

Physical Education

Advanced GCE A2 H554

Advanced Subsidiary GCE AS H154

Report on the Units

June 2009

H154/R/09

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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 syllabus 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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Advanced Subsidiary GCE Physical Education (H154)

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Chief Examiner's Report

As with the start of any new specification, this year proved challenging for centres and assessors alike, with new elements and approaches introduced across both the theory and practical units for AS level Physical Education. The experience was on the whole very positive and should prove valuable in improving standards moving forward.

There were 16000 candidates entered for the new specification AS theory paper (G451). The paper was marked online. It is expected that the January paper will predominantly be sat by A2 candidates who are re-sitting rather than by AS candidates being examined on their entire AS theory work just four months into the course.

Candidates did not seem to have difficulty in managing their time in attempting all sections of the paper. The demands of this new unit and format did however prove difficult for a significant number of candidates, in particular the part (e) 10 mark questions. The paper followed the format of the Specimen Assessment Materials which were produced to support the new specification upon its accreditation; however in many cases candidates did not appear sufficiently prepared for the extended answers required for the 10 mark questions, often finding it difficult to structure their responses effectively enough to demonstrate their knowledge and understanding fully.

Centres are advised that in preparing candidates for the G451 examination in future series there is a focus on examination technique in terms planning their answers, which will also prove vital at A2.

The practical unit G452 followed the trend set by the legacy specification in as far as the assessment of practical activities was generally accurate, with moderators witnessing many outstanding performances by candidates. The Evaluation and Planning for Improvement of Performance (EPIP) proved more of a stumbling block for centres in terms of accurately awarding marks. It is acknowledged that more support materials would have been beneficial in this area and OCR will seek to remedy this ahead of the 2009/10 academic year.

An exception to the accurate assessment of practical activities was one of the new areas for assessment; safe and effective exercise. More detail on this is provided by the Principal Moderator, but to summarise it is essential that the rubric for the combination of exercise types is met and that log books cover all aspects in sufficient depth and detail.

Although the inception of the new specification will inevitably create some administrative issues, it is concerning that administration of the practical unit continues to be such an issue. Centres are advised to use the OCR website more frequently, as the board are to provide more guidance and support on the accurate administration of unit G452 (and G454 at A2) however a greater degree of communication between PE departments and exams offices is also required. Centres also need to be more pro-active in addressing problems with the practical assessments early on in the academic year, rather than suddenly realising that assessments or evidence cannot be completed with set deadlines looming.

Unit G451: An introduction to Physical Education (Written Examination)

General Comments

This was the second Unit G451 (an introduction to Physical Education) paper. The first (January 2009) was sat by a small cohort making this the first with a realistic entry (approx. 16,000 candidates).

The structure of the G451 paper is as follows: Each of the three theory sections has five parts (a-e). The first four parts (a-d) totals 20 marks with the final part (e) being a 10-mark question marked with a levels of response mark scheme. The levels descriptors used to mark the 10-mark question/s are based on the following skills:

- Knowledge and understanding
- Analysis/critical evaluation/discussion/explanation/development
- Practical application of knowledge
- Technical and specialist vocabulary
- Written communication.

The levels are as follows:

Level 3: 8-10 marks for a **comprehensive** answer (based on the descriptors above).

Level 2: 5-7 marks for a **competent** answer (based on the descriptors above).

Level 1: 0-4 marks for a **limited** answer (based on the descriptors above).

Candidates' G451 AS PE scripts are marked on-line with answer booklets being scanned. It is essential that all responses are visible so candidates should take particular care to obey instructions such as: **do not write in the bar codes** or **outside of scanning lines**.

Mean scores and overall performance on the paper were lower than hoped. Candidates did not respond well to the part e 10-mark questions which, while disappointing, was not entirely unexpected. The new specification and exam structure places new demands on both teachers and candidates and will take a little while to settle in and become familiar. Teachers are likely to give candidate further guidance and practice at answering extended-style questions throughout their AS course and as understanding of the marking criteria increases and more past papers become available the quality of responses is likely to improve significantly. Note that with a levels of response mark scheme the identification or development of a certain number of points is not a pre-requisite for achieving that number of marks and that the mark scheme for all part e 10-mark questions includes the instruction to examiners that **relevant responses not listed should be acknowledged**.

