

Physical Education

Advanced GCE A2 7875

Advanced Subsidiary GCE AS 3875

Report on the Units

June 2007

3875/7875/MS/R/07

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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

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

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

© OCR 2007

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Physical Education (7875)

Advanced Subsidiary GCE Physical Education (3875)

REPORT ON THE UNITS

Unit	Content	Page
*	Chief Examiner's Report	1
2562	The Application of Physiological and Psychological Knowledge to Improve Performance	3
2653	Contemporary Studies In Physical Education	9
2565	Physical Education: Historical, Comparative, Biomechanical and Sport Psychology Options	13
2566	Exercise and Sport Physiology and the Integration of Knowledge of Principles and Concepts Across Different Areas of Physical Education	17
2564/2567	Principal Moderator's Report	25
*	Grade Thresholds	39

Chief Examiner's introduction to report to centres 3875/7875 2007

The 2007 summer session involved 17500 candidates at AS and 10500 at A2. There were, once again, many candidates who exhibited excellent levels of knowledge and were excellently prepared for the examinations. As is now the norm, there were, in the coursework units, many outstanding performances in the practical activities. Both teachers and candidates should be congratulated for their achievements.

Candidates who achieve high marks usually exhibit good exam technique in which they:

- i) Respond appropriately to the command word of the question.
- ii) Plan their answers
- iii) Use correct technical and specialist vocabulary
- iv) Structure their answers in paragraphs and sentences with correct spelling and punctuation.
- v) Give appropriate practical examples to support the theory.

In the synoptic assessment elements within units 2566 and 2567 some candidates are adopting the approach of simply writing or saying everything they know in response to the question or performance observed. Centres are reminded that information that candidates provide must be relevant and applied to the question or performance observed. Candidates need to select from their knowledge bank relevant information rather than simply regurgitating everything they have learned.

There was, in 2007, much to be pleased with and positive about.

Report on the Units taken in June 2007

Unit 2562/01

The Application of Physiological and Psychological Knowledge to Improve Performance

General Comments

Since the introduction of Advanced Subsidiary Physical Education in 2000 the pattern and quality of candidate responses on Unit 2562 has become fairly consistent, with many well taught and well prepared candidates demonstrating both their subject knowledge and their capacity for practical application and illustration as demanded by the questions. However, there is still evidence of weaker candidates, who lack the theoretical knowledge and/or the relevant and appropriate examination technique to allow them access to the higher range of marks.

Responses to the movement analysis questions in Section A tended to produce a relatively pleasing standard of answers from most candidates, whilst the concepts of Newton's Laws, Thorndike's Laws and Observational Learning proved challenging to a number of candidates, both from a knowledge and application perspective and it was from within these subject areas that differentiation occurred.

The following points will hopefully serve as a guide to Centres in preparing future candidates for examination in this unit.

- Failure to apply practical illustrations to theoretical concepts when required will prohibit candidates from accessing maximum marks.
- Evidence suggested that some Centres had not adequately covered all the subject areas examined on the unit. As has been stated in previous reports any theoretical area contained within the specification is potentially examinable.
- Full and technical terminology should be used in all movement analysis questions.
- Candidates should be encouraged to closely scrutinise the questions in Section A to determine whether any performance referred to is at rest or during exercise, thereby allowing responses to be correctly focused in terms of intensity.
- Care should be taken to accurately interpret the information available. When drawing graphs in Section A, failure to utilise detail relating to units, phases and intensity of performance inevitably results in inaccurate graphical illustration.
- Anatomical drawings in Section A should be clearly labelled by candidates in order to eliminate any element of ambiguity.
- Repetition of terms within a question, without clear and specific explanation, cannot be credited as correct responses.
- Candidates should ensure that they clearly address both the key terms and command words within the question such as; 'identify', 'describe' or 'explain'.
- Extracting the appropriate term from a question is crucial if candidates are to allow themselves access to the maximum number of marks available for that question. A point clearly indicated in question 4(a) when candidates gave examples rather than functions of feedback, thereby in some cases not gaining any marks.
- Questions demanding a specific number of responses will only be marked up to that number, irrespective of the number of comments made by the candidate.

Comments on Individual Questions

1 (a) (i) (Elbow movement analysis)

A generally well answered first question with many candidates scoring maximum marks. Those failing to gain the four marks available either did not name all three articulating bones correctly or simply named the agonist and antagonist muscles as the bicep and tricep, as opposed to the full anatomical names of bicep brachii and tricep brachii.

(ii) (Carbon Dioxide transportation in blood)

Although the awarding of both the marks on offer was frequent, a number of candidates lost a mark as a consequence of the incorrect identification of one method of CO₂ transportation as being through the formation of carbaminohaemoglobin as opposed to carbaminohaemoglobin.

(b) (i) (Spine movement analysis)

Only a limited number of responses correctly identified the erector spinae/trapezius/sacrospinalis as the agonist in the back raise exercise with many responses citing the latissimus dorsi as performing the agonist role. Differentiation was evident in the quality of responses to the naming of the antagonist, with weaker candidates demonstrating a lack of technical terminology insofar as 'abdominals' was seen to be acceptable. As has been noted in previous reports, Advanced Subsidiary responses should offer the full and correct muscle name, in this case; 'rectus abdominus/external obliques/internal obliques'.

(ii) (Strength exercises)

Whilst there was some evidence of correctly named exercises, there are still candidates who are unable to name specific strength training exercises for muscles identified within a question. A description of how to perform an exercise is not credited with marks where a question requires the exercise to be named.

(iii) (Muscle fibre type)

A generally well answered question

(iv) (Newton's Laws)

Responding to the requirement to apply Newton's Laws to a strength training exercise, candidates offered a wide range of responses from no answer whatsoever to detailed explanations of each of the laws in appropriate strength training exercises such as a bicep curl, a squat or a press up. Where candidates did not score any marks on this question it was generally a result of one of the following;

- a lack of knowledge of the three laws;
- a lack of practical illustration;
- practical illustration but not through strength training (e.g. kicking a ball);

2 (a) (Mechanics of breathing in training)

There were a wide range of responses to what was a very accessible question. Higher scoring candidates correctly identified that the question related to breathing during exercise, as opposed to at rest, thereby offering responses that qualified the intensity of the various processes e.g. the external intercostal muscles contract with **more force**. Failure to qualify the intensity of process or activity is a common mistake made in Section A responses, with candidates simply describing a process at rest and thereby not gaining marks.

(b) (Cardiac output graph)

Identification of the cyclist's resting heart rate (point 1) was in many cases correct, as was the understanding of anticipatory rise (point 2). However, the drawing of the immediate change in cardiac output at the start of exercise (point 3) was not as accurately illustrated. Likewise, neither was the sharp decline followed by a slower decline in recovery (point 5). Most common errors in the drawing of the graph were;

- Point 1 – resting value was not within the range 4-6L/min;
- Point 2 – anticipatory rise continued without change into the exercise phase and/or continued beyond 10L/min;
- Point 3 – not a sufficiently sharp enough rise at the commencement of exercise;
- Point 4 – plateau above 20L/min or well over half way into the exercise phase;
- Point 5 – recovery was too gradual/recovery did not return to resting level/recovery began beyond the commencement of the recovery period;

(c) (Pulmonary and systemic diagram)

The quality of the pulmonary and systemic diagrams was quite varied. Candidates' diagrams of the two systems fell into three broad groups;

- 1-2 marks - diagrams which depicted 'love hearts' with few or no correct labels;
- 3 marks - diagrams without flow arrows, thereby limiting access to three marks;
- 4 marks - diagrams containing correctly labelled heart chambers, flow arrows and complete and correctly labelled points 4-8

(d) (Carbon dioxide diffusion)

As was the case with question 2(a), the fact that the question related to 'during' a training ride was a significant feature in the awarding of marks. Points 1-5 tended to be the most frequently visited areas when describing diffusion of carbon dioxide and stronger candidates did, in some cases, identify that the process of diffusion would be intensified during exercise. Again the major point for focus on questions of this nature is the increase in intensity and frequency of the process during exercise and the consequent need to address the; 'higher/lower' PCO_2 , 'faster' diffusion, 'increased' diffusion gradient, 'increased' blood supply and 'increased' surface area if marks are to be gained.

(e) (Performance at altitude)

A generally well answered answer, with the majority of marks being derived from points 1,2,4,7.

