

GCSE

Physical Education

General Certificate of Secondary Education **GCSE J586**

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

OCR Report to Centres June 2015

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.

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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' mark scheme' relates to the final question – Q25. The mark scheme for this final question has a number of criteria, separated into levels. Levels also include statements related to the quality of written communication. The levels scheme also includes indicative content that is expected in the levels question, and this content is taken into consideration when awarding marks. Examiners use ticks to indicate the number of marks given for questions 1 – 24.

This examination paper includes multiple-choice questions which were answered well by most candidates. Candidates are advised to think carefully about each question rather than try to rush through, because some otherwise high-scoring candidates once again made careless errors on these questions. There was little evidence to suggest that candidates struggled to complete the paper within the time allowed.

The weaker-answered multiple-choice questions were Q5, related to the differences between performance and outcome goals; Q8, related to key processes; and Q9, related to how image can affect participation.

As in previous series of this examined unit, candidates often showed good knowledge but some were unable to apply that knowledge, for example in the question applying knowledge of nutrition to the importance of diet in a healthy lifestyle. Some candidates found it particularly difficult to give relevant practical examples when required.

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

Question 16

Most candidates scored well on this question, although some who misread the question merely stated the characteristics of skilled performers as opposed to unskilled.

Question 17

In this question most candidates could give an appropriate example of a cool-down activity after exercise but many did not explain fully enough the importance of a cool-down activity. Many simply stated that the heart rate slows or body temperature decreases; but these responses take place when exercise ceases even without a cool-down. The important aspect of the cool-down, as identified by the better candidates, is that these responses occur gradually or slowly as a result of the cool-down activity.

Question 18

Some candidates found it difficult to score more than a few marks on this question. Many identified that an increase in body weight following a period of overeating could have a detrimental effect on participation. The better candidates recognised that six marks are available for this question and so gave six separate relevant points as part of their overall description, and therefore scored well.

Question 19

Most candidates scored well in this question and were able to identify four good reasons why a performer might participate in physical activities.

Question 20

Many candidates showed some good knowledge about nutrition and the food types associated with specific nutrients, but did not go on to give a description of the importance of these nutrients in a balanced healthy lifestyle. The best candidates described the importance of balance in their own words by comparing levels of energy input with energy expended.

Question 21

The vast majority of candidates responded well on this high-scoring question and described four pathways for involvement.

Question 22

Some candidates forgot that the access to green space indicator was part of the question and included this in their answer. Candidates are reminded that no credit is given for merely repeating phrases used in the question. Many scored well by identifying three different indicators or measures of health and well-being.

Question 23

This question proved difficult for candidates who had little knowledge of the five key processes. Some showed awareness of the key processes but were unable to give relevant practical examples. Many could give a relevant example for developing skills and techniques and decision-making but were unable to give a valid example related to physical and mental capacity or evaluating **and** improving. Many were able to give an example related to making informed choices about active, healthy lifestyles, with the majority commenting about following a healthy diet.

Centres should remind candidates that question papers regularly require candidates to apply theoretical aspects of this specification to practical examples.

Question 24

Most candidates could name a suitable test for cardiovascular endurance, with most identifying the Coopers 12 minute run test, followed closely by the multi-stage fitness (bleep) test. Unfortunately, many candidates were unable to give a full description of what had to be taken into account for the test to be valid, with many merely describing the test and what it sets out to achieve, rather than what might make the testing procedure valid.

Question 25

This question was well answered by many candidates who explained well the importance of sportsmanship and following codes of behaviour when participating in physical activities. The best candidates made a point and then developed it, often giving a practical example. Some, for

example, pointed out that good sportsmanship enables fair play so that all participants enjoy the activity and can compete safely. An example was that in football, if someone from the opposing team is injured, you might kick the ball out of play to enable the injured player to receive treatment.

It was striking this year that many candidates showed poor skills in written communication, often making basic spelling and grammatical errors. Candidates are reminded that credit can be gained for the quality of written communication and so they should read through and check their answers, once completed.