There did not seem to be a problem with time management or lack of time to complete the paper by candidates.

Questions (or part questions) that were answered very well by a large number of candidates on this paper were as follows:

- 1 a) identification of joint type.
- 1 b) description of how conduction system links to cardiac cycle.
- 1 d) ways in which oxygen is transported in the blood.

Report on the Units taken in June 2009

- 2 a) identification of phases of learning movement skills.
- 2 b) description of types of guidance used for learning movement skills and explanation of effectiveness.
- 2 e) description of types of transfer.
- 3 b) identification of reasons for lack of participation in physical activity by young people.
- 3 c) description of positive effects that the media can have on sport.

Questions (or part questions) that were answered poorly by a large number of candidates on this paper were as follows:

- 1 a) identification of agonist and antagonist muscles.
- 2 a) use of practical example to describe phases of learning movement skills.
- 2 c) description of how a motor programme is formed and stored.
- 2 d) discussion of how operant conditioning can contribute to the learning of positive behaviours associated with a balanced, active and healthy lifestyle.
- 3 c) explanation of reasons for continued existence and popularity of surviving ethnic sports today.
- 3 e) explanation of commercialisation of Olympic Games and how the Olympic Games can be a vehicle for nation building.

Candidates should continue to be reminded to:

- **Obey the command word/s in questions. If candidates only identify key points when asked to explain they are likely to gain no marks**
- Apply their knowledge to the exact question set
- Learn scientific work and terms thoroughly. Many examiners have commented on the **Vague** nature of many responses – particularly in the anatomy and physiology section
- Ensure that they give relevant practical examples when required – this caught many candidates out in the acquiring movement skills section (Q 2a)
- Prepare short plans for 10-mark questions to organised thoughts. On this paper both the anatomy and physiology 10-mark question and the socio-cultural studies 10-mark question were ‘open’ in nature and those candidates who did well wrote logically and developmentally. Weaker answers showed lack of structure and organisation. The acquiring movement skills 10-mark question was comparatively closed making it easier for candidates to stay logical and on track
- **Develop** key points of knowledge and understanding in 10-mark questions and include **examples** wherever relevant.

Section A: Anatomy & Physiology

<p>1 (a)</p>	<p>Use your anatomical and physiological knowledge to complete the table below for the player's right knee. (5 marks) (candidates needed to identify joint type, agonist, antagonist, type of contraction and predominant muscle fibre type).</p>
	<p>A very small number of candidates knew and understood their anatomy work thoroughly enough to score a max here. Of the rest, most accurately identified the joint type (hinge) and type of contraction (concentric) while the other parts of the question were much less well answered. A disappointingly large number of candidates still offer the vague responses of quadriceps and hamstrings rather than the specific agonist and antagonist muscle/s involved.</p>
<p>(b)</p>	<p>Describe how the conduction system of the heart controls the cardiac cycle. (5 marks)</p>
	<p>Most candidates scored well here. They clearly understood how the conduction system controls the cardiac cycle and were able to write their answers in a logical, well structured way. Points 3 (SA node) 4 (atrial systole) 6 (AV node) 7 (Bundle of His) and 8 (ventricular systole) were the most frequently awarded. Those who did less well offered irrelevant answers linked with Question 1c or a simplistic reference to blood flow around the heart. Candidates should be reminded to consider the specific chambers of the heart rather than to vaguely offer that the heart contracts.</p>
<p>(c)</p>	<p>Describe how the mechanisms of neural control cause changes to the mechanics of breathing during exercise. (5 marks)</p>
	<p>In spite of the accessible command to describe this proved to be a demanding question as a clear and specific understanding of changes during exercise was required.</p> <p>A small number of impressive answers were marked here with candidates clear about the receptors and specific about changes eg chemoreceptors detect a decrease on O₂ (rather than simply a change).</p> <p>Points 1-5 were most commonly awarded for accurate descriptions of the receptors and RCC. Both neural control and inspiration need to be addressed to score a max and there was no requirement to describe aspects of expiration. Those who did less well on this question often:</p> <ul style="list-style-type: none"> • Offered the simplistic suggestion that breathing gets deeper and quicker with exercise. This was marked as vague unless clearly linked with mechanics of inspiration or expiration • Struggled with the distinction between rest and exercise hoping to gain marks for a general description of the mechanics of breathing rather than during exercise • Referred to CCC instead of RCC • Referred to oxygen instead of air • Identified the diaphragm/ribs but did not state that they were working harder/more as a result of exercise – suggesting that knowledge was sound, but application to the specific requirements of the question was weak. (a frequent mistake by weaker candidates throughout the paper). • Repeated points that made in their answers to Q 1b • Were unable to differentiate between internal and external intercostals for points 7 and/or 13. <p>Teachers should continue to stress the need to be specific and clear so adding terms such as further, harder or more when describing changes during exercise.</p>