3 (a) (Continuity continuum)

Although not always the case, points 1 and 3 were frequently gained. However, point 2 proved to be the stumbling block in most cases, with candidates not clarifying the fact that the discrete skills forming a serial skill would need to be linked or sequenced together i.e. 'a serial skill such as a triple jump, is a collection of individual discrete skills that are linked together to make the whole skill of a triple jump'. Candidates who did not gain any marks usually neglected to use practical examples to illustrate their theoretical knowledge.

(b) (i) (S-R bond)

The most frequently occurring responses were those which gave an example of an S-R bond but did not provide an accurate explanation of an S-R bond. The most common answers contained simple repetition of the two terms stimulus and response, but with no suggestion that a connection is made between the two to create the bond; e.g. 'an S-R bond is a link that is made between a stimulus presented to a performer and the response to this stimulus'.

(ii) (Positive reinforcement)

A significant number of candidates struggled with this question, with many simply giving an example of positive reinforcement as opposed to a description, or often failing to identify that positive reinforcement increases the probability of the action/behaviour re-occurring.

(iii) (Thorndike's Laws)

Despite the detail included in the question, a number of candidates had very limited knowledge of the three 'laws' proposed by Thorndike. Of the three marks available, the law of exercise (point 1) was the most correctly explained and exemplified; responses potentially assisted by the information in parenthesis. The laws of effect (point 2) and readiness (point 3) proved to be less accurately explained. Law of effect responses often simply included a comment relating to the satisfaction gained by the performer, thereby offering no additional information to that contained within the question. Law of readiness responses tended to describe the performer as being 'ready', 'psyched up' or 'warmed up' and did not focus on the physical and/or maturation of the performer. Although the question generally proved not to be a high scoring one, there were instances of candidates demonstrating a clear and in depth understanding of the implications of the three laws in creating a strong S-R bond.

(c) (i) (Variability of practice)

Stronger responses described the performer's changing situations e.g. 'variability of practice is when the skill is adapted to different environments to extend the schema, such as a netball shooter practising the skill of shooting from different places in the circle both with and without opposition'. Weaker answers often simply stated that practice sessions would be more varied to prevent boredom, thereby repeating the question.

(ii) (Massed practice)

A number of candidates were aware that massed practice has few or no rest periods but were unable to identify that within the practice session activity is continuous. There also still seems to be a misconception that massed practice is practice in a large group or that it is simply the practice of the skill as a whole.

(iii) (Distributed practice)

A generally well answered question with some clear and accurate answers that demonstrated an understanding of the importance of rest breaks within a practice session. Stronger candidates were able to closely link the role of breaks in allowing for the development of advanced skills and the reduction in tedium such breaks bring.

4 (a) (Functions of feedback)

A number of candidates extracted the term 'function' from the question and were thereby able to describe the benefits of feedback, while others did not notice this crucial piece of information and simply gave a range of examples and different types of feedback, with the consequence that no marks were awarded.

(b) (i) (Cognitive phase of learning)

The initial phase of movement, trial and error learning and jerky movements were comments made frequently to describe characteristics of the cognitive phase of learning, thereby making this a relatively well answered question. However, as a point to note, those candidates who attempted to address points 3 & 4 in their response did not usually include detail relating to what the performer is actually thinking about. Common responses were along the lines of; 'the person thinks about the skill', rather than a more appropriate response of; 'the learner is thinking about how to perform each part of the skill and is trying to get a mental picture of the skill in their head'.

(ii) (Guidance)

The descriptions of the four types of guidance were generally good but unfortunately a substantial number of candidates failed to score as a consequence of omitting practical examples from their explanations – an issue highlighted in previous Reports to Centres.

(c) (Observational learning)

There was a substantial divide between candidates who had grasped the significance of concentrating on a demonstration as a means of retaining a mental image of the performance and those who simply suggested the need to 'pay attention' to the model. The quality of responses relating to this concept appears to suggest a lack of understanding on the part of candidates, with many responses simply using the three terms from the question (attention, retention and motor reproduction) as a basis for their answer. The final aspect of the question (motor reproduction) is not only a question of performing the movement seen in the demonstration, but more an explanation of how a demonstration would lose its impact if the observer is not able to actually reproduce the skill observed.

(d) (Ensuring positive transfer)

The specific nature of the question, demanding information relating to how positive transfer can be ensured, was key to the quality of candidates' responses. Unfortunately however, only a very small percentage of candidates identified this specificity and went on to identify the significance of the learning environment in creating a framework for positive transfer. The less able candidates invariably simply described and exemplified positive transfer.

Whilst a number of points have been identified as causes for concern on this Unit, there is also much evidence of good practice both from candidates and Centres and in such cases both parties should be justifiably proud of their preparation and efforts in securing high quality responses and grades within Unit 2562.

Report on the Units taken in June 2007

2563: Contemporary Studies (Written Examination)

General Comments

Many centres are preparing candidates extremely well for the Contemporary Studies (2563) examination, both in terms of knowledge and understanding and efficient and effective examination technique.

Overall, this paper was received well by candidates who performed and scored impressively in the several part questions requiring straightforward recall (with command words such as: identify, describe, what) and somewhat less well on the questions requiring application and discussion of knowledge. The two 'application' questions were at the end of the paper as follows: **How can both funding and the media help to develop sporting excellence in the UK? (6) Discuss sport and commercialism with reference to the 'American Dream' and discuss sport and politics with reference to the 'shop window' effect. (8).** Understandably, therefore, candidates scored significantly higher on question 1 than on question 2. Questions 1c 2b and 2c were the best differentiators.

In terms of Quality of Language, most candidates scored 2/3, with those writing in bullet points throughout limiting themselves to 1 of 3 marks for quality of language. Candidates had plenty of time.

Comments on Individual Questions

1 (a) Identify characteristics of surviving ethnic sports (4)

This straightforward opening question set a large percentage of candidates off with a maximum. Surviving ethnic sports (e.g. Ashbourne mob football or Gloucestershire cheese rolling) is a popular area of the specification with this question requiring recall of key word information. All points on mark scheme were regularly achieved. It is discouraging when a minority of centres (as was the case here) have candidates all scoring zero on a question, suggesting that parts of the specification have not been taught. This could perhaps be the case when more than one member of staff is responsible for a unit of work.

(b) Describe each level of the performance pyramid. (4)

In this straightforward question many candidates answered effectively with learned key responses. There was some confusion, however, particularly at levels 1 and 2 with many comparative answers given e.g. more skilled than / more committed than - which did not gain marks. A max scoring response would have been: **'At foundation level young children learn basic skills / at participation level people participate for enjoyment, perhaps at a school club / at performance level you might be playing for the county or region / and elite performers play for their country.'**

(c) How do National Governing Bodies support performers at the top of the performance pyramid? (4)

Candidates who stuck tightly to the question did well here. The most common responses were points **1 (select national team), 2 (funding provided), 4 (high level coaching provided), 6 (high level facilities or equipment provided)**. It should be noted that simply 'provide funding and coaching' without reference to quality, would have been marked VAGUE for both points 6 and 4. Candidates who listed general aims of National Governing Bodies without applying them to performers at the top of the pyramid did not score e.g. 'they make up the rules of their sport.'

(d) (i) **What can children learn from play? (3)**

The specification states that the 'indirect educative values of play are: physical, social, cognitive, moral, emotional and environmental.' thus, these key phrases formed the basis of the mark scheme for this question. The most common responses on this high scoring question were 1(learn physical skills), 3 (learn cognitive skills or decision making or problem solving), 4(learn social skills such as team work and co-operation) and 5 (leadership skills). As always, candidates should be 'coached' to be specific and clear in their responses, as answers that are tenuously linked to the mark scheme points are not acceptable. For example, none of the following responses would have gained credit: ***they learn skills or sport skills, tactics, health, personal skills, life skills, responsibility.***

(ii) **When might play fail to have the characteristics of spontaneity and enjoyment? (2)**

Here, the meaning of spontaneity was taken as something done on the spur of the moment without pre-set rules, so to gain Pt 1 candidates had to make it clear that rules were in place or strictly followed or that the play had been pre-planned organised or structured. They did not score for saying ***when it happens at play time or when the bell goes at the end of break or when there are boundaries*** – these responses were a step away from what was required.

Most candidates gained **Pt 2 (lack of enjoyment)** by saying that play sometimes involved arguments, injury or too much of an emphasis on competition all of which could reduce enjoyment.

(iii) **What decisions and choices do children make when playing? (4)**

Many candidates had clearly studied 'concepts' with reference to the 'W' questions (who, when where, why), and so answered this question very well. The **least** comment responses were **6 (equipment to use), 7 (level of seriousness) and 8 (level of physical activity)**. The key 'W' questions (who, when where, why), were not credited if simply written alone - they needed to be in coherent prose with some basic explanation to gain a mark.

