to reproduce accurate definitions as required by the specification. Many did identify and describe a method of assessing body composition with most referring to hydrostatic weighing or skinfold measures. Some candidates incorrectly referenced Body Mass Index (BMI).
  - (b)** This part-question was not answered well. Many candidates merely gave one adaptation and a benefit or simply wrote about benefits without reference to particular adaptations.
  - (c)** Many candidates explained the use of macro, meso and micro-cycles in periodisation training well and better candidates then related these to the principles of training to give an overall effective explanation of the use of periodisation in a health and fitness programme. Too many were superficial in their responses, however, and made little or no reference to training principles.
  - (d)** This part-question was answered well by many candidates who appeared well prepared to explain each energy system. Those candidates who accessed the higher mark bands were those who could evaluate each system by, for instance, considering both the benefits and the drawbacks of explain each energy system. The best candidates also referred to the relationships between the systems and also referred to both the energy continuum and thresholds. They also tended to relate their answers to exercise intensity. Many candidates gave relevant practical examples for each energy system whilst the best candidates recognised the use of all energy systems at different times.

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