

Physical Education

Advanced GCE A2 7875

Advanced Subsidiary GCE AS 3875

Reports on the Units

June 2008

3875/7875/MS/R/08

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

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

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Chief Examiner's Report

This examination series was remarkable on two counts both appertaining to the AS units. Firstly it was the last time the major cohort will sit these papers as the new specification is introduced in September. Secondly, the AS papers saw the introduction of on-line marking to GCE Physical Education for the first time. The overall response from Principal Examiners and examiners was positive. This is certainly the direction in which marking will be going and it was therefore good preparation for the marking of the new specification. It is anticipated that the on-line marking will not be introduced to the A2 papers until the new specification is marked in 2010.

In their reports, Principal Examiners made reference to the depth of knowledge and understanding that strong candidates had and that the use of levels of response mark schemes allowed them to credit candidates for this depth of knowledge. They also identified the importance of candidates' examination technique, particularly the fact that it was essential that candidates knew the meaning of the command words used in questions thereby ensuring that they were able to answer appropriately. They also identified that, particularly at A2, candidates did better when they spent time producing a short plan for their answers.

Other aspects of exam technique referred to by Principal Examiners were:

- Use of appropriate technical language
- Not repeating terminology used in the question
- Ensuring that practical examples are included in their answers.
- Only including information which is relevant to the question.
- Bullet points are only acceptable when the command word is 'identify.'
- Ensure that they read the instructions on the examination paper.

Centres will need to make sure when preparing candidates for examination for the new specification that attention is paid to ensuring candidates have good examination technique. At AS candidates will need to write in extended prose in all three areas of the specification i.e. Anatomy & Physiology, Acquiring Movement skills and Socio-cultural Studies whereas presently, particularly in the first two of these areas, they have not had to do so.

In the practical components the features this year were much the same as in previous years with the assessment of practical activities being accurate in most centres. At AS the assessment of the PPP was usually the reason for centres' marks being adjusted, whilst at A2 it was usually the Evaluation & Appreciation component. Moderators were fortunate to witness many outstanding practical performances, view many excellent PPPs and listen to high quality Evaluation and Appreciation responses. The Principal Moderator comments on the increase in the number of administrative errors appearing in centre's documentation and this obviously needs attention if candidates are not to be disadvantaged.

Centres will need to ensure that candidates are properly prepared for their Evaluation and planning form the improvement of performance response. It is expected that the groundwork done on this aspect at AS will lead to an improvement in the Evaluation and Appreciation response at A2.

The task next year will be to focus on the teaching and examining of the legacy specification, particularly at A2 whilst teaching and examining the new specification. Whilst the AS modules are available for examination in January it is not envisaged that centres will enter candidates as the whole of the specification will be examined and therefore would need to have been taught. Examination papers and mark schemes for this examination series will be made available to centres as soon as possible.

Assessing the June examination and moderation series, it is clear that we have a sound foundation on which to introduce the new specification.

2562 The Application of Physiological and Psychological Knowledge to Improve Performance

General Comments

With the impending new specification being examined in May 2009, May 2008 was inevitably the final substantial entry for Unit 2562. Whilst there is likely to be the usual re-sit cohort in January and perhaps a small further re-sit cohort in June 2008, this summer's cohort brings us nearer to the expiry of this specification.

Since the inception of Curriculum 2000 Unit 2562 has, along with its sister Unit 2563, undergone two major changes; the first being the introduction of the examination booklet for all candidates, with the second resulting in a rationalisation of the two specifications comprising this Unit. Both changes have allowed candidates to demonstrate their depth of knowledge and given greater access to raw marks by weaker candidates. This pattern of performance by candidates has been replicated once again this year, with stronger candidates illustrating both their own knowledge and the excellent manner in which they have been prepared by their centres. However, candidates at the lower end of the mark range lacked in-depth knowledge and did not always appreciate the significance of sound examination technique.

With the forthcoming new specification and the changed examination paper format it is of paramount importance that considerable attention is devoted to incorporating sound knowledge with attention to examination technique detail.

As a precursor to future examinations the following reiterated comments may prove useful.

