

# **Physical Education**

General Certificate of Secondary Education **GCSE J586**

## **OCR Report to Centres**

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**January 2013**

## *OCR Report to Centres – January 2013*

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.

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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**General Certificate of Secondary Education**

**Physical Education (J586)**

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## Overview

This was the final January series for GCSE unitised specifications given the move to a linear format. Those who began to follow the specifications in September 2012 will be assessed in all 4 units at the end of their course of study, and this resulted in a lower number of candidates sitting B451 in particular this series.

Approximately 4200 candidates sat the B451 examination this January, while just under 1500 were examined on unit B453. A good range of ability was in evidence during the marking process and candidates appeared well prepared for the examinations on the whole.

As the controlled assessment units are only available in the June series, very few candidates were aggregating this series.

# B451 An Introduction to Physical Education

## General

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 of response 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 relating to the quality of written communication. The levels mark scheme also includes indicative content that is expected in the levels question and this content is also 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 which were answered well by the majority of candidates. Candidates are advised to think carefully about each question rather than try to rush through them because some otherwise good scoring candidates made careless errors on these questions. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. The weaker-answered multiple choice questions were 9,11,12,14 and 15. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

As in previous series of this examined unit candidates often showed good knowledge but some were unable to apply that knowledge, for example applying aspects of the specification to participation or performance.

## Comments on individual questions (for comments on multi-choice questions see general comments section)

### Question 16

Many candidates scored well on this question and identified clearly three different fundamental skills with most of these also describing how each might be measured. Some candidates gave examples of skills or components of fitness and a few candidates did not fulfil the requirements of the question and did not state how the skill identified might be measured.

### Question 17

Some candidates merely listed the effects of old age with little or no attempt at giving practical examples and therefore scoring few marks. Others that were more successful gave practical examples to support their points and, although not a requirement of the question, described the effects of the very young as well as older age groups. The question stated that the effects should be linked to 'when performing' physical activities rather than as a precursor for participation. Candidates are reminded to read each question carefully and to use practical examples when required.

### Question 18

The full six marks could only be gained if each correct identification of a health screening method included a relevant description. Many that attempted both requirements scored well with a wide variety of different health screening methods. Some candidates confused health screening with fitness testing.

### Question 19

This was a well-answered question with many candidates identifying a relevant food example for each nutrition component listed. Some candidates confused vitamins with minerals but most scored well.

**Question 20**

Many candidates showed a good level of knowledge of the reasons for participation in physical activities, with many writing about physiological and psychological as well as social benefits. Those that scored well gave a good explanation for each point made. Those candidates who did not score well did not give an explanation or were too superficial in their responses.

**Question 21**

Generally candidates showed a good awareness of the different ways of getting involved in physical activities and gave a good range of points. Others gave few points and scored less well. Candidates should be aware of the marks allocated to each question and to answer accordingly with giving more material for those questions that carry higher marks. In this case five ways of involvement was requested and so one mark was given for each different description.

**Question 22**

Many candidates were well aware of the circuit training method but only those who described fully the method rather than merely identifying the components of circuit training scored high marks.

**Question 23**

This question was generally well answered with some showing an excellent awareness of the importance of green space to physical and mental well-being. Others struggled to give enough reasons with some simply repeating the point that it gave space for exercise rather than to identify other relevant benefits.

**Question 24**

Most candidates recognised some influences of the family on unhealthy behaviours and lifestyle. The better candidates explained well the negative influences on the amount of exercise undertaken, the diet that is consumed and the importance of family members as role models.

**Question 25**

A well answered question by many candidates who recognise the ways in which their own schools promote an active and healthy lifestyle. The better candidates wrote clearly and succinctly about a range of ways in which the school curriculum influences lifestyle behaviours that included promoting healthy eating, including PE, PSHE and other subjects, extra-curricular sport and providing healthy and active role models to copy. The best candidates developed each point to show a greater depth of understanding and some gave good practical examples to reinforce their points. Some candidates strayed from the requirements of the question and did not relate their answers enough to the school curriculum. In some cases the quality of written communication was poor and centres should continue to reinforce the importance of written work in communicating information clearly and accurately to answer such questions.

# **B453 Developing Knowledge in Physical Education**

## **General**

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 of response 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 of response scheme also includes indicative content that is expected in the question and this content is also 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 which were answered well by the majority of candidates. Candidates are advised to think carefully about each question rather than try to rush through them because some otherwise good scoring candidates made careless errors on these questions. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

The weaker-answered multiple choice questions were Q8, 9, 12 and 15.

Most candidates were very well prepared for this examination and most were at the appropriate level to be examined in this session.

The specification content had been covered effectively by many centres with candidates showing appropriate knowledge and understanding in many topic areas.

The command to use practical examples was often used in questions to assess the application of concepts but many candidates omitted any reference to practical examples and therefore could not gain access to the full range of marks. The command 'explain' demands more detail than 'describe' with candidates expected to give reasons rather than merely characteristics in their responses.

## **Comments on individual questions**

### **Question 16**

Most candidates could identify the three remaining elements of the FITT Principle and scored well for this question.

### **Question 17**

Most candidates recognised some of the potential hazards of playing on an outdoor tennis court. Some candidates did not identify hazards associated with this type of facility while others identified injuries rather than hazards for example concussion if you fall over on court. The best candidates ensured that they had identified four clearly different hazards to score the full marks.

### **Question 18**

Candidates showed good knowledge of goal setting but many candidates concentrated too much on the SMART principle rather than explaining the importance of goal setting. This question posed many difficulties for those who were unable to understand fully the requirements of the question. Some candidates also ignored the request to use practical examples and therefore lost valuable marks.

**Question 19**

Some candidates showed confusion with this question and could not differentiate between adduction and abduction. The better candidates gave a good account and then gave a relevant practical example. Too many candidates gave examples where it was impossible to assess whether the idea of either adduction or abduction was understood, for example the breast stroke has many actions involved and is not a good example on its own of either of these movements. Candidates are advised to be more specific about the examples that they give.

**Question 20**

Candidates showed good understanding of the long-term effects of exercise and scored well on this question. As in previous series of examinations, candidates get tidal volume mixed up and apply this incorrectly to the heart.

**Question 21**

Generally candidates showed good awareness of controlling emotions when participating but too many gave more than one reason about why it is important and gave little material to show how emotions could be controlled. Candidates should read each question carefully to assess the weighting of their answers.

**Question 22**

Many candidates gave good descriptions of how examination courses can help promote a healthy lifestyle which is comforting for those of us who want this examination to affect lifestyles of young people! Generally this was very well answered.

**Question 23**

Most struggled to get full marks for this question and many candidates confused the IOC's role with that of the BOC.

**Question 24**

Candidates often gave very brief descriptions when trying to explain the motivation for being an official. The question requires an explanation and so examiners are looking for more than a list of undeveloped reasons. The better candidates gave a very good explanation of at least four motivating factors and scored well.

**Question 25**

Those candidates who gave a good in-depth explanation that covered not only the positive effects but also the negative effects of the media gained top level marks. Too many candidates showed insufficient development of the points they had made and with some candidates the poor quality of written communication (assessed in this question) made it difficult in some cases to make sense of what had been written. Centres are advised to encourage candidates to practise writing a developed answer and to take care over the quality of literacy in their answers. Some excellent answers explored the idea that role models can influence behaviour both positively and negatively and that the media can inform, educate and entertain which helps to promote healthy lifestyles. The question asked for practical examples and the vast majority gave some good examples but some candidates gave little or no examples and so could not access the highest mark bands.

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