(d)	<p>Give <u>two</u> ways in which oxygen is transported in the blood. Describe the effect of smoking on the transport of oxygen in the blood. (5 marks)</p>
	<p>This was well answered. Most candidates gave two ways in which oxygen is transported in the blood and also regularly accessed Pt 3 (smoking produces carbon monoxide) Pt 5 (haemoglobin has higher affinity for CO than for O₂) and Pt6 (less O₂ transported in the blood). Very few referenced decreased efficiency of gaseous exchange.</p> <p>Candidates who did less well often:</p> <ul style="list-style-type: none"> • Stated incorrectly that cigarettes contain carbon monoxide. • Focused on the build up of tar in the lungs.
(e)	<p>Evaluate critically the impact of endurance activities on the cardiovascular system. (10 marks – levels marked question)</p>
	<p>The extensive mark scheme for this question enabled candidates to gain credit for a variety of approaches. Few candidates accessed Level 3 here. Most achieved between 1 and 5 marks.</p> <p>Strong candidates:</p> <ul style="list-style-type: none"> • Were able to fully evaluate the impact of endurance activities on the cardiovascular system including the effect on CHDs and discussion of cholesterol/lipoproteins • Understood which areas of knowledge to access to answer this open question • Visited a number of different areas of the mark scheme and developed their points (note that candidates did not have to visit any particular number of or aspects of the mark scheme to attain certain levels) • Referred to points 1-6 (endurance activities). <p>Weaker candidates:</p> <ul style="list-style-type: none"> • Showed limited evidence of having practised this style of question/answer • Produced answers that lacked structure. Stated key points yet failed to develop them • Stayed in one area of the mark scheme – notably heart adaptation – and often repeated points • Did not appear to understand the term cardio<u>vascular</u> • Offered irrelevant reference to respiratory system • Offered irrelevant reference to negative impacts on joints • Knew that endurance activities had an effect on heart rate and cardiac output but failed to qualify their points. Note that reference to resting heart rate and maximal cardiac output were required.

Section B: Acquiring movement skills

2 (a)	<p>Identify three phases of learning movement skills. Using practical examples describe each phase. (6 marks)</p>
	<p>The vast majority of candidates were able to identify the three phases of learning movement skills as cognitive, associative and autonomous (often with errors in spelling of the latter two).</p> <p>Most also displayed excellent knowledge and understanding of the theory but failed to get the second mark linked to each phase due to lack of a suitable practical example (a requirement of the question). Note that examples given had to link with the descriptive point.</p> <p>The following responses would have gained the second descriptive mark as they offer a suitable (often simple) practical example.</p>