2 (a) (i) **What can young people gain from outdoor education? (4)**

This question was answered well with the most common responses being: **1(physical skills) 2 (personal skills including confidence, knowledge of strengths and weaknesses, a sense of adventure, leadership, responsibility), 4 (social skills including team work) and 6 (aesthetic appreciation or respect for the natural environment)**. With examples outdoor education activities clearly identified in the question, the mistake that some candidates make in thinking that activities that simply occur 'outside' are 'outdoor education' was happily avoided.

(ii) **Not all children have the opportunity to experience regular or varied outdoor education. Give reasons for this. (3)**

Candidates most commonly mentioned points **1 (lack of specialist staff)**, **2 (lack of sufficient funding)**, **3 (health and safety concerns)** and **6 (lack of specialist or appropriate facilities)**. Responses needed to be specific here. 'Lack of staff' or 'no access to facilities' when written alone were VAGUE and so did not gain credit. Reference needed to be made to lack of specialist staff, or distance from natural or appropriate facilities.

The next two questions were predictably the key differentiators on the paper. Both required application of knowledge with many candidates needing continuation sheets for their responses.

(b) **How can both funding and the media help to develop sporting excellence in the UK? (6)**

Here candidates needed to merge knowledge from more than one part of the specification. To score a max they needed to write about the impact of both funding and the media on sporting excellence in the UK, with a sub max of 4 possible if they did not. Again, with **facilities (point 3)** and **coaching (point 4)**, candidates needed to refer to their high quality or specialist nature. '**Good, correct, up to date or expensive facilities or qualified coaches**' were not strong enough to gain credit. Similarly for point **6 (events)** where the world class or high level nature of the event needed to be clarified to gain a mark.

(c) **Discuss sport and commercialism with reference to the 'American Dream' and discuss sport and politics with reference to the 'shop window' effect. (8)**

The final part of 'sport and culture' from the specification was being examined here, i.e. '**Characteristics of sport and commercialism as epitomised in the 'American Dream' and sport and politics, as epitomised in the notion of a 'Shop Window'**'. This significant last question allowed the best candidates to show their thorough understanding and application of this area of work in a relevant, detailed answer. In essence it was two linked four mark questions with a sub max of 5 possible for each half. Relevant information on emergent cultures such as Kenya was accepted within the 'sport and politics,' part question which arguably made it more accessible than the first. There was good differentiation here, with some whole centres writing and scoring impressively and needing continuation sheets. However, examiners marked much VAGUE and IRRELEVANT information here too, particularly for 'Sport and Commercialism.' A significant minority of candidates left this final question blank, with some evidence that a limited number of others had not turned over the back page.

Report on the Units taken in June 2007

2565: PHYSICAL EDUCATION (Written Examination)

General Comments

Candidates are expected to cover at least two of the optional areas of study, one being from Section A, either the Historical or Comparative topic. 3 marks are available for quality of written communication in Section A, where answers require a piece of extended writing.

The History and Psychology questions, once again, proved most popular. Candidates are preparing their responses to answers in Section A more thoroughly and the Quality of Language mark continues to show an improvement. The use of paragraphs and the fluency of these planned responses certainly help the students' ability to score well. It was evident that there was greater depth to the answers provided, possibly a reflection of the need to construct responses which would be judged appreciatively by a levels mark scheme.

The continued use of a levels mark scheme to assess responses to particular parts of the examination paper provided the examiners with the opportunity to credit higher order levels of knowledge and understanding. Higher order skills such as analysis, application, comparison or argument may appropriately require a differentiated mark scheme and a levels mark scheme provides this. In the Historical Studies in Physical Education Question 1 (bii), a levels mark scheme was applied and used particularly successfully to determine between weaker candidates who were only capable of describing the very basic impact of the 'change in working conditions, urban expansion' and 'improved transport', and good candidates who were able to explain the influence of these factors on the emergence of association football. The following extracts exemplify this:

'Changing work conditions meant people had more time for playing football. Urban expansion led to a loss of space for playing games. Transport improvements led to teams playing across the country and rules becoming set.'

'Prior to the industrial revolution, popular recreational activities occurred occasionally with the lower classes working to seasonal patterns. Initially the machine driven factories meant free time was still unavailable as workers worked for 72 hours. However, the move to a shorter working week with, first of all, skilled labour securing a Saturday half day, led to opportunities for the lower classes to not only play but also spectate.

The migration of workers to the cities, the process of urbanisation, changed the nature of football. From a rural game, the lack of space in the towns meant the game needed to be played in a specific area leading to the development of purpose built facilities. With the large numbers of people congregated in one area, there was a captive audience which business entrepreneurs targeted.

Improvements in the transport system with the expansion of the railway system significantly affected the development of football. From a local game, it spread nationally and led to the need for a standardised set of rules. The formation of a Governing body and the establishment of leagues facilitated the development of spectatorism with supporters now able to travel to away games on trains.'

Similarly the levels mark scheme was applied in two of the Psychology of Sport Performance Question, part (a)ii and (b)ii). Candidates in part (a)ii, for example, were expected to explain aggressive behaviour using psychological theories and practical examples. This year there was significant improvement in examination technique with theories being explained through the appropriate use of practical examples.

Report on the Units taken in June 2007

In all levels marked questions, the need for an explanation renders the 'normal' mark scheme ineffective. Both responses in the History question identify points two, seven, eleven and fourteen on the mark scheme. Detail, however, is lacking in the first response.

These differences in response characterise the differences between candidates operating at Level 3 who can access the top marks for higher order answers and those at Level 1 who are offering very simplistic answers.

Candidates are developing their examination technique and are beginning to respond appropriately to the command word in the question. 'Bullet point' answers are acceptable when the question states, for example, 'Identify two characteristics' Where a question seeks an explanation or requires a discussion, and there are more marks on offer, developed answers are needed.

Where there is still a need to focus on examination technique, it is in questions which require practical examples. Too many candidates are still not applying theories to practical situations and marks are being lost as a result.

Comments on Individual Questions

1 Historical Studies in Physical Education

- (a) (i)** Candidates successfully identified characteristics of public schools; 'boys, boarding, Spartan' and 'fee paying' being the most frequently used. Weaker candidates did not, however, explain the influence of the characteristic on the development of team games.
- (ii)** There were some outstanding answers to this question with well prepared candidates securing a 'Max'.
- (b) (i)** The Public School question was generally very well answered with almost every candidate securing three marks for describing mob football as a popular recreation and many also securing a 'Sub Max' for the description of association football as a rational recreation. Football or Rugby in public schools was not as successfully tackled with fewer candidates securing all three marks.
- (ii)** As described above, the levels marked question successfully differentiated between the superficial answers, of which there were many, and candidates who were able to explain the impact of the societal influences on the emergence of the game. Weaker candidates tended merely to 'describe' the changes from football as a popular recreational activity to association football.

2 Comparative Studies in Physical Education

- (a) (i) Whilst the 'favourable climate' and 'wilderness opportunities' were often offered, few candidates secured both marks.
- (ii) Weaker candidates often wrote all they thought they knew about Australia under a broad heading of the 'SEPEP and PASE initiatives', failing to differentiate between the two. Better candidates accurately described SEPEP and understood PASE as a teacher training programme.
- (b) (i) It was a surprise that many candidates clearly had no knowledge of 'Transplantee Classes'. It has appeared in examination papers in the past and yet it appeared that candidates were not aware of what they are or the inherent benefits. Well prepared candidates, conversely, often secured all three marks.
- (ii) In a similar fashion to (aii), weaker candidates often wrote as much as they knew on France under the UNSS or Primary Schools question hoping that their responses would gain credit. Stronger candidates often struggled to find more than two credit-worthy points.
- (c) As has become customary, Comparative candidates scored more successfully on the question based on the USA. Even if their knowledge of 'Ivy League Colleges' and the part they played in the development of American Grid Iron Football was limited, the application of American ideologies to the popularity of the sport was well achieved. The question was marked with a levels mark scheme and significant numbers of candidate wrote detailed explanation about why the game is popular and achieved Level 3 scores. Weaker candidates tended to refer to, for example, 'Frontierism', 'The American Dream' or 'Lomardianism' without applying it to the game.

