

Physical Education

Advanced GCE **A2 H554**

Advanced Subsidiary GCE **AS H154**

OCR Report to Centres

June 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.

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

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

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

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Overview

The examining teams on both G451 and G453 reported that generally, candidates were well prepared and demonstrated good examination technique, 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 their 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.

It was pleasing that the mean marks on both units G451 and G453 showed an increase indicating that recent measures implemented to increase accessibility have been successful.

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.

G451 An introduction to Physical Education (Written Examination)

General Comments

On the whole, candidates' exam technique was encouraging, with evidence of increasingly accurate interpretation of questions, linked to

- **Command words** e.g. identify, describe, explain, evaluate.
- The **subject being examined** e.g. Newton's Laws, motivational strategies or American Football
- The **subject focus** or specific aspect(s) of the subject being examined e.g. motivational strategies to encourage a Balanced Active and Healthy Lifestyle (BAHL) in disaffected young people or American Football in relation to factors affecting contemporary commercial success.

Candidates used their knowledge and understanding appropriately to respond to questions on aerobic exercise linked to coronary heart disease (A&P), response time (AMS) and barriers to participation faced by young people (SCS), whereas they didn't seem to have as thorough knowledge and understanding to respond successfully to questions on motion and Newton's Laws (A&P), Thorndike's Laws (AMS) or the use of modern technological products (SCS).

As is the norm, questions parts a–d averaged five marks with question parts sometimes divided as (i) (ii) (iii) on the exam paper. On these questions candidates should continue to note the exact number of marks available and give sufficient succinct, separate points reflecting question weightings.

There were comparatively few 'Nil Responses', no obvious evidence that candidates lacked time and comparatively little misunderstanding of question requirements. In general, candidates successfully matched the length of their answers to the number of marks available.

Some handwriting was very difficult to read. While every effort is made to read each word on each script, very poor handwriting throughout a script can affect marks if elements cannot be deciphered. Continuation sheets used by candidates tended to consist of repeated or irrelevant points.

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

There was evidence of increased understanding of the requirements of the part (e) 10-mark questions where both depth and breadth of knowledge are required to score well. As is often the case, the most successful candidates incorporated a mini plan and included relevant and appealing practical examples throughout their answers. They structured their answers logically

That said, many candidates found the 10 mark questions challenging, with a proportion of answers showing limited knowledge and understanding of the topic being examined (notably 1e this time – altitude) or were predominantly knowledge based. To maximise their level achieved, candidates should make a real attempt to address all parts of the e) questions and obey the command words

Candidates need to be clear about the five criteria on which the extended questions are judged, as follows:

- **Knowledge and understanding** of key points
- **Development** of key points
- Use of practical **examples** to illustrate those developed points
- Use of correct **technical vocabulary**
- Quality of **written communication**

Section A: Anatomy & Physiology

As a whole, this question performed well with candidates achieving a good spread of marks. Statistics show an upward shift in the distribution curve with a majority of candidates scoring more than 15 marks out of the 30 available. It seems that questions in this section were pitched at the appropriate level of difficulty with very few 'nil responses'.

- 1 (a) **Fig. 1 shows a person using a resistance machine to increase leg strength. Complete the table below for the knee joint moving in the direction of the arrow.**

Synovial Joint Type / Movement / Agonist / Antagonist [4]

This was generally well answered, with a healthy percentage of candidates achieving maximum 4 marks. Two marks out of 4 were most frequently achieved. Nearly all candidates could identify the knee as a hinge joint and the movement as extension. Candidates who failed to score on the agonist and antagonist muscles did so for two main reasons; firstly due to lack of knowledge and secondly due to identifying the agonist as the "quadriceps" or "quads" and the antagonist as the "hamstrings" or "hams" which was too vague (TV)

- (b) (i) **Gravity is one mechanism of venous return which aids the flow of blood back to the heart. Identify three other mechanisms of venous return. [3]**

This question was answered well with a high percentage of candidates identifying the correct mechanisms. Many also described the mechanisms, which was not necessary for an "identify" command word.

- (b) (ii) **Explain how an increase in venous return during exercise affects the quality of an athlete's performance.[3]**

Candidates were stronger at applying how an increased venous return affects performance than they were at using their theoretical knowledge of Starlings' Law to explain how this happens. Therefore, two marks out of three was the most common outcome. Candidates who did achieve maximum did so by linking an increased venous return with an increased stroke volume.