B452 and B454 – Practical Performance and Analysis 1 and 2

General Comments

This is the second year of the linear version of the course, and it was pleasing to see many enthusiastic candidates performing up to the level awarded by centres. It is pleasing to note the continuing commitment of centres and teachers in hosting the moderation and organising activities to ensure that candidates have an enjoyable experience and can perform to their full capabilities.

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

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

Only activities that appear on the summer activity list can be submitted on the later date. It is important to note that 'Coaching' and 'Officiating', whatever the sport, are NOT classed as summer activities and so all marks for these should be submitted by 15th March, along with those for all other activities. Some centres did not pay heed to these comments made last year.

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

It is a requirement of the course that centres attend moderation where requested. The moderation day is not only part of the examination process, but a very important part, and as such should be taken seriously by both centres and candidates alike. Candidates selected by the moderators need to attend and perform on the moderation day or must have a medical note. The moderator is entitled to request filmed evidence of those candidates who fail to attend for no good reason. Unfortunately it is important that the sample selected to be moderated meets the moderating guidelines so that the practice of centres 'swapping' candidates cannot occur.

Live moderation allows for effective feedback from moderators, provides the opportunity to compare moderation performances across groups from different centres, and assists in getting viable numbers for team activities.

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

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

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

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

A significant number of arithmetical and administrative errors were still evident in the paperwork from some centres. These had to be identified and corrected by moderators. Centres are advised that there are interactive versions of forms on the OCR website that will perform the calculations and so reduce the risk of error.

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

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

It is vital that centres regularly access the GCSE Physical Education section of the OCR website to keep up to date with developments in the materials provided to support the assessment of the qualification. After every series of the GCSE full course specification, and in response to feedback from centres and moderators, OCR takes steps to improve the support to centres.. Centres must therefore keep up to date with these developments by accessing the website regularly.

It is also advisable that centres read not only this report, but also the moderator's, to implement the suggested improvements in future series and so raise standards.

Practical activities

Candidates were again assessed in a wide range of activities. Live moderation shows how centres continue to develop more and more new activities, allowing for greater flexibility and choice.

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

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

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

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

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

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

It is also worth noting that witness statements from outside agencies are not acceptable evidence. The centre, not the moderator, must ensure that everything meets the standards described in the guide to controlled assessments. These guidelines are to maintain standards across activities and to allow candidates who specialise in such activities the opportunity to showcase their skills. Candidates in these activities should be doing them regularly to acquire similar skill levels to those in other activities. Simply completing a weekend or few days of instruction will not be sufficient to acquire or demonstrate a consistency of high level performance.

It is also to be noted that, although external awards such as the Duke of Edinburgh and Life Guarding awards can be used as a guide into which band the candidate may be placed, the GCSE Physical Education criteria are NOT the same as for these awards. Candidates who pass the awards must still be assessed against the requirements as laid out in OCR guidance.

Outdoor Activities with outside agencies must still meet OCR criteria and provide evidence to support the marks awarded. For example, to get into the top two bands for Rock-climbing, candidates must be filmed doing four routes over two different climbs in an outdoors environment; evidence of candidates climbing only on indoor walls cannot be credited in Bands 1 or 2.

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

Please note that the context for Officiating should provide opportunities for assessing the effectiveness of the candidates. Suitable situations could be generated whereby candidates could work with primary school children, with candidates within their own centre, or youth groups. The assessment conditions should be as indicated in the criteria, full games being officiated by candidates aspiring to levels 1 and 2. These may be organised within the centre, for example inter-form or inter-house fixtures, but not as part of a PE lesson.

Centres offering Resistance Training, should note the number and variety of exercises required. Otherwise, if the criteria are not fully met, the activity may have to be withdrawn by the candidate.