3 Biomechanical Analysis of Human Movement

- (a) The calculation part of this question was typically answered well and was often followed up with a high scoring explanation of the use of Newton's Laws of Motion of how the diver would take off.
- (b) A very challenging question which only the top candidates were able to answer successfully.
- (c) (i) Most candidates easily recognised the three aspects of angular motion shown in the diagram, although they often gave 'A' as 'Angular motion' instead of 'Angular Momentum'.
- (ii) The explanation of how a diver can control angular velocity was marked using a levels mark scheme. Well prepared candidates scored well on this recognisable aspect of the specification. The relationship between 'Moment of Inertia' and 'Angular Velocity' was well understood with a failure to secure a 'Max'. Often the result of an inability to state the analogue of Newton's First Law of Motion. Many candidates benefited from their responses following a 'logical' order and applying their answers to the phases of flights; take off, during flight, prior to landing.

4 Psychology of Sport Performance

- (a) (i) Whilst weaker candidates failed to provide practical examples and 'lost marks' accordingly, most candidates answered this particularly well and often secured a 'Max.'
- (ii) Most candidates tried to apply 'Instinct, Frustration – Aggression, Aggressive Cue' and 'Social Learning' theories to practical examples and often secured Level 2 or more on the levels mark scheme. Some candidates confused the aggression theories with 'Personality' theories – referring to 'interactionist theories', and weaker candidates often simply described types of aggression without any reference to the psychological theories of aggression.
- (iii) Methods of eliminating aggressive tendencies were well known and candidates were often securing full marks. 'Punishment, positive reinforcement of non-aggressive behaviour, use of non-aggressive role models' and the identification of specific cognitive or somatic techniques were commonly identified.
- (b) (i) The NCF's 4 'C's aspect of the specification has been historically not well learned but this year it was evident that the definition of 'Concentration' was known and candidates frequently achieved both marks.
- (ii) Exam technique really 'sorted' out candidates in this levels marked question. Most knew the two spectrums; 'broad – narrow' and 'external – internal', but few could explain them and fewer still could apply them to specific appropriate practical examples. An example of a 'Narrow external' attentional style is a tennis serve is insufficient as an explanation of what 'narrow' or 'external' means and how the tennis serve fits this explanation.

Even if better candidates were able to secure a satisfactory level of explanation, many failed to then explain the effect of the style on performance.

2566: Exercise and Sport Physiology and the integration of knowledge of principles and concepts across the area of Physical Education

General Comments

The vast majority of candidates are generally well prepared and show good planning in their answers. Centres are apparently giving good advice related to examination technique and fewer candidates are making rubric errors. Candidates representing all ability levels are still write too much irrelevant material in the synoptic part of the paper. For example using material such as detailed movement analysis in the anatomy and physiology area that has little or no relevance to the question asked. Some candidates in the contemporary issues section are also using material that has been learned by rote paying little regard of the needs of the question.

Centres are reminded that for this paper candidates are given credit for making links within and between topic areas, but these links must be relevant to the material in the question, otherwise some candidates waste a lot of time writing material for which they will gain little credit.

In the compulsory sport and exercise physiology question, the best candidates showed very good knowledge and understanding of types of stretching, but only the very best candidates scored full marks for describing the method for the PWC 170 test to measure aerobic capacity. Centres are reminded that all aspects of the specification should be covered, however minor they appear to be because the examiners may choose to ask for detail to enable differentiation amongst candidates. Once again, most candidates responded to the compulsory aspect of the paper first and responded in detail to the synoptic parts of the paper using an appropriate plan. The best candidates used a variety of detailed practical examples from sport to illustrate their points and to help explain the theoretical concepts. The better candidates linked relevant material to other aspects within and between topic areas. For example linking achievement motivation in the sports psychology option with the autonomous phase of learning in the acquiring skill option and in the history section, linking values associated with cricket with sportsmanship in the contemporary issues section.

The synoptic mark scheme includes descriptors that not only involve links but also the use of appropriate vocabulary, independent opinion and good communication including the appropriate use of technical vocabulary. The better candidates use technical and specialist vocabulary extensively and write clearly and legibly, all of which are necessary to gain synoptic credit. A few candidates infringed the rubric requirements, for example, answering questions from both the scientific focus and the socio-cultural focus. This year it was apparent that the writing skills of many candidates need further development. Too many were unable to explain using sentences that made sense and were well ordered. Some candidates insisted on writing in note or bullet point style, which often results in unsatisfactory and uneven explanations.

The most popular route taken in the synoptic section of the paper was from anatomy and physiology to exercise and sport physiology with the rest going for either the skill and the psychology or the contemporary issues and the history. Once the minority chose the contemporary issues into comparative studies and very few opted for any route involving biomechanics.

Comments on Individual Questions

Section A

Sport and Exercise Physiology

- 1 (a) Most candidates could identify the appropriate fitness tests. Some candidates were unable to accurately name these tests that were crucial to score these relatively easy marks.

B i.

The descriptions of the PWC 170 test were generally quite poor with many candidates unprepared for describing this test. The responses were taken into consideration by the examiners and generic aerobic capacity test characteristics were given credit. For example even if linked with the multi stage fitness test, candidates scored marks for responses indicating that heart rate was measured and that progressive work loads is a feature. Well-prepared candidates scored full marks showing a good understanding of this test indicated as an example in the specification.

There were few problems for the upper ability levels in identifying and explaining four physiological factors related to heart and skeletal muscle that enable the performer to score highly on the aerobic capacity test. Weaker candidates identified no or few factors related to skeletal muscle and concentrated on hypertrophy of the heart. Some candidates identified the factors but then failed to explain them and therefore scored few marks. The best candidates identified skeletal muscle factors such as the increased number of capillaries, which leads to more oxygen available to increase gaseous exchange.

Section B

Scientific focus question

- 1 (a) **Application of anatomical and physiological knowledge to improve performance**

This was one of the most popular questions and most then went on to answer the exercise and sport physiology question to make appropriate links.

The majority of candidates scored well on the completing the missing information related to the movement analysis of a hurdler. Some candidates confused the action of the trail leg and described this as extension rather than flexion. Similarly some candidates stated incorrectly that the lead leg was an extension action rather than flexion. The muscular contraction being used by the iliopsoas muscle was well explained by many candidates but for maximum marks in this section candidates needed to have identified the type of contraction in each phase, the action and whether the muscle shortened (upward phase) or lengthened (downward phase). Centres are reminded to prepare candidates to respond to command words such as explain with a full and detailed account. Some candidates missed out on valuable marks because their responses were too superficial. Most candidates identified the three types of muscle fibre but again many candidates did not gain the maximum amount of marked for this section because they did not explain fully enough why the percentage of each muscle fibre type found in the hamstrings of a hurdler is likely to differ from that of a marathon runner. Those candidates who referred to the two types of athlete and linked these with muscle fibre types and their characteristics scored well. The best candidates were also able to link their responses with types of training. The best candidates recognised that the marathon runner needs high numbers of mitochondria to optimise the production of ATP.

(b) Acquiring and Performing Movement Skills

This question clearly asks for candidates to identify a motor skill and to explain the candidate's classification of it. Some candidates classified several skills and used all the classification headings. This is not what was required and candidates scored few marks for simply giving all the characteristics of all the continua using different skill examples. Those candidates who chose one skill and responded in the depth required by the question scored high marks. For example some candidates used a practical example such as a set shot in basketball and justified their assessment of it being a skill towards the closed end of the continuum by explaining that it is a skill that is predominantly habitual; that there was little information to process and the timing of this skill performance is controlled by the performer. Candidates who were successful in this part of the question then used their chosen skill for the second classification giving suitable justifications. Skill classification is not an exact science so candidates were allowed to classify using their own judgement and this was accepted as long as the justification was suitable.

The next part of the question required the candidates to use the same skill to explain how the skill should be practised for a novice as well as then going on to explain whether the skill should be practised as a whole or in parts. Weaker candidates misread the question and only gave explanations for practising the skill in whole or parts and made little or no reference to practice conditions such as massed/distributed and fixed/varied practice. Stronger candidates explained their choice of practice conditions with their previous classifications. For example the set shot in basketball mentioned above could be practised in a fixed way because of the skill being closed and that environmental influences were not great enough to be taken into consideration. The skill could also be practised as a whole because it is a discrete skill that is difficult to practise in parts and that whole practice enables fluent skill production. Again the weaker candidates gave rote learned responses about what each type of practice means but did not link this with the skill earlier classified. Centres that had taught candidates to link skill classification with practice types enabled their candidates to readily see the links in the question and to give appropriate detailed responses.

The final part of this question requires candidates to identify and explain the three phases of learning. The majority of candidates scored marks for this part but too many gave superficial responses that scored few marks. Some candidates also used phases of skill production to answer the question and consequently scored few marks. The most successful candidates gained synoptic credit by giving suitable practical examples for each phase and by making links with topic material within the AS topic, for example autonomous phase with motor programmes and between topic material from the A2 specification, for example raising self efficacy by giving positive feedback in the associative phase of learning.