- (c) (i) **Fig. 2 shows a cyclist in a race. Describe two types of motion produced when cycling. [2]**

The majority of candidates failed to score on this question. While many responses **identified** linear motion and angular motion as two types of motion, descriptions and applications to the cyclist were too vague. Candidates linked the bike or the cyclist's body to linear motion, rather than being specific to the **frame** of the bike or the **torso** of the cyclist's body. Angular motion was more widely known, with a good number of candidates describing it accurately or linking it to the wheels or pedals on the bike or legs of the cyclist. Very few candidates mentioned general motion.

(c) (ii) Define Newton's second and third Laws of Motion. [2]

The command word for this question was 'define', so candidates needed to be close to the definition of Newton's Second and Third Laws to gain credit. Newton's Third Law was well known and accurately defined. Newton's Second Law was not well known. The common error was that candidates failed to make the link between the size of force and **acceleration** or **rate of change** of momentum, velocity or speed. They simply linked a larger force to higher velocity or speed, (not a definition of Newton's Second Law).

(c) (iii) Using a practical example from Physical Education or sport explain Newton's third Law of Motion. [1]

Candidates needed to explain Newton's Third Law within a practical example. Many did this accurately with a common answer being when a ball hits a crossbar in football it rebounds off with an equal and opposite force. Those who did not score here gave answers that were too vague and not sufficiently linked to the law of reaction.

(d) Government guidelines suggest that adults should undertake 30 minutes of moderate aerobic activity five times per week. Explain how following a programme of aerobic exercise can help prevent coronary heart disease.[5]

Knowledge of coronary heart disease was good, so a majority of candidates scored three or more marks here. In spite of continued interesting spellings of atherosclerosis and arteriosclerosis candidates who described the conditions accurately gained credit. When candidates identified and described different coronary heart diseases, they could not score as they had not answered the question set (they needed to explain how aerobic exercise can prevent them)

(e) Explain the effect of altitude on the respiratory system. Discuss the influence of altitude on the performance of different intensities of physical activity. [10]

This question tested a spread of abilities. Candidates achieved Level 3 when they considered all aspects of the question and supported their points with development and examples where possible. Those who achieved L3, interpreted the question correctly and displayed a good knowledge of hypoxic conditions on external respiration in particular and also explained how these conditions would impact more on aerobic sub maximal exercise than they would on anaerobic maximal exercise. Candidates stayed relevant to the respiratory system with very few deviating to the cardiovascular system.

Approximately 10% of candidates achieved level three (8–10 marks) with the majority at the lower end of the scale.

These candidates focused on the long term effects of altitude **training** rather than the effect of **being at** altitude on the respiratory system. While most could identify the lower partial pressure of oxygen at altitude few went on to describe the impact this would have on the respiratory system or on performing at different exercise intensities. Just over 60% of candidates scored 2–5 marks.

Section B: Acquiring movement skills

As a whole this question performed very well and elicited an excellent spread of marks from 2–27 out of the 30 available. Its level of difficulty was appropriate and while question 2c (Thorndike's Laws) resulted in a noticeable number of nil responses, all other aspects of the question were accessible to candidates throughout the ability range.

2 (a) Explain how different factors affect response time in performing practical activities.[4]

Here candidates showed good knowledge of the factors that affect response time with somewhat over 20% of candidates scoring 3 or 4 marks. When they were less successful, they usually made one or both of the following mistakes:

1. Answers were too vague (TV) with the factor being identified (e.g. personality or distractions), but without clarification of whether response time was slower or faster due to this factor
2. Confusion with language. Often when candidates intended to write **decreased** response time (e.g. due to performers being highly experienced) they wrote **slower** response time. Similarly, when they intended **increased** response time, they often incorrectly wrote **faster**.

Pts 5 (age) and 11 (arousal) on the mark scheme needed to be very clearly expressed to gain marks.

(b) Describe four different motivational strategies that might encourage disaffected young people to participate in a balanced, active and healthy lifestyle. [4]

This question performed very well and stretched candidates from 0–4 marks. Those who did particularly well named four different strategies and gave a brief description for each mark e.g. 'give reward (strategy) such as a certificate' (description) or 'give positive reinforcement (strategy) to raise confidence' (description).

Those who did less well tended to simply identify strategies with no description (thus failing to obey command word).

Candidates as a whole offered incorrect answers about negative reinforcement (strategy) – to strengthen correct SR bond (description).