- Candidates should ensure that the relevant and specific detail is extracted from a question e.g. the requirement in question 2dii to address the process of diffusion at the muscle as opposed to the lungs.
- Candidates should avoid simply repeating terms from a question as the basis of their answer e.g. attention, retention, motor reproduction in question 3c needed to be qualified in the light of watching the demonstration by a model.
- Failure to include practical examples when required will result in a reduction of scoring potential.

Question 1		
(a)(i)	Complete the joint analysis table	(4 marks)
	The vast majority of candidates were able to identify the joint type and articulating bones, but some candidates incorrectly identified the agonist and antagonist as the triceps and biceps.	
(ii)	What type of contraction is occurring in the shoulder muscles?	(1 mark)
	Whilst generally correctly answered other alternative and incorrect responses were eccentric or concentric.	
(iii)	What movement is occurring in the ankle joint of the performer?	(1 mark)
	Despite the very clear illustration of plantar flexion in the gymnast's ankle	

	some candidates identified the movement as dorsi flexion.	
(b)(i)	Use a practical example to describe how linear motion can be produced.	(2 marks)
	Failure to identify that force is applied through the centre of mass resulted in the loss of two potential marks for many candidates. The question required candidates to describe how linear motion is produced and its resultant effect on performance. The lack of an appropriate and accurate response also resulted in the loss of a mark for a suitable example, many simply describing the pathway of a toboggan travelling down a run.	
(ii)	Using a practical example from PE or sport, explain how the position of centre of mass enables a performer to resist motion or external forces.	(3 marks)
	Previous questions relating to the centre of mass used the illustration of a gymnast performing a headstand or handstand. Unfortunately a number of candidates simply re-visited such questions and failed to apply the concept of a performer resisting motion. As an illustration a suitable and correct response would be as is identified in point four of the mark scheme where both the knowledge comment and practical example clearly relate to resisting motion or an external force in rugby.	
(c)	Complete the flow diagram outlining the flow of blood through the pulmonary circulatory system during exercise.	(4 marks)
	There was a clear differentiation between candidates who have a sound understanding of the pulmonary circulatory system and those who simply inserted terms into the four boxes by 'guesswork'.	
Question 2		
(a)(i)	Sketch a graph to show the heart rate changes of the sprinter in Fig 3 in the following phases of a race (prior to exercise, during the race, recovery period)	(4 marks)
	As has been the pattern of previous sittings of this unit, key information from the question failed to be used in the candidates' plotting of the graph; the key term in this question being the fact that physical performance was by a sprinter. Consequently, the graph demanded a sharp rise followed by a more gradual increase to gain point three on the mark scheme. A substantial number of candidates failed to extract this vital piece of information and constructed a graph illustrating a sub maximal plateau.	
(b)	Describe the hormonal factors which affect heart rate during exercise.	(2 marks)
	Point one on the mark scheme relating to the release of adrenaline was widely gained. However, less frequent was the awarding of points two and three on the mark scheme.	
(c)	Identify the neural factors which influence the depth of inspiration of the performer	(4 marks)
	Points one, two and three were the most commonly identified neural factors, with follow up comments included relating to the diaphragm and a variety of muscles. Weaker candidates often listed the three receptors but failed to correctly link them to their corresponding function. Other common mistakes included; reference to the cardiac control centre as opposed to the respiratory control centre, with the full anatomical name of the pectoralis	