2 (c) Exercise and Sport Physiology

The highest scoring synoptic answers for this section followed the section on anatomy and physiology because relevant links are more easily made.

Most candidates sketched an appropriate model showing the energy systems being used by a team player in a named team. Some candidates did not name the team game or chose a non-team game. The best candidates then went on to explain both when and why each system is used. Poorer candidates did not explain each system and some simply stated when and left out the reasons, consequently such candidates missed-out on valuable marks. The better candidates explained that the ATP/PC system, for example, is used in highly intense movements and then went on to exemplify this through their practical example. Such candidates then gave the reasons why, for example because ATP can be resynthesised quickly and in the absence of oxygen. These candidates then went on to give reasons why the other two systems would be used, once again giving practical examples.

Some candidates missed out the last part of the question related to the physiological processes that will happen during a five minute recovery phase following an intense period of anaerobic exercise. Others gave some points related to recovery, for example that oxygen is used to repay the oxygen debt and that lactic acid is removed. The better candidates gave a full explanation of how the body returns to its pre-exercise state during EPOC. The better candidates identified that heart and respiratory rates remain elevated and then explained the alactacid or fast component and the lactacid or slow component. The candidates who scored well on for synoptic links gave practical examples and also linked their material on recovery with implications of the warm-up and cool down and AS material such as then response of the heart during recovery.

(d) Biomechanical Analysis of Human Movement

Very few candidates answered this question. Those that attempt this question either scored well or quite poorly. A few attempted this question and had clearly not been taught this area thus giving anecdotal evidence that was rarely worthy of marks. The better candidates explained well how the spin on a ball is generated with force being applied outside the centre of mass and that the moment of force generates the spin, giving the ball angular momentum. Most candidates' air flow diagrams were good enough to at least score some marks with many candidates showing the airflow line arrows in the opposite direction of motion. Many also showed that the Magnus force is at right angles to the direction of travel downwards. Some of the better candidates also showed the direction of spin in relation to the direction of swerve. Good explanations also included a commentary that gave information on pressure underneath the ball being low causing the force to go from high to low pressure.

The weaker candidates ignored the last part of the question related to the follow through as part of technique. The better candidates gave a good explanation of the effects of the follow through, including the force being applied to the projectile for longer and the impulse being increased. The increase in outgoing velocity was recognised by these better candidates thus increasing the distance travelled by the projectile. Synoptic credit was gained by candidates who made links between the flow through and Newton's second and third laws. There was also some good material given on the effects of topspin on the bounce of the ball.

(e) Psychology of Sport Performance

The majority of candidates who answered this question had answered the acquisition of skill question in part one and many scored relevant synoptic credit for linking psychological material with acquisition of skill material.

Candidates generally showed a good understanding of the need to achieve characteristics of performers. Common answers included the high level of competitiveness and the need for challenge. Better candidates explained that these were approach rather than avoidance behaviours and the attributions of such performers tended to be internal for success and unstable for failure so that performance could be improved in the future. There were some good practical examples but too many of the weaker candidates simply named sports stars as need to achieve performers without giving the reasons why.

Again most candidates scored some marks on the next part of the question concerned with learned helplessness. Most recognised this as an unfavourable concept and linked to the perceived inevitability of failure. The better candidates recognised that learned helplessness is caused through the attribution of failure to internal stable causes.

The last part of the question was successful, in its attempt to differentiate student responses and enabled the best candidates to shine. The better candidates not only gave relevant responses linked to attributing failure to controllable factors but also explained fully the use of vicarious experiences, the use of goal setting that is achievable and also motivating via positive reinforcement. The use of cognitive strategies such as mental rehearsal was also explained well by some along with the need to control arousal levels. Weaker candidates seemed to struggle with the technical vocabulary lifted directly from the specification. Centres, who prepare their candidates well, encourage candidates to use the appropriate technical vocabulary particularly if such material is stated in the specification. Good synoptic credit was achieved by those candidates who gave relevant practical examples and also made links such as linking the pursuit of mastery with goal setting and raising confidence. The better candidates also linked psychology material with acquiring movement skills material by for example linking phases of learning with learned helplessness and achievement motivation and linking mastery orientation with the learning of motor programmes apparent in the autonomous phase of learning.

3 (socio-cultural focus)

1 (a) Contemporary Studies in Physical Education

This was a popular question this session. The majority of candidates who chose the socio-cultural route completed the contemporary issues and history questions.

Candidates generally scored well the contemporary issues section. The weaker candidates often merely repeated what was in the question and stated that the effect of sportsmanship is fair play and that gamesmanship is unfair play. The question seeks responses related to the effects rather than characteristics and candidates who had rote-learned characteristics were determined to give these in spite of the requirements of the question. The better candidates did give some creditable points related to sportsmanship strengthening the status of sport and ensuring a respectful atmosphere. Such candidates also often made relevant links with cricket as it was played in the nineteenth century and compared values then with values now. The effect of gamesmanship was generally well known by candidates and centres who had prepared their candidates. Centres have obviously encouraged not only discussion around these topics but also extended writing. All too often, however, candidates showed an inability to string sentences together to give a coherent response. The writing skills of many candidates are depressingly inadequate and consequently the knowledge that has been gained cannot be adequately expressed.

The next part of this question refers to the issue of drugs in sport. Too many candidates did not read the question carefully enough and simply gave the effects of drugs.

2 (a) Historical Studies in Physical Education

Centres are generally encouraging candidates to give fuller explanations in their responses, although weaker candidates are still relying on pre-learned bullet point responses that they try to fit to the question, largely unsuccessfully. The more thoughtful analytical candidates responded to each part of this question and made relevant links with the contemporary issues topic, which gained synoptic credit. For example there were some effective links made between sportsmanship and gamesmanship with historical aspects of cricket development.

Many candidates scored at least one knowledge mark for characteristics of pre-industrial cricket. The better candidates identified specific but relevant factors such as the early type of scoring using 'notching' and the development of the game at the Bat and Ball Inn. Others gave good outlines of the development of the MCC and that upper and lower classes were involved in the game.

Candidates' responses to identifying different values and explaining these to the development of cricket were extremely variable. Many candidates simply listed values like a shopping list with no explanation. Others were able to identify one valid value such as teamwork but were unable to write about others and consequently scored low marks. The most able candidates identified several values such as leadership, courage, discipline, integrity and trust and then explained how these could be recognised through the game of cricket. For example a common answer that identified teamwork as a value showed how being able to work together is an essential aspect of the team game of cricket. There were some excellent links made between the value of honesty with sportsmanship and an aspect of the game such as 'walking' when a batsman knows that they are out in spite of the umpire not giving the player out.

The last part of this question proved to be a powerful differentiator with the least able only scoring very few marks identifying social changes such as the growth of railways enabling the spread of the game. Many candidates failed to give social changes and those that did often did not link these with how they influenced the development of cricket. Once again the 'shopping list' mentality was evident with lists of changes that were not just social but also technical and very little in the way of explaining how these influenced cricket development. The best candidates identified the new influences of the middle classes that led to the changing of attitudes, respectability and codification of cricket. Also the influence of the increase in literacy in codification as well as the increase in law and order influencing the reduction in gambling. Some excellent answers also explained how the class-based nature of the UK resulted in an amateur/professional divide with good practical examples of how this was shown in cricket.

(b) Comparative Studies in Physical Education

Fewer candidates attempted this question in this section, with most attempting the historical studies instead. Those that did attempt this question scored better on the first part where there was not a requirement to compare but merely to explain high-level sport in either Australia or France. The second part that demanded a comparative analysis was too much for some who only listed features of professional sport in the USA and made little or no comparison with the UK as required by the question.

In the first part of the question the better candidates gave a full explanation of why high-level sport has status in the country of their choice. The better, more coherent answers referred to Australia, whereas the responses related to France lacked clarity and often made the same point but in a slightly different way. For example candidates would state that France promotes nationalism through sport and make few other points. Similarly those that chose Australia often identified the national recognition of sports heroes and perhaps that the climate enables outdoor sports to be widely followed but little else to show why sport assumes such a high status. The better candidates referred to the use of sport in Australia to boost the economy, the high status of PE and sport and the role of the Institutes of sport. High scoring candidates when referring to France gave central funding explanations as well as the use of specialist centres for sport.