(c) Identify Thorndike's three laws. Describe how each law affects the stimulus-response bond (S-R bond).[6]

This question gave candidates who had learned their work well the opportunity to gain six quick marks. Approximately 15% of candidates managed this. Nearly 40% of candidates failed to score here with this question eliciting the greatest number of nil responses.

(d) Fig. 3 is based on Welford's information processing model. (Fig. of an information processing model) Using an example of performing a movement from sport, explain each element of the model.[6]

This question discriminated well between the good and weaker candidates.

For each mark they needed to:

1. explain each of the six elements of the model
2. give a practical example of each element (ie a practical example of what the sense organs or effector mechanism or muscular system actually does while (say) catching a ball).

That said, a sub max of three marks was available for candidates' points that included just one of those two things. This sub max resulted in approximately 75% of candidates scoring three or more marks.

Common mistakes were:

- Missing out input
- Misunderstanding the role of the effector mechanism – usually confusing it with decision making
- Stating incorrectly that response was to do with feedback not outcome.

(e) Evaluate critically the use of different types of guidance on the effective performance of movement skills, and on increasing participation in a balanced, active and healthy lifestyle. [10]

The best answers integrated effective evaluation of all four types of guidance linked to both movement skills and BAHLS. The very best were detailed and logically organised with strong and relevant BAHLS examples (rather than just writing that guidance increases participation – which leads to a BAHLS).

For example:

- Show picture of blocked artery (visual)
- Give seminars and talks on healthy lifestyles (verbal)
- Use of 'fake' cigarettes to stop smoking (mechanical)

Nearly 60% of candidates achieved Level 2 (5–7 marks). Most of these were able to successfully describe the four types of guidance with some evaluation.

To score higher, candidates needed to really focus on addressing each part of the question ie four types of guidance, positive and negative for each, and each linked to both movement skills and BAHLS. Many focused on skills or BAHLS only – thus limited their score. Lack of application to BAHLS examples led to a limited percentage (approx 12%) accessing Level 3 (8–10 marks).

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

This question was accessible as a whole and resulted in a fairly good spread of marks from 7–26 out of the 30 total.

3 (a) Describe benefits to UK society of London having hosted the Olympic Games in 2012. [5]

This was answered very well with all aspects of the mark scheme regularly accessed more than 70% of candidates scored 3–5 marks.

(b) Outline possible barriers to participation in physical activity faced by young people. [4]

This proved to be an accessible question eliciting a large proportion of excellent answers which showed thorough knowledge of barriers to participation by young people.

All points on the mark scheme were accessed, with the following points on the mark scheme most frequently awarded: 1 (lack of money **for club membership** or other suitable example) 2 (lack of facilities or clubs) 3 (lack of transport or distance from activity), 5 (lack of friends or family or role models who participate).

Some candidates failed to score under point 1 because they did not include why money was needed, with 'no money' = TV / 'no money to buy equipment' = 1 mark

- (c) (i) **American Football is a highly commercialised game in the USA. Outline the origins of American Football.[3]**

In this 'origins' question the most common answers were Pts 1 (adapted from rugby), 2 (originally called grid iron), 3 (developed in Ivy League colleges) and 6 (violence/danger).

Knowledge of the contemporary game was not required or credit worthy, so the large number of candidates who wrote about the American Dream and Lomdardian Ethic did so to no avail. A significant minority wrote about the origins of Australian Rules Football rather than American Football.

- (c) (ii) **Describe factors which make American Football a contemporary commercial success in the USA. [3]**

Here candidates had the opportunity to link factors such as the golden triangle, TV Rights, the nature of the game, franchises, capitalism and the Super Bowl to the game of American Football. Those who described American sport in general didn't score well, while many candidates repeated point one (links to golden triangle) in several different ways.

- (d) **Explain how modern technology can impact on performance in sport. Use a different example of modern technology to support each of your points. [5]**

This question discriminated well between the weaker and stronger candidates. Efficient exam technique impacted greatly on success here. Candidates needed to give five different impacts (e.g. improved performance, increased comfort, efficient analysis, better recovery, entertainment for crowd) and link each to a different example of modern technology. A small percentage of candidates managed this to gain five marks, while the most common mark was two.

These who did less well failed to stick to the question rubric usually giving several different technologies that all improved performance (max 1 mark). Candidates offered a wide variety of acceptable examples.

- (e) **Violence by players and spectators is a contemporary sporting issue. Describe the causes of violence in sport. Evaluate possible solutions to violence in sport. [10]**

Knowledge and understanding linked to this contemporary sporting issue was comprehensive overall. The best responses considered all aspects of the question and supported points relating to solutions with evaluation. They also offered a range of different causes and solutions rather than repeating the same causes and/or solutions for performers and spectators.