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

Filmed evidence in any activity must be long enough to demonstrate all the skills that would justify the marks awarded. These must relate to the assessment requirements for the activity and must show the skills individually and in an appropriate environment or game situation. It is also vital that the candidate(s) depicted in the evidence are clearly identifiable so that performances can be linked to the marks awarded.

Resistance Training, Coaching and Officiating must also be filmed and log books completed. The logbooks must contain evidence for the required period of time and as set out in the criteria. If this evidence cannot be provided, this the marks may not be acceptable.

For all other activities which are assessed, while it is not necessary for all candidates to be filmed, a sample of footage showing the range of marks assessed (i.e. top, middle and bottom mark) should be retained. This includes swimming pool based activities which may be filmed following correct liaison and hiring of pools.

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

Centres are reminded that their Visit Arrangement Form (VAF) should declare all activities being assessed when it is submitted. If assessments in an activity not declared on the VAF are subsequently submitted, evidence such as filmed evidence and log books (as appropriate) will be required for moderation. Any activity declared must be made available if required.

Controlled Assessment - Analysis tasks

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

In the main, most centres have used this guidance to improve their understanding and marking of the assessments. However, moderators are still finding some of significant issues with the approach taken to delivering and presenting the analysis tasks. Some of the following have even been reported as malpractice.

- The use of templates for the data collection, task production, or both. Templates are not allowed, and in many cases the approach taken showed why: these templates were so prescriptive that they meant that candidates were teacher-led in their approach to the task. On some occasions it was difficult to know what the candidates understood about the task because so much of the method and information had been provided for them.
- Lack of distinction between the 'task research/data collection' work and the 'task production' write-up. This made it difficult to see if time controls and resource controls had been adhered to.

It is important that these two sections of the task are kept separate and clearly marked when submitted to the moderator. No part of the notes should be a pre-written attempt at the task and huge extracts should not be copied from the task research notes, as this is deemed to be malpractice.

- The task research has to be included alongside the task production write-up in the sample sent to the moderator. Too often it was omitted. This means the moderator cannot check that candidates have analysed any of the data correctly or effectively.
- Adherence to resource controls. Linked to the point above, candidates should not have access to resources which can be cut and pasted into their 'task production' write-up. Pictures should not be embedded within the work, though they can be included in appendices and referred to within the work. Any word-processed research notes or data-collection should be printed off and the hard copies used in the 'task production' stage, as stipulated in the Guide to Controlled Assessment.

Candidates should reproduce charts, tables, diagrams, etc. in their final write-up within the 2 hours allowed. However, it would be a better use of their time to cross reference to those included in their research notes/data collection. Where no distinction is made between the two stages of the work, it is impossible to know at what stage some of these resources are being used.

B452 Analysing Lifestyle task

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

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

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

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

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

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

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

B454 Analysing Performance task

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

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

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

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

- Key Skills evident in the chosen activity
 - Skill strengths and weaknesses of the performance and their impact on the game
 - Targeting/prioritising weaknesses for improvement
 - Action plan with progressive practices and a timeframe
 - Criteria to measure improvements
 - Results from implementing the action plan (see comment 3, below)
 - Evaluate how to improve the action plan.
2. Although not as prevalent as in previous years, candidates are still using their 'task production' time to reproduce diagrams for practices, and including material of limited relevance such as the rules of the game. A much better use of time is to include all these in their task research notes in an appendix and then refer to them within the task production.
 3. Candidates did not explain how they arrived at the strengths and weaknesses about which they then wrote. Some type of observational check sheet/form would benefit candidates in a) working out what the strengths and weaknesses are and also b) allowing them more scope to explain why they select the ones that they do for their action plan. Any such form must be devised by candidates, though, and not supplied to them by the centre.
 4. It is not a requirement of the criteria for the action plans which have been proposed to be carried out. However, where candidates did not undertake the action plan, evaluation of the plan and how it could be improved was often very limited, given the absence of actual results. Where the action plan has not been undertaken, candidates should be encouraged to discuss expected results and to suggest ways to improve it. However, first-hand knowledge gained by putting their plan into action is highly recommended where possible.