In the next part of the question those that responded to the requirements of the question and compared professional sport in the USA with the UK scored well. Good candidates were well prepared by centres and had obviously completed many practice questions comparing sporting themes between countries. The status of players and sport generally, the personal opportunities available, the policies to provide excellence as well as the behaviour of crowds and players were all features of a well argued response that used examples from both the USA and the UK. Those that simply listed the features of professional sport in the USA scored few marks. The top candidates were able to make relevant synoptic links with sportsmanship and gamesmanship as well as performance enhancing drugs. Those that used a wealth of relevant and fully explained practical examples also scored well in this part.

Report on the Units taken in June 2007

Principal Moderator's report 2564 & 2567 Coursework

Candidate entries in 2007 showed a slight increase on the previous year. Once again centres were very generous in their offers to host moderations and indeed in the hospitality they offered to their cluster centres. Many teachers new to the assessment of practical activities at A Level benefited from attending moderations and it also is very pleasing to hear that many clusters are now holding their own 'pre-moderation' standardisation meetings in an effort to ensure that their assessments are accurate.

Once again moderators reported that there were numerous outstanding performances by very talented candidates who deservedly had been awarded top marks by their centres.

As in recent years most centres were accurate in their assessment of the practical activities and are to be congratulated on this. There was also evidence to suggest that most centres who had had their practical assessments adjusted last year had taken on board the advice given by moderators and were therefore much more accurate in their assessments this year. Sadly this cannot be said for 2564-02 (PPP) where some centres continue year on year to be inaccurate in their assessments.

Whilst the assessment of practical activities was generally accurate the major factors in the adjustment of centres marks, as in previous years were at AS, the Personal Performance Portfolio and at A2 the Evaluation and Appreciation component.

There were many centres where candidates produced excellent portfolios following the prescribed structure, containing all the relevant information with the required detail, excellently presented and a great credit to the centres. Later in this report there is a section specific to the PPP to which centres who have had their assessments adjusted should refer for guidance on their future assessments and for information for their candidates.

At A2 the Evaluation and Appreciation component produced similar results. Many centres had prepared candidates well and had assessed them accurately. They were knowledgeable, able to apply knowledge relevant to the performance observed and followed the prescribed structure in their response. The teachers allowed candidates to apply what they knew whilst directing them, when necessary, with appropriate, open-ended questions. Later in the report, in the section on Evaluation and Appreciation, there are points which should help centres that have difficulty with this aspect.

On the administration side, the vast majority of centres produce accurate documentation which is submitted by the appropriate deadline to their moderator. However, it is of concern again, that this year there appeared to be an increase in the number of errors in paperwork which quite often, if not corrected by moderators, would lead to candidates being disadvantaged. Centres should ensure that all paperwork is completed appropriately, double-checked and submitted by the appropriate deadline. Failure by centres to meet deadlines causes delays in the moderation process, particularly of moderators being able to inform centres of dates of moderations and the candidates required for moderation.

The actual moderation process was again very successful. This is due in no small part to the organisation and hospitality of the host centres and the enthusiastic involvement of teachers at moderation. An added bonus for moderators is to be able to observe the many excellent performances, which the candidates produce.

Report on the Units taken in June 2007

Of concern, however, is the failure of some centres and candidates to realise that moderation is part of the examination process and therefore a candidate's attendance, if requested by the moderator, is compulsory. There will be, on occasions, valid reasons why candidates are unable to attend and these, if made known to the moderator in advance, can be acceptable. Failure to attend, without an acceptable reason, has led to candidates being marked absent for the unit.

It is also essential for centres to notify moderators prior to moderation of candidates who, for whatever reason are unable to attend. Where possible and in consultation with the moderator these candidates should be replaced with candidates with similar assessments.

Video evidence is now increasingly part of the moderation process as moderators are required by OCR to ensure that a viable range of both activities and candidates from each centre is moderated. There is much useful and informative video evidence produced by centres but it has to be said that there is also some on which it is impossible for moderators to make a decision. **Centres should be aware that they are required to have video evidence of a sample of candidates for each activity they assess and the Evaluation and Appreciation assessments and this evidence should be available to moderators.**

The following points should be taken into account by centres in future assessments.

Administration

Centres should ensure that:

- 1 All deadlines for the submission of assessments are met.
These are:
 - All A2 assessments 31st March.
 - AS assessments 31st March together with an indication of activities which will be assessed by 15th May
 - AS 'Summer' activity assessments 15th May, accompanied by video evidence.
 - PPP assessments 15th May.
 - MS1 forms for AS, PPP and A2 – 15th May.
- 2 All arithmetical calculations are double-checked.
- 3 MS1 forms have both the marks grids and mark columns completed.
- 4 When submitting 'Summer' activity assessments by 15th May an updated Final Practical Activity assessment form is submitted with the assessments.
- 5 The transfer of marks from one sheet to another is double-checked.
- 6 A completed PPP assessment sheet, which identifies their candidates' PPP marks together with a Centre Authentication form, is submitted.

Practical Assessments

Centres should ensure that:

- 1 They carry out a rigorous internal standardisation process. This ensures that the centre's candidates are treated fairly and that candidates at the same level in the different activities are given the same mark.
- 2 They apply the descriptors contained in the banded criteria. Candidates in the top bands should therefore be able to 'demonstrate a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency.'
- 3 When assessing candidates that they apply all the criteria relevant to the activity. This is particularly the case in activities such as Dance, Trampolining, and Mountain Walking. Where the activity assessment criteria identify it, a copy of the candidate's routine is available at moderation. E.g. trampolining.
- 4 Candidates assessed in Outdoor and Adventurous activities produce a detailed logbook which meets the criteria identified and is available at moderation.

Evaluation and Appreciation

The rubric in the Coursework Guidance booklet says:

'Candidates are assessed in their ability to evaluate and appreciate the live effective performance of a fellow candidate through observation whilst applying their knowledge from a range of disciplines in order to recommend an appropriate strategy to improve the performance.'

Centres should note that the candidate must comment on the 'effective performance of a fellow student' in one of their assessed activities. Where this is an activity such as Athletics or Competitive Swimming they will observe the event or stroke in which they have been assessed.

The oral response is based on the performance which the candidate observes. All observations made by the candidate should be related to this performance. At moderation the candidate may be directed by the moderator to observe a particular performance or aspect of a performance.

Whilst it is expected that candidates will prepare for this oral assessment, the response cannot simply be learned and then repeated. Candidates cannot simply prepare an action plan for a specific weakness and then apply that to the performance they observe irrespective of whether or not that performer has that specific weakness. From the material they have prepared and learned candidates are expected to select that which is appropriate and relevant to the performance that they have been asked to observe. This performance will be new to them.

Report on the Units taken in June 2007

The two sets of banded criteria used to assess this component identify that the following areas must be covered by the candidate:

- Knowledge of the analytical phases of the activity.
- Identification of major strengths.
- Identification of major weaknesses.
- Collaborative aspects of the performance where appropriate.
- Identification of the major fault.
- Formulation of a detailed viable action plan to rectify the identified fault, which includes detailed coaching points, detailed practices and a detailed timescale.
- Application of appropriate theoretical knowledge from physiological, psychological and socio-cultural areas to support their evaluative and appreciative comments and their strategy.

The requirement by the banded criteria to cover these areas forms the basis of a structure to the candidate's response which should be:

- Identify the analytical phases for the activity.
- Identify the strengths of the performance.
- Identify the weaknesses of the performance.
- Select a major weakness.
- Create a viable action plan which has detailed:
 - Coaching points
 - Practices
 - Timescale.

They apply appropriate and relevant theory to support both their evaluative comments and their action plan.

When assessing candidates teachers should ask them an opening question which focuses the candidate and reminds them of what is required of them. This question should be along the lines of:

'You are observing the performance of....In your own words identify the phases you would use to analyse the performance, describe the strengths and weaknesses of the performance, Identify a major weakness and construct a viable action plan which should include detailed coaching points, detailed practices and a detailed timescale. You should apply appropriate, relevant theory from physiological, psychological and socio-cultural areas you have studied to support to support both your evaluative comments and your action plan.'

Further questions may be used by the teacher to guide and remind candidates without affecting their assessment but if substantial questioning is needed to obtain responses from candidates then this is indicative that they are in the bands 3 or 4.

Centres are reminded that this is not a question and answer scenario where the teacher simply asks a series of predetermined, closed questions. Nor is it a scenario where candidates simply produce a response which contains all the theory they have covered on their course and then go on to talk about the performance they are observing. The theory they include in their response must be appropriate, relevant and applied to the performance they are observing.

Strong candidates will usually take approximately 15 minutes for their response.