Those who achieved a level 3 (<10%) took the opportunity to obey the second command word and **evaluate** some of their suggested solutions, rather than just describing each of them. For example, instead of suggesting 'increase number of police' or 'improve spectator facilities' or 'ban alcohol' as solutions, they might have added simple evaluation such as:

- increase number of police – but this might increase tension in the crowd
- improve spectator facilities – but this might cost too much for lower ranked clubs
- ban alcohol – but this would reduce income.

So, in spite of this being a popular topic, with comprehensive coverage of both causes and solutions, approx 60% of candidates achieved Level 2 (5-7 marks) – as **evaluation** of solutions was needed to access Level 3.

G452–G454

The moderation of Units G452 and G454 in 2013 took place in weather which was mainly dry but not particularly warm. This year, as in past years, there were many candidates who produced outstanding performances and had been assessed accordingly. To witness these performances is one of the 'perks' of being a moderator.

Centres are thanked for their continued willingness to host moderations as well as their excellence and expertise in ensuring that candidates and accompanying staff are afforded 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. Centres should also access the exemplar material available on the OCR web site.

The moderation of G454 continues to be a challenge as the impact of candidates being assessed in one activity and the increased diversity of the range of activities is felt. The moderating team continue 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 and that this evidence is of a quality that enables their candidates to give a performance which accurately reflects their assessment.

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

As in previous years 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 marks for both the performance aspect of the activity and the log book 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.

Many candidates are disadvantaged because they do not include all the aspects identified in the Coursework Guidance material as being required in the log book for the activity.

Centres should be aware that front cover sheets for log books are available on the OCR web site. These are a help to candidates and to staff as they clearly identify the content of the log book for each activity.

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.

It is essential that centres use the updated, electronic versions of the assessment documentation. It is anticipated that new electronic documentation will be available for centres to use in 2014.

The MS1 form which is the method by which centres submit their coursework marks to OCR continues to cause problems for moderators. Centres increasingly use the electronic version of the MS1 to submit their marks but they must still provide their moderator with a hard copy of this submission.

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 officiating by 31 March;
 - AS 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 that is 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, numbered bibs or shirts, and either introduced on the film or identified in accompanying documentation.

The filmed evidence needs to be in the appropriate format that is, 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?).

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 from their centre 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. Moderators may refuse to allow candidates without appropriate equipment to participate in activities.

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 do this more effectively at moderation as many produce responses which do not warrant the marks which they have been given.

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. The banded assessment criteria for the evaluation aspect of the response indicate:

Band 1 Accurately describes **all** the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Band 2 Accurately describes **most** of the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Band 3 Describes **some** of the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Candidates who in their responses describe only one strength and one weakness in each of the three areas are therefore likely to be placing themselves in Band 3 for this aspect of their response.

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 the 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 which 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 e.g. 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.

Centres should be aware that an integral part of the filmed evidence for oral responses is footage of the performance the candidate has observed which enables the moderator to form a realistic opinion of the accuracy of the candidate's response.

The oral response is a demanding aspect of the specification. Whilst it is difficult to place a time frame on oral responses as candidates talk and think at different speeds, we need to be realistic about it. Good candidates can produce a response which contains all the aspects required in sufficient depth and detail in fifteen to twenty minutes. However it is the content of the response and its quality which is assessed and not the time it takes.

Centres should note that candidates are encouraged to make notes as they observe the performance. The oral response is part of the examination process and therefore examination conditions apply meaning that candidates should be provided with a blank piece of paper. Pre-prepared notes are not permitted.

The process is continuous. Candidates should indicate when they feel they have observed the performance for long enough and be allowed a few moments to collect their thoughts before commencing their response. They should not write out their response.

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' 65/80. This equates to 24/30 for performance and 17/20 for the EPIP.
G454 – grade 'A' 49/60. Again, this equates to 32/40 for performance and 17/20 for the 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 specify 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.

The representative descriptor for band 1 indicates that candidates may be at National/Regional level and therefore it is appropriate that National would apply to the middle to top of the band whilst regional would apply to middle to the bottom of the band.

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(accuracy, efficiency, control, fluency) performed by candidates.

8 Centre should familiarise themselves with slight changes made to the Teacher Support: Coursework Guidance Booklets for 2014. This is available on the OCR web site.

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 2013.