	<ul style="list-style-type: none"> • The cognitive stage includes demonstration, <u>for example</u>, the coach showing the performer exactly what to do • The cognitive stage involves trial and error, <u>for example</u>, a learning trying to do the tennis serve will make lots of mistake before getting it right • The associative stage is linked with a lot of practice, <u>for example</u>, the young basketball player spends a lot of time repeating set shots • In the autonomous stage skills become accurate and consistent, <u>for example</u> a netball player (GA) is able to score most of the time from different areas of the circle. <p>As always candidates should continue to be reminded that a request for practical example requires a named skill in a named sport, not just the name of a sport or activity.</p>
(b)	Describe and explain the effectiveness of two different types of guidance given for learning movement skills. (4 marks)
	<p>This was the most successfully answered question in the acquiring movement skills section. Though the question did not specifically ask for the type of guidance to be named, candidates clearly needed to do this to get the descriptive and explanatory marks. The majority chose visual and mechanical guidance. Those who chose verbal guidance had the most difficulty explaining it. Weaker candidates were unable to successfully describe verbal guidance and sometimes visual guidance.</p> <p>Note, again, the need to answer the specific question as set – so a description of mechanical guidance might be ‘the use of a float in swimming’ not simply ‘a float’. Candidates should be reminded to take their time, to read the question carefully and to read over their work to ensure that they have applied their knowledge to the exact question set. A small number of candidates wrote about transfer and/or methods of training here.</p>
(c)	Give an example of a motor programme and describe how it is formed and stored. (4 marks)
	<p>The majority of candidates were able to give an accurate example of a motor programme and state that motor programmes are stored in the long term memory (for 2 of the 4 marks). The minority who scored more than two usually hit (pt 4) – it is formed <i>‘through practice’</i>. Few other points on the mark scheme were achieved. Few candidates accessed Pt 3 (motor programmes formed by linking sub-routines), knowing that motor programmes were made up of sub-routines but again, failing to apply their knowledge to the exact question set. Very few mentioned Pt 6 (formed if outcome meaningful or important or required or if the performer is motivated). Candidates did not seem to have considered motor programmes in terms of their formation.</p>
(d)	Discuss the ways in which operant conditioning can contribute to the learning of positive behaviours associated with a balanced, active and healthy lifestyle. (6 marks)
	<p>This question was taken directly from page 19 of the specification which reads: ‘Theories relating to the learning of movement skills and the development of positive behaviours associated with a balanced, active and healthy lifestyle ... the associationist/connectionist theory of operant conditioning (Skinner)’</p> <p>Some candidates achieved four marks from six for their knowledge of the theory of operant conditioning with the most common answers being points 1 (S-R bond formed or strengthened), 2 (reinforcement), 7 (trial and error). Just a tiny minority demonstrated the ability to link the theory to balanced, active and healthy lifestyles. Teachers will note this requirement as the specification becomes more familiar and ensure that all theories of learning are taught with reference to both the learning of movement skills and to the development of</p>

	positive behaviours associated with HBLs. Candidates need to be able to offer examples from both. There were a substantial number of Nil Responses here and this was the most poorly answered question on the paper.
(e)	Describe the types of transfer that can occur when learning and performing movement skills. Using practical examples, explain the effects of transfer on the learning of movement skills. (10 marks – levels marked question).
	This was the highest scoring of the three 10-mark questions with the command words 'describe' and 'explain' and the need for practical examples. Most candidates scored within level 2 - a competent answer. A large number of candidates covered all five different types of transfer. Just a tiny minority explored links with variability of practice and schema theory which would have ensured that they achieved marks in the top level. Weaker answers repeated the words positive/negative to describe the effects of each on the learning and performance of movement skills instead of helps/hinders respectively. Weaker candidates also showed confusion between pro-active and retroactive transfer with vague descriptions of all types of transfer. Bilateral transfer was often described as 'side-to-side' (benefit of doubt given) rather than the more accurate limb-to-limb. A limited number of candidates confused transfer with positive and negative feedback and there were some Nil Responses here.