Candidates should be aware that the first part of the observation requires them to evaluate the performance. Recently it appears that some candidates simply want to talk about theoretical aspects they have learned without making any real attempt to evaluate the performance. They should be reminded that focus of 'Evaluation and Appreciation' is their evaluation of the performance together with the creation of an action plan. The application of theoretical concepts is to support and justify the evaluation and action plan. If they do not undertake an evaluation and do not create an action plan any theory which they talk about is irrelevant.

Centres are reminded of the need to video a sample of their candidates' evaluation and appreciation responses. This video evidence should also include the performances which candidates are observing.

Centres should also be aware that a 'model' Evaluation and Appreciation candidate response is shown on the A2 Practical Assessment video available from OCR publications.

Video evidence

Video evidence is now an essential part of the moderation process as the range of activities assessed in centres becomes increasingly diverse. It is in fact becoming the norm for moderators to require video evidence from centres of their practical assessments in order to complete the requirements of moderation.

This is a requirement for all activities assessed in a centre and should cover a sample of candidates from the range of marks assessed in each activity and in Evaluation and appreciation.

It is essential that candidates on the video can be clearly identified, particularly in team games, and linked to the assessment sheets. This can be done by candidates wearing numbered bibs which are then identified to the moderator either by a commentary on the video or by accompanying documentation.

Evidence should show candidates performing in situations which allow them to fulfil the assessment criteria.

Evidence should be submitted to moderators either on **VHS** format or on **DVD/CD Rom**. **Evidence submitted on other formats is not acceptable**. Centres should ensure that evidence on CD Rom is formatted so as to ensure that it can be viewed on other systems.

At AS level any assessment of 'summer' activities by 15th May must, when submitted, be accompanied by video evidence. Evidence of activities assessed and submitted by 31st March at both AS and A2 will be requested by the moderator and should not be sent with the assessments.

Personal Performance Portfolio

Once again many portfolios in which candidates had put a great deal of time and effort and these were rewarded with high marks. Exemplar material from last year's standardisation meeting was made available at practical inset meetings and many centres appear to have benefited from this. Similar exemplar PPP's will be available at inset meetings this coming year and it would be beneficial to centres who are still coming to terms with the production and marking of this aspect of coursework to access this facility.

It is extremely disappointing that there are still some centres not working to current PPP criteria. In these cases it results in candidates producing work into which they have put a great deal of time and effort but get no credit for it as it is not part of the present criteria which the portfolio is assessed against. It is essential that centres work to the latest PPP guidelines produced in November 2003. (Available on the OCR website.)

It should be stressed that candidates can be given no credit for including material that is not required by the criteria. In fact the opposite is the case as in the quality section the banded criteria indicate that one of the measures is that 'the document is informative and **concise**.' By including additional material the portfolio cannot be considered to be 'concise' thereby denying the candidate access to the top two bands in the grading of the quality of the portfolio.

It is also disappointing that some candidates do not follow the prescribed structure for their portfolio which causes them problems. It is also disappointing that some candidates do not include a contents page and a bibliography.

It may be beneficial if candidates are made aware of the weightings attributed to each component of the portfolio i.e. that the action plan is weighted at 12 whilst section A is weighted at 6.

The following represents some general comments on the portfolios this year.

Section A – 6 marks

Application of Anatomical and Physiological Knowledge to Improve Performance

It is now only necessary to cover speed, strength, stamina and suppleness in the physical fitness aspects.

Good candidates:

- Covered all four aspects,
- Explained in detail what they were,
- Applied them to their activity
- Explained in detail their importance to that activity and put them into the context of their activity.

Some candidates covered other aspects of fitness e.g. somatotypes, agility, co-ordination, reaction time. They could be given no credit for this additional work no matter how detailed and accurate it is and therefore they have wasted their time and effort.

Candidates need to give details of their own personal warm up and cool down for the activity that they focussed on ensuring that all components are covered.

Report on the Units taken in June 2007

Good candidates:

- Covered both warm up and cool down in two separate sections.
- Gave a detailed description of their personal warm up which included: details of the pulse raising activities, details of the type of stretches together with diagrams of the actual stretches together with an indication of how long they were held for, details of the skill related exercises they did.
- Gave a detailed description of their personal cool down which included: details of their pulse lowering activities, details of the type of stretches they did together with the actual stretches and the length of time they held them for.

They then went on to clearly identify the effects of both their warm up and cool down on:

- i) The speed and force of muscular contraction
- ii) The vascular system.

Some candidates failed to include any coverage of their cool down and therefore lost marks as did those who failed to cover all aspects of their warm up and cool down together with those who failed to include sufficient detail.

Acquiring and performing movement skills.

Candidates scoring high marks identified a single basic skill from their activity, broke the skill down into its relevant phases and gave relevant detailed coaching points for each of these phases. Some candidates produced coaching points for several skills but gained no marks for this extra work.

Good candidates then produced detailed practices which took the skill, for which they had previously given coaching points, from a simple closed situation through several steps, which eventually led it into its normal open competitive situation. Often these were accompanied by explanatory diagrams.

Common mistakes were:

- Candidates did not use the same skill in their progressive practices as the one which coaching points had been identified for. This was a rubric infringement.
- Candidates described practices which were intended to correct faults rather than develop the skill.
- Practices which were not realistic.
- Including theoretical material not required. E.g. details of methods of practice, (whole, part, progressive), classification of skills, motivational theories. No credit could be given for these.
- Not including sufficient detail.

Contemporary Studies in Physical Education

Governing body information – candidates scoring high marks showed evidence of good research that produced information which they then took out the relevant parts and applied it to answer the questions posed in the six parts of this section.

Some candidates identified the International governing body when ideally they should give information on the National governing body. E.g. Welsh Rugby Union, Scottish Football Association, Football Association.

Most candidates were able to identify the name, address, phone and website address of their governing body.

Good candidates identified the regional structure of the governing body in terms of how it is organised for **the administration** of the activity. They usually exemplified this by describing the region in which they took part in the activity. Weaker candidates simply identified the regional competitions which are required later in this section and are not relevant to the administrative structure.

Whilst coaching awards were identified by most candidates, the stronger candidates described the content of each award and the levels at which holders of that award could coach. Weaker candidates lacked detail and often had simply downloaded a list of awards from the internet.

Good candidates correctly interpreted promotional/grass root schemes as those schemes by which the governing body attempts to attract people, usually young people, to become involved in their sport and to improve their skill levels. They identified the schemes and gave details of their content and rewards for participants. Some weaker candidates misinterpreted the term Promotional/grass root schemes and talked about the way teams progress upwards in a hierarchical league structure.

Most candidates identified the competitive structure of their activity with the stronger candidates giving information on regional and national competitions organised by the governing body. Weaker candidates simply listed any competition that their activity held and in some cases, particularly football, included international competitions.

Most candidates identified doping control and testing procedures but this area exemplified the problem of many weaker candidates who simply down loaded information from various web sites leaving teachers and moderators to sift through for relevant information. Good candidates extracted the pertinent information from the internet sites they accessed whilst weaker candidates simply included it all in the hope that it was relevant.

Most candidates included a description of the performance pyramid together with a diagram and were able to identify and justify where they were presently placed on the performance pyramid. Good candidates then went on to explain/discuss how they had been helped or hindered in achieving this status. This may have included the governing body, parents, teachers, coaches, access, facilities etc. Weaker candidates made no reference to how they had been helped by the governing body and simply identified their position without any explanation thereby not covering this aspect and therefore not getting any credit for it.

Some weaker candidates simply gave a resume of their career so far in the activity without any reference to how they had been helped or hindered by the governing body or any others involved. This information, although very interesting, is not relevant.

This section was then marked on a 'best fit basis against the following criteria:

5-6	The candidate has an excellent awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They are highly informed about agencies influencing opportunities and provision.
4-5	The candidate has a good awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have detailed knowledge about agencies influencing opportunity and provision.
2-4	The candidate has an adequate awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have adequate knowledge about agencies influencing opportunity and provision.
1-2	The candidate has some awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have basic knowledge about agencies influencing opportunity and provision.
0-1	The candidate has limited awareness of the physiological factors that affect movement production and of the impact of coaching and learning on performance. They have superficial knowledge about agencies influencing opportunity and provision.

Candidates should be awarded a whole mark assessment. To be placed in the top bands the candidate **MUST** have covered **ALL** the required areas in detail. It should be emphasised that candidates cannot be given credit for material/information, however good it is, that is not required by the PPP criteria. It was disappointing to find candidates who had been awarded full marks for this section when there were areas which they had not covered.