G453 Principles and concepts across different areas of Physical Education

General Comments

Most of the candidates who sat this examination were generally well prepared. The vast majority of candidates fulfilled the requirements of the paper's rubric.

This A2 paper is designed to test not only the knowledge and understanding related to Physical Education theory but also applied knowledge, including the ability to critically analyse and evaluate Physical Education material from the studied topic areas. Again, the majority of candidates chose the questions on Historical Studies, Sports Psychology and Exercise and Sport Physiology and relatively few candidates attempted the Comparative Studies question and the Biomechanics question.

The quality of written communication was overall good, with many candidates writing succinctly and effectively for the extended 20 mark questions. Some candidates who scored less well on the extended question showed a lack of effective planning in their responses that resulted often in a 'scatter gun' approach including material irrelevant to the requirements of the question.

Centres are reminded that candidates should be fully prepared to give practical examples not just from sport and physical education, but also from a healthy lifestyle when required.

Comments on Individual Questions

Historical Studies

- 1 (a) Many candidates answered this question well and were able to explain fully socio-cultural factors influencing the characteristics of mob football. Some candidates gave detailed characteristics but did not link these effectively with socio-cultural factors in pre-industrial Britain. Some candidates missed out the second part of the question but the majority of those who attempted this showed how one socio-cultural factor continues to impact on participation and performance in football today. A few candidates chose factors such as wagering in football, which did not link with a relevant socio-cultural factor and therefore did not score the single mark available.
- (b) Many candidates described stage two of athleticism well and gave a good description of the reforms that characterised this stage. Again, some candidates did not answer the second part of the question but those that did gave a good reason for athleticism in girls' public schools developing more slowly.
- (c) Some candidates misread this question and simply gave a description of the Model Course rather than an explanation of why it was replaced. Good candidates recognised that the objectives, content, and method of teaching were not deemed suitable for the development and education of children.
- (d) This twenty-mark question demands an extended answer and the levels of response mark scheme includes a judgement on the quality of written communication. This question proved to be a good discriminator between those who wrote all they know about the development of tennis and those that attempted to link developments with social class and gender and then referred to today's picture of tennis. The best candidates gave a balanced answer detailing the characteristics of real tennis and

relating this to class and gender and then going on to give even more detail of the development of lawn tennis, analysing the impact of social class and gender. The better candidates also analysed the position of lawn tennis today including again the influences of social class and gender. Weaker candidates did not discipline themselves to focusing on the key variables of social class and gender and some candidates gave much, largely irrelevant, detail of the development and features of tennis unrelated to the requirements of the question, for example giving much detail to public school influences. The best candidates wrote in clear paragraphs and showed a high level of written communication.

Comparative Studies

- 2 (a) Many candidates were able to describe a limited number of initiatives to promote PE and sport in Australian schools. The high scoring candidates gave a good range of initiatives, correctly naming them and describing their promotional aims. Weaker candidates were unable to identify clearly any initiatives and wrote generally about how Australian schools might promote PE and sport. Most candidates could identify one UK initiative but a surprising number of candidates did not answer this part of the question, either because they missed this second part to the question, or were unable to identify a UK initiative. Centres should continue to reinforce the requirement of candidates to compare the countries studied with the UK.
- (b) Some candidates who outlined fully the development of association football in Australia answered this question very well. Others showed a lack of knowledge and understanding of this development and wrote rather sketchily and with little accurate information. The better candidates then went on to answer the second part of the question and linked well the development in Australia to that of the UK.
- (c) This was answered well by the majority of candidates, showing a good level of preparation of candidates by centres to describe the benefits of summer camps in the USA along with comparing to the UK position. Many candidates were able to score full marks for this question.
- (d) In this 20-mark question, the better candidates compared and evaluated USA high school sport and secondary school sport in the UK. These candidates often wrote direct comparisons for each point made and followed this up with judgements about the effectiveness of both countries' school sport provision. The high scoring responses showed a high level of written communication with candidates planning carefully their answers and showing accuracy in their writing. Weaker candidates often gave a descriptive response with little or no evaluation. These lower scoring candidates made few direct comparisons and often described both systems in isolation.

Sports Psychology

- 3 (a) Many candidates explained the importance of goal setting but failed to give any practical examples. The question was designed for candidates to show that they could relate theory to practice and practical examples were required as evidence for this. The better candidates gave a practical example for each point made for example to motivate someone to eat healthily by setting an achievable goal of eating five portions of fruit and vegetables per day. Some candidates were unable to give examples that were related to sustaining a balanced, active, and healthy lifestyle.