	minor being abbreviated to the pectorals in some cases. As has been stated in previous reports, candidates at Advanced Subsidiary level are required to use the full anatomical muscle name.	
(d)(i)	Explain how oxygen is transported in the blood	(2 marks)
	A generally well answered question	
(ii)	Explain the process of carbon dioxide diffusion at the muscle tissue	(3 marks)
	On the whole a well answered question; there were however a few instances of the incorrect point of diffusion, with some candidates describing external respiration at the lungs.	
Question 3		
(a)	Use practical examples to explain both high and low organization	(4 marks)
	As is often the case with this particular subject area, candidates generally either gained maximum marks or no marks at all, usually by confusing high with low organisation. There was some lack of detail in relation to sub-routines with comments simply citing that there are sub-routines in point one of the mark scheme or no sub-routines in point three. Others incorrectly explained the classification of difficulty rather than organisation.	
(b)(i)	Use the example of triple jump to explain how movement skills can be learned and practised using the progressive part method	(3 marks)
	A disappointing response to a subject area that has been examined a number of times in recent sessions, with a substantial number of candidates explaining part practice rather than progressive part practice. There was often a lack of understanding of the concept of chaining when describing the interlinking of the various stages of progressive part practice. Frequent reference was made to '...learning the run up, then learning the hop, then learning the step, then learning the jump and then putting them all together....' Some candidates gained point one on the mark scheme almost by default by identifying the first part of the triple jump as being learned initially before others are added.	
(ii)	Use a practical example to describe knowledge of performance	(2 marks)
	A lack of clear explanation as to the nature of the information received about performance prevented many candidates from gaining any marks, with many simply suggesting that knowledge of performance 'is a feeling from within'. Those who understood this concept were able to link intrinsic feedback identified in point two with the kinaesthetic feeling experienced in a named practical example.	
(c)	Use a practical example to explain the attention, retention and motor reproduction stages of the model in Fig 4.	(3 marks)
	Given the very recent examining of the concept of observational learning it was surprising that the correct description and application of the three stages of the model were only offered by a minority of candidates. More frequent were descriptions which merely repeated the terms attention, retention and motor reproduction with a lack of understanding as to the significance of the demonstration in the learning of a skill.	

(d)(i)	What is mechanical guidance?	(1 mark)
	A generally well answered question.	
(ii)	Use a practical example to explain manual guidance	(2 marks)
	Many candidates gained maximum marks for their response to this question.	
Question 4		
(a)	Identify two key characteristics of ability and describe how a performer's abilities are used in athletics or swimming.	(3 marks)
	Many candidates gained at least one mark for the characteristics of ability. <u>Fewer</u> were able to identify and describe the use of a specific ability in the either of the two named activities.	
(b)	Identify three characteristics of the short term memory	(3 marks)
	A generally well answered question with at least two marks gained in many instances.	
(c)(i)	Define motivation	(1 mark)
	Clear and accurate responses by the majority of the candidates	
(ii)	Explain what is meant by extrinsic motivation	(1 mark)
	Many candidates chose to use a practical illustration to explain their answer	
(iii)	Use a practical example to explain what is meant by intrinsic motivation	(2 marks)
	Whilst the whole area of motivation has been satisfactorily answered the concept of intrinsic motivation was less clear to some candidates, with some explaining intrinsic feedback through the use of an extrinsic feedback example.	
(d)(i)	Use a practical example to describe three characteristics of the autonomous phase of learning	(3 marks)
	Responses to this question illustrated a complete range of knowledge. From those who clearly understood the characteristics of the autonomous phase and were able to describe and apply the various characteristics, to those who confused the autonomous with the associative or cognitive phases. Sound responses described the characteristics e.g. '.....a performer in the autonomous phase of learning will perform the skill of dribbling in football with fluency and they are able to focus on tactics of where they can then pass the ball instead of concentrating on how they need to perform all the sub routines of the dribbling action.....'	

(ii)	What are the advantages of using mental practice/rehearsal for a performer in the autonomous phase of learning?	(2 marks)
	Whilst some candidates gained one mark for identifying the capacity of an autonomous performer to visualise the correct technique, the general pattern of responses indicated that candidates could did not establish the exact requirements of the question.	

2563 Contemporary Studies In Physical Education

General Comments

This paper was generally well received. Everyone seems to have had sufficient time; there were very few 'nil' responses to questions and most questions were interpreted accurately. A relatively small percentage of candidates gained over 40 marks while a relatively high percentage scored below 20. The mean for the paper was around 25 marks.

We would continue, as a general rule, to discourage bullet point answers on any but the most straightforward low mark 'identify' questions. The paper as a whole differentiated quite well, particularly on the following questions:

- 1bi – where candidates needed to **explain** factors that might affect participation in regular sport or physical recreation in the UK for six marks;
- 2a_{ii} – where candidates needed to outline the **differences** between tennis when performed as a physical recreation and tennis when performed as a sport for four marks;
- 2c – where they needed to show how schools, UK Sport and sponsorship for promising young performers each **contribute to the pursuit of sporting excellence** in the UK for seven marks and...
- 2d – where candidates needed to say what might stop performers with disabilities **achieving excellence** in their sport for four marks.