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

Administration

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

Centres should pay particular attention to the following:

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

The last errors must be eradicated, because, if the moderator does not pick them up, candidates can be awarded incorrect marks entered by the centre.

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

B453 Developing Knowledge in Physical Education

General

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

This examination paper includes multiple-choice questions, which were answered well by most candidates. Candidates are advised to think carefully about each question rather than try to rush through these questions because some otherwise good scoring candidates once again made careless errors on these questions.

The weaker-answered multiple-choice questions were Q3, on an example of an NGB; Q6, identifying a use of synovial fluid; Q7, the long term effect of exercise on the heart; and Q9, the role of a synergist. 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 Q18, on the effects of the media on following an active healthy lifestyle, and Q22 on describing current government initiatives to promote active, healthy lifestyles. Some candidates found it particularly difficult to give relevant practical examples when asked for in a question, for example Q21.

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

Question 16

Most candidates scored three marks for this recall question, although a few include the 'type' element, even though it was part of the question. Candidates are reminded that they cannot score credit for material simply repeated from the question.

Question 17

Most candidates could describe two potential hazards, although some confused hazard with injury. For example, instead of describing the hazard of the surface of the artificial outdoor area being wet, some candidates described the performer slipping over and actually describing the injury. Most candidates wrote about relevant ways to reduce the risk posed by their named hazard.

Question 18

Most candidates scored some marks for this question but many did not score the full six marks available because they did not fully describe both positive and negative effects. Many merely

gave short phrases such as ‘role models’ without expanding on this and giving a description. For the full six marks to be gained, candidates need to give six separate descriptions – three positive effects and three negative effects of the media on following an active healthy lifestyle.

Question 19

Most candidates could identify four different examples of how schools can promote involvement in physical activities. Some candidates used their own school provision as an example. Lower-scoring candidates often repeated their point in a slightly different way and so did not score further marks. For example, “A school can run an extra-curricular team in football and also a netball team.” This answer would only attract 1 mark because the candidate has only identified one way of promoting involvement – the running of teams.

Question 20

Many candidates showed some understanding of the role of tendons – most stated that tendons join muscle with bone, but then failed to give little more about their role or about tendon problems that might stop participation in physical activities. The better candidates wrote fully about problems, with many describing tendonitis as a common problem with sports performers.

Question 21

The better candidates were able to identify the hinge joint and describe flexion at the knee, along with the associated muscles, and give a good relevant practical example. Some misunderstood the question, took the movement as extension at the knee, and therefore scored few marks. Candidates are reminded to read each question carefully, especially those that describe movement when performing physical activities.

Question 22

This question showed that many candidates have little knowledge of current government initiatives to promote active healthy lifestyles. Some simply wrote about school curricular and extra-curricular provision. The better candidates were able to name and describe fully two valid government initiatives.

Question 23

Many candidates were side-tracked when explaining when and how lactic acid affects the ability to maintain physical activity and described the cool-down in helping with the dispersal of lactic acid. The candidates who scored well were those who stuck to the requirements of the question and answered both strands of this question – the when and the how.

Question 24

Most candidates could give three short-term effects of exercise on the body but were unable to describe the vascular shunt mechanism. Some candidates merely described the redistribution of blood but did not give the required detail of where the blood was distributed to – the working muscles.

Question 25

This question was answered well by many candidates who showed a good understanding of motivational strategies. Many used relevant and interesting practical examples, and some candidates wrote well about their own experiences. The lower-scoring candidates explained only a narrow range of strategies and rarely gave practical examples. Some candidates gave no practical examples at all and therefore were unable to gain marks in the upper mark bands, since the question does require the use of practical examples. This question also assesses the quality of written communication. Some candidates struggled to express themselves clearly and accurately, and some simply wrote notes that lacked fluency and development. The best answers were from those that gave a strategy then developed the strategy into an explanation of how this might motivate a young person, and then gave a relevant and succinct practical example.

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