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

3 (a)	<p>i) What is meant by each of the following: sportsmanship, gamesmanship, perceived risk? (3 marks).</p> <p>ii) Identify three components of a healthy balanced lifestyle. (three accurate components = 1 mark).</p>
	Most candidates scored 2 or 3 out of 4 marks here. Gamesmanship was often inaccurately explained as <i>breaking the rules</i> and perceived risk was poorly understood. Identification of three components of a healthy balanced lifestyle was well done – especially by those who gave a little more detail to ensure accuracy eg sufficient rest, a healthy diet, positive relationships rather than the vague: <i>rest, diet, relationships</i> .
(b)	Identify possible reasons for lack of participation in physical activity by young people. (6 marks)
	A straightforward question with a comprehensive mark scheme and simple command to identify thus allowing the majority to gain 4 or 5 marks here. Points 1-4 and Pt 8 were the most common. Frequent excellent references to the impact of esteem and the effect of family/peers. Candidates should be encouraged to offer responses from around the body of knowledge to maximise the likelihood of accessing different parts of a mark scheme as here, several rudimentary provision points were on the same line of the mark scheme (pt 1). A few candidates at the lower end focused on the key terms opportunity, provision and esteem without adding specifics thus gaining very limited credit. Some also failed to read the question properly and wrote about other disadvantaged groups such as people with disabilities.
(c)	Explain the reasons for the continued existence and popularity of surviving ethnic sports today. (5 marks)
	This popular area of the specification was examined at a higher level than in the past with candidates needing to explain rather than simply identify or describe reasons. Thus a list of points such as tradition, isolation, festival, local could not gain marks. Point 4 (social) and 8 (tourism) were easily accessed by most with 2 or 3 marks of 5 being the most frequent score here.

(d)	Describe positive effects that the media can have on sport. (6 marks)
	<p>Many candidates mentioned money hoping to access point 2 but failed to describe that it is the media that attracts the sponsors who in turn bring money to sport. Similarly role models (from point 3) were often mentioned but candidates usually failed to apply their point to role models' effect on sport ie role models are able to promote sportsmanship or good behaviour which in turn can have a positive effect on sport. Again, key points needed to be developed slightly to answer the exact question set and thus gain marks. Some weaker candidates unsuccessfully offered the four roles of the media, the positive effects that the media can have on performers and even the negative effects that the media can have on sport.</p>
(e)	Explain the commercialisation of the Olympic Games since 1984 and how the Olympic Games can be a vehicle for nation building. (10 marks – levels marked question)
	<p>This two-part Olympic Games question was taken directly from page 23 of the specification which reads:</p> <ul style="list-style-type: none"> • Explain the commercialisation of the Olympics; pre- and post- 1984 (Los Angeles) • Explain how the Olympic Games is a vehicle for nation building eg China; the 'Shop Window' effect; government control and funding of sport; sport as a political tool. <p>Most candidates scored between 1 and 5 marks here with a very limited number achieving level 3 (8-10 marks). Many responses were unbalanced between the two parts of the question. Others were vague, too general and/or irrelevant. Several candidates wrote extended answers about London 2012 – benefits and drawback from another part of the specification. Others wrote about the background to the Olympic Games. Whilst some identified the Shop Window effect few could explain the term fully. Examples were sketchy here and some digressed in detail and unsuccessfully onto why multi-national companies sponsor major sporting events.</p> <p>It is expected that as teachers and candidates soon become increasingly familiar with both the demands of the new specification and of the extended question that more level 3 responses will be achieved.</p>

Unit G452

General Comments

The start of a new specification is always an interesting and hectic time. The start of this specification proved to be no exception with there being not only new activities but the new assessment routes of coaching and officiating as well.

It was pleasing, as usual, to see many fine performances by excellent candidates at moderations. It was also pleasing to note the enthusiasm and commitment of many teachers to organising moderations and to ensuring that candidates had a worthwhile and enjoyable experience. The moderating team are very grateful to teachers for their time, effort and enthusiasm.