Those candidates who failed to score in the top range were often the ones who hadn't focused clearly enough on the words in the question e.g.:

- 1ai) Identify **a** different relationship (not several)
- 1bii) **Explain** factors. (not identify)
- 2 aii) ...**differences**. (which needed to be clearly presented)
- 2b) What does TOP Sport **do** (clear strategies such as training for teachers or encouragement of club membership needed)
- 2c ...pursuit of **sporting excellence** (not mass participation/community sport)
- 2d) ...**achieving excellence** in their sport. (not mass participation/community sport)

Comments on Individual Questions

Question 1	
1 (a)	<p>Identify a different relationship/role other than instructor, trainer or educator that a coach might adopt in each of the following situations.</p> <ul style="list-style-type: none"> • When organising a sports tour. • When a performers regularly arrives late for training • When a performer has been playing badly and has lost both interest and confidence. (3)
	<p>This straightforward opening recall question allowed most candidates to get at least two of the three marks. Disciplinary and motivator were the most common responses for the second and third points. A large number were caught out by repeating the word 'organiser' as their suggested role for someone organising a sports tour (no marks for repetition of key word). Only the first answer was considered by examiners (as question asked for identification of 'a different relationship/role'). Thus candidates who wrote a 'wish-list' of possible roles were penalised unless their first response was on the mark scheme.</p>

1 (b) (i)	Write each of the three missing stages of the performance pyramid on to Fig 1. (3)
	A second less demanding ‘warm up ‘ question, straight from the PPP with the vast majority scoring a max of three marks here.
1 (b) (ii)	Explain factors that might affect participation in regular sport or physical recreation in the UK. (6)
	<p>A change of pitch and style for this next question where candidates needed to write in extended prose to score well on a six marker requiring an explanation. Responses were marked with a ‘levels of response’ mark scheme which some colleagues choose to explain to learners. Others simply remind or even drill candidates to concentrate fully on obeying the command word/s in questions. In a levels of response mark scheme the probable ‘indicative content’ is listed along with ‘levels descriptors’ which clarify how many marks should be awarded. Candidates who identified points from the mark scheme (such as lack of time, ability, transport, confidence, awareness of local opportunities or being in a minority group such as gender, disability, race, age etc) scored very well when they then went on to develop that key point with an explanation, some expansion, a relevant example or independent opinion. The tension here is between quality and quantity. Simplistic identification of key points kept candidates in level 1. The levels descriptors were as follows:</p> <p><u>L3: 5-6 marks:</u> 6 - Excellent / accurate knowledge / sound understanding / explanations / thorough / very good coverage of issue 5 - Very good / accurate knowledge / sound understanding / less well explained / good coverage of issue <u>L2 : 3-4 marks</u> 4 - Good / some points explained well 3 - Satisfactory / some explanation but overall brief / lacks depth / narrow focus <u>L1 : 1-2 marks</u> 2 - Weak / perhaps brief / limited explanation / simplistic / possibly bullets 1 - Very weak / perhaps brief / very limited explanation / simplistic / possibly bullets / little knowledge or understanding of issue 0 - Answer has no merit – level 1 not achieved</p>
1 (c) (i)	What is meant by each of the following? Initial elitism; role models; appeasement (3)
	This question on sporting success in Kenya resulted in most candidates gaining two of the three marks. Initial elitism (questioned for the first time) was problematic. Very few candidates knew or were able to accurately dissect the term to extract the meaning. Initial elitism or the early strategy of selecting (or funding or concentrating on) the best was only accurately explained by a small minority. Those who sensibly speculated yet regrettably repeated either initial or elitism or elite in their answer were unable to score.