Section B – 18 marks

Identification of strengths and weaknesses

Candidates focus on their own performance and identify a realistic perception of their strengths and weaknesses.

They are required to look at strengths and weaknesses in:

- Skills,
- Tactics/strategies
- Fitness aspects of their performance.

Candidates are also required to explain how they have arrived at their conclusions.

Good candidates covered all three areas in detail identifying their strengths and weaknesses in each and explained how they been able to determine them. This explanation often included that for skills and tactics they had had their performance videoed and analysed it them themselves, or that their teacher/coach had analysed their performance. For fitness they had utilised standardised tests, compared themselves to the norms and contextualised this information in terms of their activity.

They covered the basic skills and tactics of the activity together with all the four S's of fitness together with other aspects of fitness relevant to their activity.

Weaker candidates often simply identified their strengths and weaknesses often in a list, did not evaluate all three areas and did not explain how they had arrived at their conclusions.

This section is assessed against the following criteria:

5-6	The candidate has an accurate perception of their performance.
4-5	The candidate has a good perception of their performance.
2-4	The candidate has a sound perception of their performance.
1-2	The candidate has a limited perception of their performance.
0-1	The candidate has an inaccurate perception of their performance.

The centre should also take into account the accuracy of the candidate's perception of their strengths and weaknesses. To be placed in the top bands the candidate must have covered both strengths and weaknesses in skills, tactics and fitness as well as explaining how they have arrived at their conclusions.

Action planning

Candidates receiving high marks in this section did so by covering all the aspects identified in the criteria and providing detailed information. These candidates provided a logical plan in which sections followed a rational path, the conclusion of which was an application of their evaluative method to establish whether or not their goal had been achieved.

There are six areas in the action plan all of which must be covered in detail.

1 Clear, realistic, achievable goals.

The strong candidate identified a goal or goals which conformed to the SMART principles. They were specific and measurable i.e. if working on stamina they would identify that they were going to achieve level 7.5 on the Multi – stage fitness test. Weaker candidates would simply say that they were 'going to improve their stamina.' and this is not specific enough. If candidates identify a skill, which they wish to improve, then they need to identify a method by which they can measure it and identify a specific target on this measure.

It is important that when selecting their goals that they are related to the evaluation of their performance which they have done in section A of the portfolio.

Weaker candidates were very vague in their goals often identifying goals which it was difficult to measure. E.g. To improve my fitness.

Candidates should only attempt to cover one or two realistic goals. Candidates who attempt to cover a wide range of goals risk being too superficial in their coverage.

2 Timescale.

Good candidates identified the length of their action plan in weeks, the number of sessions per week together with the length of each session.

3 Method of achieving the goals

Strong candidates covered this area in great detail. They included great detail of exactly what they would do to achieve their goal. This included details of exercises, sets, repetitions, weights etc for fitness programmes together with progressions etc. They would identify distances they were going to run and the pace/time they would apply. When the goal was skill related they would include detail of the practices they would undertake, the progressions they would make, the coaching points they would focus on, the number of times they would do a drill etc.

Weaker candidates covered this area very superficially. Often their methods were unrealistic, not specific to the activity concerned and generally lacked detail. Weaker candidates when their action plan related to improving a skill simply practised the skill without any attempt to correct faults or improve any components of the skill.

It is not appropriate for candidates to identify, as their method of achieving their goal that they are simply going to do their method of evaluation several times a week. E.g. Goal – improve my stamina, evaluative method – multi – stage fitness test, method of achieving goal – I will complete the multi-stage fitness test three times a week.

1 Record of implementation of the plan

This area, if the method of achieving the goals has been covered in detail could simply be a record/diary of the candidate applying their action plan. Good candidates included a subjective comment on how they felt each session had gone and when they felt it appropriate to progress.

Weaker candidates simply listed their sessions often in a table form with little detail and no evaluative comment.

2 Method of evaluating the action plan

In this section the candidate identifies how they are going to measure whether or not they have achieved their goal. Some goals can be measured by objective tests which in many cases are established, recognised and standardised. E.g. Multi-stage fitness test for stamina, one repetition maximum for strength, 30 metres run for speed.

Strong candidates identified a clear and concise method by which they would identify whether or not they had achieved their goals.

Weaker candidates often missed this out.

3 Record of results

This is simply a record of the candidate applying their method of evaluating their action plan identified in point 5.

Major weaknesses in the action plan section were candidates:

- Not covering all six aspects.
- Having goals which were vague, unspecific, unrealistic and often unrelated to their evaluation of their performance
- A general lack of detail particularly in their method of achieving their goals.

Report on the Units taken in June 2007

section has the largest weighting and is a very important area of the portfolio. It is assessed against the following criteria:

10-12	The candidate has a comprehensive understanding of the factors that interact and affect performance resulting in the implementation of a highly successful strategy to improve their practical performance.
8-10	The candidate has a sound understanding of the factors that interact and affect performance resulting in the implementation of a very good strategy to improve their practical performance.
4-8	The candidate has some understanding of the factors that interact and affect performance resulting in the implementation of an appropriate strategy to improve their practical performance.
2-4	The candidate has limited understanding of the factors that interact and affect performance resulting in the implementation of a basic strategy to improve their practical performance.
0-2	The candidate has an inadequate understanding of the factors that interact and affect performance resulting in the implementation of a flawed strategy to improve their performance.

Quality of the portfolio 6 marks

Review

The candidate gives their subjective opinion of as to the quality, effectiveness and general worth of the action plan as a whole. Candidates scoring highly in this section discussed/explained their opinions as to their perceived value/worth of their action plan and whether or not they had achieved their goal and if not why not. They also talked about the benefits which their action plan had been to the performance of their activity in general. They also included an opinion as to what parts of their action plan they would change if they were to use it again.

Many weaker candidates did not complete this section.

The following areas of the Quality section are the teacher's judgement of the portfolio.

Candidate's understanding and depth of knowledge

An assessment of the candidate's general appreciation and understanding of the theoretical areas covered in all sections of the portfolio and their ability to apply it to their activity within the portfolio. The candidates understanding of the components of the action plan are also an important aspect of this area, particularly the setting of realistic, achievable goals.

Originality

The candidate's ability to research information and to extract the sections of that information which are relevant to their portfolio. Strong candidates will customise the information to suit their needs. Weaker candidates tend to include all the information that they have found and also fail to acknowledge their source.

Presentation

An assessment of the general structure and appearance of the portfolio. Neatness, conformity to the prescribed structure, presence of authenticity statement, contents page, bibliography etc.

This section is assessed against the following criteria:

5-6	The document is highly informative and concise.
4-5	The document is informative and concise.
2-4	The document is accurate and sound in most areas.
1-2	The document is sound in most areas.
0-1	The document is superficial and of limited substance.

The presence of irrelevant material will deny access to the top two bands of this section, as they require the portfolio to be 'concise.'

The portfolio is now a fairly stable document, exemplar material is available and candidates should have a clear plan of what they are expected to produce. It is important that candidates follow the prescribed guidelines as it makes it easy for them to produce the portfolio, easier for teachers to mark it and easier for it to be moderated. It may be helpful to candidates to have access to the portfolio's content and assessment criteria as well as the mark sheet.

Centres are reminded that each portfolio should have an authentication statement signed by the candidate included at the front of the portfolio. The centre itself also needs to submit a centre authentication statement which should be included with the PPP assessment sheet. It is essential that when centres submit their portfolios to the moderator that they include their centre portfolio assessment mark sheet and the appropriate completed MS1 form.

Generally all those involved in the teaching and assessing of units 2564 and 2567 should be pleased with 2006-7, as there were many outstanding practical performances on view, many excellent Evaluation and Appreciation responses and many extremely informative and well presented portfolios produced.

Report on the Units taken in June 2007

**Advanced GCE (Subject) (Aggregation Code(s))
June 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2562	Raw	60	38	33	29	25	21	0
	UMS	120	96	84	72	60	48	0
2563	Raw	45	37	34	31	28	25	0
	UMS	90	72	63	54	45	36	0
2564	Raw	90	69	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
2565	Raw	45	33	30	27	24	21	0
	UMS	90	72	63	54	45	36	0
2566	Raw	60	47	42	38	34	30	0
	UMS	120	96	84	72	60	48	0
2567	Raw	90	70	63	57	51	45	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3875	300	240	210	180	150	120	0
7875	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
3875	12.36	28.13	49.07	70.23	87.64	100	14561
7875	13.71	33.81	58.10	81.48	96.46	100	10771

25332 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

Report on the Units taken in June 2007

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553