The new specification also saw the demise of the Personal Performance Portfolio (PPP) which the vast majority of centres shed no tears for. Its replacement, the oral response, Evaluation and Planning for the Improvement of Performance (EPIP) proved to be a determining factor in the accuracy of many centres' assessments.

As with previous series centres proved, in the main, to be accurate in their assessments of performance activities at both AS and A2 with the majority of adjustments to marks being caused by the inaccuracy of oral response marks and administrative errors.

As previously stated centres were generally accurate in their assessment of performance activities. Most centres coped well with the slight changes in the assessment criteria which brought in levels of physical and mental fitness as well as the understanding and application of rules and regulations. These new aspects credit candidates with their application and knowledge of their activity.

Problems associated with accuracy of assessments in performances were mainly the failure of some centres to take on board the changes in the assessment rubric of activities such as mountain walking, trampolining, dance and gymnastics. This caused some candidates to be disadvantaged.

Many candidates took the opportunity to be assessed in the new activity area of Safe and Effective Exercise and offered circuit training. After the assessment of this initial cohort centres should note that slight adjustments have been made to this activity in the revised G452 coursework guidance on the OCR website and noted in the Notice to Centres which is due in centres by the end of September.

Moderators experienced problems with circuit training where some candidates did not meet the rubric requirements in the structure of their circuits. Some candidates also failed to cover all the aspects required in their logs and in some cases aspects covered lacked the necessary details and depth required.

Centres are reminded to ensure that they are conversant with the assessment criteria and assessment rubric for the activities in this new specification. The coursework guidance material is available via the OCR website.

There was a significant uptake of candidates following the coaching and officiating assessment routes more so with coaching than officiating. Many of these candidates as expected were already following these routes and welcomed the opportunity to capitalise on their talents. It is pleasing to say that there were many capable coaches and officials viewed at moderation. Assessments of this group of candidates were generally accurate.

Some candidates chose to be assessed in the routes of coaching and officiating as an alternative to being assessed in a second performance activity and were starting from scratch in acquiring the necessary skills. Suffice to say that they had insufficient time and practice to be able develop their skills to high levels. This second group of students were often over assessed. Internal standardisation is a requirement for all centres thereby ensuring that all candidates in that centre are treated fairly. This internal standardisation process must not only include all performance activities but should also encompass coaching and officiating thereby ensuring comparability across all activities and all assessment routes.

The oral response, Evaluation and Planning for the Improvement of Performance (EPIP) produced not only a wide range of marks awarded but also a wide range in the accuracy of the application of the assessment criteria. Many centres produced candidates whose responses were excellent and accurately assessed. Centres who had not attended inset courses were perhaps a little unsure as to the application of the assessment criteria but hopefully after moderation will be more aware in future assessments.

As with the oral response at A2 (E & A) candidates are expected to observe a performance, evaluate it and action plan to improve it. It is viewed as the candidate's opportunity to apply their knowledge of the activity they are observing.

The candidates should produce a structured response in which they discuss the following aspects:

- The strengths of the performance in relation to skills, tactics/compositional ideas and fitness
- The weaknesses of the performance in relation to skills, tactics/compositional ideas and fitness
- The weakness of the performance they would prioritise for improvement
- An action plan to improve this major weakness of the performance which includes detailed coaching points, detailed progressive practices and a timescale
- Opportunities locally and nationally for performers to participate and progress in the activity
- The health and fitness benefits of the activity.

The focus should be on the performance they are observing. The response should not be predetermined. The assessment criteria indicate that the accuracy of the observations will determine the mark which the candidate is awarded and therefore a predetermined response which bears no relationship to the performance observed will severely disadvantage candidates. It is not possible to quantify the strengths and weaknesses which a candidate needs to identify as this will be determined by the performance they are observing.

The banded assessment criteria also indicate that to access the top two bands (Marks 11-20) candidates should not have supplementary questions in order to complete their response. If centres therefore structure their assessment of the oral response as a question and answer scenario they effectively restrict their candidates to be assessed within bands three and four (0-10 marks).