1 (c) (ii)	Outline the effects of pre-colonialism and colonialism on the life and physical activities of tribal cultures such as Samoa. (6)
	This two part question with a relatively straightforward command (to ‘ outline ’) was well answered on the whole. Most, though not all knew the difference between pre and post colonialism and several noted that answers on the life as well as the physical activities of the people of Samoa were acceptable. The second part was less well answered with many candidates getting side tracked to an irrelevant discourse on the adoption of rugby and/or the significance of the Haka. Others who scored less well perhaps simply identified key points such as religion or education without any context or development.
Question 2	
2 (a) (i)	What values might a young person gain when participating in outdoor and adventurous activities?(4)
	Lots of max scores here. There is, however, some evidence of candidates sticking with just one idea and repeating it using other similar or synonymous terms. For example, the mark scheme point on ‘ personal ’ values was dense and resulted in many ‘repeats.’ On the mark scheme, personal values included: <i>leadership / self awareness or development or confidence or esteem or respect or fulfilment or discipline / self-realisation / knowledge of strengths & weaknesses or self-actualisation / learn about themselves./ overcome fears / character building / independence / mental strength /sense of achievement / emotional control / responsibility / challenge / a spiritual experience / sense of freedom / ‘buzz’ or ‘thrill’ or ‘rush’ or ‘sense of risk’</i>
2 (a) (ii)	What are the differences between tennis when performed as a physical recreation and tennis when performed as a sport? (4)
	This question differentiated well. Those who remembered the technique for presenting a ‘comparison’ (in this case between tennis as physical recreation and tennis as sport) scored without difficulty. Differences needed to be clearly shown for each mark to be gained. Those who identified point by point gained marks more efficiently and economically than those who wrote in two sections or paragraphs. E.g. <i>tennis when played as physical recreation is less competitive than tennis when played as a sport.</i> or <i>tennis when played as physical recreation has limited skill, but tennis when played as a sport is usually very skilful.</i> Those who identified numerous accurate characteristics, but without a contrasting/matching point did not do well. Some got side-tracked on the ‘organisation’ point forgetting that organisation also encompasses rules, structure, officials etc which were repeated in the hope of gaining credit. Others got lost in the organisation/presentation of their answer. Candidates from the numerous centres where time had been spent on this technique were rewarded well.
2 (b)	What does Top Sport or Dragon Sport do to help develop physical skills in young children? (2)
	This question was not particularly well answered. Most knew or guessed that TOP Sport and/or Dragon Sport provide equipment; some knew about the equipment being modified while a small minority mentioned resource cards or (for Dragon Sport) volunteer involvement

2 (c)	How do schools, UK Sport and sponsorship for promising young performers each contribute to the pursuit of sporting excellence in the UK? (7)
	This three part question received a mixed response. A small percentage rattled through successfully, stuck closely to the notion of excellence and had clearly learned their work on organisational agencies (in this case UK Sport). A disappointing number, however, suggested inaccurately that UK Sport is concerned with mass participation and community sport, even though the question 'leader' focuses on 'sporting excellence in the UK.' As always, candidates must be encouraged to link each of their responses to the exact question asked.
2 (d)	What might stop performers with disabilities achieving excellence in their sport? (4)
	Again, those candidates who spotted the links and related their answers to the exact question in an uncomplicated clear response gained a max with apparent ease. A significant number, however, failed to link their comments to ' achieving excellence in their sport.' General or vague answers as well as those with a lack of qualitative support resulted in low or very occasionally no marks. The need here was for sharp and accurate responses e.g. limited number of role models rather than 'no' role models / lack of specialist or highly qualified coached rather than simply 'lack of' coaches and so on. Reference to wheelchair ramps etc was not credited as it was judged that the issue of access would have been addressed lower down on the performance pyramid.

2564 & 2567 Coursework

Candidate entries in 2008 showed a slight increase on 2007. 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.

The early date for Easter and the different approaches to the structuring of the holiday caused problems for the submission of assessments and the organisation of moderations.

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. There was an increase in the number of centres who moderators are requesting that for future assessments they implement a robust internal standardisation procedure. Such a procedure ensures that all activities assessed within the centre are at the same level, thus ensuring that all candidates are treated fairly.