- (b) Candidates answered this question well by using suitable practical examples to show the relationship between arousal and the utilisation of cues. Some candidates showed good theoretical knowledge but were unable to access many marks because they used few relevant practical examples. Other candidates gave a good account of attention and focus but did not include the role of arousal in their answers. A few candidates omitted to answer this question suggesting poor specification coverage by some centres or their candidates. Centres are reminded to reinforce the need for all areas of the specification to be covered at the depth expected at A2 level.
- (c) This question drew high scoring responses with candidates often showing an excellent understanding of leadership styles. Many candidates, however, were unable to describe the use of the laissez faire approach, giving reasons why this style might not be used rather than answering the question and giving reasons why leaders might employ this style.
- (d) Most candidates explained well the effects of an audience on sports performance. The higher scoring candidates used psychological principles to support their answers and related their material to levels of arousal, ability levels, and types of task and personality factors. The best candidates also referred in their explanations to evaluation apprehension and home-field advantage. Weaker candidates described rather than explained the effect but picked up marks on their descriptions of strategies to combat negative audience affects. The better candidates balanced their answer well and following a good explanation of audience effects reinforced this with a detailed description of a wide range of reformative strategies

Biomechanics

- 4
- (a) Many candidates described well what is meant by the inertia of a moving object but many did not give sufficient detail to gain the full four marks available for this question.
 - (b) The better candidates clearly and accurately defined impulse and gave an accurate calculation with the appropriate units included. These candidates were then often able to explain how a fielder can decrease the momentum of a cricket ball when making a catch. These candidates recognised the importance of extending the time it takes to stop the ball by drawing the hands backwards or cushioning the ball. The weaker candidates gave a brief explanation, which did not attract the full range of marks.
 - (c) Many candidates were able to define the analogue of Newton's First Law of Motion. This topic area includes definitions that are often asked for in the examination and many centres are aware that definitions are often required by examiners and raise candidates' awareness of the need to succinctly and accurately define certain terms identified in the specification. Only the very best candidates were able to give a full explanation (worth five marks) of how a figure skater controls angular velocity when performing a multiple spin about the longitudinal axis. Many candidates indicated that the movements of arms and /or legs can affect moment of inertia, but some responses lacked the detail necessary to score high marks.
 - (d) This was well-answered by some candidates. The best candidates drew clear and well-labelled diagrams with all the forces shown acting on the projectile during flight. Many centres have obviously ensured that these candidates practice this sort of question regularly. Some candidates drew unclear diagrams with illegible labels and consequently scored few marks. The explanations of the shape of the flight path for each projectile by the top candidates revealed excellent knowledge and understanding with most showing a good understanding of the Magnus and Bernoulli effects. The best candidates wrote clearly about the consequences of the flight path of projectiles for example that the javelin could hang in flight as a consequence of the Bernoulli effect.

- 5**
- (a)** This was answered very well by the majority of candidates, many of whom show a good understanding of types of strength and how they might be measured. The question demands a description of the method and some candidates gave a good description, but weaker candidates merely named the testing equipment rather than describing the method used.
 - (b)** This was answered well by some candidates who evaluated the dietary intake accurately and then went on to make recommendations based on this evaluation. For example, that the fat intake is too high and the recommendation would be decrease the fat intake. Many candidates recognise that the elite endurance performer requires higher levels of carbohydrates.
 - (c)** Many candidates could not define the terms set out in the question. The specification clearly states the need for candidates to be able to define certain terms and successful centres are effective in reinforcing the need for accurate definitions using the correct units of measurement. Some candidates could define each term but failed to give the correct unit of measurement demanded by the question. The role of ATP in providing energy for muscle contraction was well explained by few candidates. Most candidates gave some valid points but only the very best could fully explain the role of ATP.
 - (d)** This question requires an extended answer and is marked using a levels of response mark scheme that takes into account the quality of written communication. The top-level candidates' responses were characterised by good planning and covered all areas of the question thoroughly. Many candidates could identify the factors that might affect flexibility but some scored low marks because they did not explain these factors thoroughly. The better candidates defined the term flexibility, explained a wide range of factors affecting the flexibility of a performer in sport, and then went on to describe the different types of training along with an evaluation for each type. These candidates had fulfilled the requirements of the question and had given the strengths and weaknesses of types of flexibility training. These successful candidates evaluated static, dynamic, ballistic and PNF types of training.

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