Candidates should observe a live performance and then when they feel they have observed long enough to form a valid opinion they should start their oral response. Candidates are permitted to make notes as they observe the performance. They are not allowed to bring any notes to the assessment.

The structure of the assessment does not permit candidates to observe the performance and then have time to structure and write their response. It must be a continuous process. The response should be spontaneous.

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Some video evidence viewed apparently indicates that candidates have extensive typed or written notes to refer to and this is clearly in breach of the prescribed assessment procedures.

The oral response (EPIP) has replaced the PPP and centres should, if they do not already do so, give consideration to using the time previously devoted to the PPP to the introduction and practice of this new aspect of the course.

Centres should also note that there is no requirement in the EPIP for candidates to apply theoretical concepts to their evaluative comments and action plan. The requirement to apply theory in the EPIP is encompassed in the participation and progression discussion and their coverage of the health benefits of the activity.

It was disappointing that the requirement for centres to submit their video evidence of this new aspect of the course was recognised by so few centres. This new requirement will also be implemented in the new A2 coursework is to allow moderators access to further assessments by the centre if the accuracy of the centre's assessment are not confirmed at moderation.

In relation to the new G452 unit centres should therefore:

- Ensure that they are conversant with the assessment requirements for all activities
- Internally standardise across all performance activities and the coaching and officiating routes
- Ensure that candidates who are required to submit logs are aware of the content needed and cover it in adequate depth and detail
- Structure the assessment of the EPIP to allow candidates access to the full range of marks
- Submit video evidence by the dates required
- Ensure that the video evidence for the EPIP includes footage of the performance observed by the candidate.

On reflection centres and moderators should be pleased with the first experience of the new coursework unit. There was much that was new and our experience this year has shown that, once again, the majority of centres are accurate in both their interpretation and application of the assessment criteria.

ADMINISTRATION

The vast majority of centres produce documentation which is accurately completed and submitted according to OCR submission dates. This makes the moderating team's work much easier. However, this year as in previous years it is of great concern that there are a large number of errors in the documentation. These errors can seriously disadvantage candidates.

Centres should note that the errors fall into the following categories:

- 1 Arithmetical errors adding up the figures on the Final Practical Activity sheet.
- 2 Arithmetical errors on the Practical Activity sheet where calculations are required eg athletics/swimming.
- 3 Transcription errors when transferring marks from the Practical Activity sheets to the Final Practical Activity sheet but more often when transferring marks from the Final Practical Activity sheet to the MS1 form.
- 4 MS1 form – shading in the lozenges incorrectly.
- 5 MS1 form – not filling in the mark column.

Centres are requested and reminded to ensure that all documented is thoroughly checked.

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Centres are also reminded that where candidates are assessed in activities that can be submitted by 15th May they need to submit these activity assessment sheets, together with the appropriate video evidence and an updated Final Practical Activity sheet to the moderator.

It is proposed that for Unit G452 a definitive list of activities available for assessment by the 15th May will be produced for the next assessment. This is aimed at reducing any confusion and ambiguity.

A concern at moderations was the number of candidates who failed to wear the correct equipment. This applied to footballers who failed to wear shin pads and trampolinists and dancers who failed to wear appropriate clothing. The failure of candidates to wear appropriate safety items is of particular concern and centres should be aware that the teacher accompanying candidates is responsible for the health and safety of their candidates. Centres should also note that candidates not having the correct equipment may be denied the opportunity to participate and would therefore be deemed to be absent from the moderation.

Candidates, centres and moderators are all to be congratulated on making the moderation process an enjoyable, if demanding, experience.

Grade Thresholds

Advanced GCE Physical Education H154 H554
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G451	Raw	90	56	50	44	38	32	0
	UMS	120	96	84	72	60	48	0
G452	Raw	80	64	57	50	43	36	0
	UMS	80	64	56	48	40	32	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H154	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H154	10.22	23.16	41.36	61.89	82.31	100	11927

11927 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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