All activities require candidates to be at similar skill levels and therefore there are no 'easy' activities. Some activities may have a smaller range of skills or skills which are easier to acquire. Candidates still need, however, to be able to display a range of acquired skills and advanced skills with accuracy, control and fluency in all the activities they are assessed in. They also need to have tactical/strategic or choreographical/compositional awareness and display good standards of learning and understanding which can only be achieved by practise in the activity.

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 and information for their candidates.

This was the last cohort to submit PPPs and whilst the majority of centres are pleased to see the PPP's demise, it is not part of the new specification, there are those who are sad to see it go feeling that it forms a useful tool as a revision guide.

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. There appears to be an increase in the number of centres using electronic versions of documentation. However, it is of concern once again, that 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. Whilst moderators try to ensure that all paperwork they process is checked, the pressures that they are under in terms of volume and time often prevent this being done exhaustively. Centres should, therefore, 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. Moderators are very grateful for this. An added bonus for moderators is to be able to observe the many excellent performances, which the candidates produce.

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 and awarded a mark of zero.

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 must 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 particularly when transcribing marks to the MS1 sheets.
6. A completed PPP assessment sheet, which identifies their candidates' PPP marks together with a Centre Authentication form, is submitted.
7. The correct MS1 sheet is used for each component i.e. 2564-01, 2564-02 & 2567-01.
8. Special consideration – centres who submit for special consideration for candidates should ensure that they also submit sufficient supporting information for OCR to make an accurate decision as to the marks to award the candidate. This should include: mark that the centre thinks the candidate would have got if they had been fully fit to be assessed, similar candidates assessed in the activity together with their marks, previous assessments.

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. Candidates getting the same mark in different activities should display similar skill levels.
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. Candidates in the top bands should also display 'successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures.'
4. When assessing candidates that they apply all the criteria relevant to the activity. This is particularly the case in activities such as Dance, Trampolining, Mountain Walking, Mountain Biking.
5. Where the activity assessment criteria identify it, a copy of the candidate's routine is available at moderation. E.g. trampolining, Dance.
6. 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. The moderator will judge the candidate on the observations which they make which are relevant to the performance they observe rather than prescribed response that they have learned.

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.

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

1. Knowledge of the analytical phases of the activity.
2. Identification of major strengths.
3. Identification of major weaknesses.
4. Collaborative aspects of the performance where appropriate.
5. Identification of the major fault.
6. Formulation of a detailed viable action plan to rectify the identified fault, which includes detailed coaching points, detailed practices and a detailed timescale.
7. 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:

1. Identify the analytical phases for the activity.
2. Identify the strengths of the performance.
3. Identify the weaknesses of the performance.
4. Select a major weakness.
5. Create a viable action plan which has detailed:
 - i) Coaching points
 - ii) Practices
 - iii) Timescale.
6. 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 and to support the comments that they are making. Candidates are required to apply theory from physiological, psychological and socio-cultural areas.

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 i.e. top, middle and bottom candidates. This video evidence should also include the performances which candidates are observing. Increasingly moderators are viewing Evaluation & Appreciation video evidence to enable them to make their decision on the accuracy of a centre's assessments in this component.

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 PPPs 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 to find that some candidates are being awarded marks for information that is not present in their portfolios. This is particularly the case in Section A where some candidates receive six marks when clearly they have not covered all the aspects needed to be included nor indeed, covered in the required detail the aspects which have been included.

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.

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 identify clearly 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. Details of competition structures are not appropriate to this section.

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.

This 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. These statements should be retained by the centre. 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 2007-8, as there were many outstanding practical performances on view, many excellent Evaluation and Appreciation responses and many extremely informative and well presented portfolios produced. The generally sound application of the assessment criteria leads to optimism for assessment in the new specification!

2565 Physical Education: Historical, Comparative, Biomechanical and Sport Psychology Options

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, as has become traditional, proved most popular. Candidates continue to prepare their responses to answers in Section A more thoroughly and the Quality of Language marks have once again shown 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 (c), a levels mark scheme was applied and used particularly successfully to determine between weaker candidates who were only capable of describing the development of public baths in urban industrial communities; and good candidates who were able to, not only describe but also, explain, as the question requires, this development.

Similarly a levels mark scheme was applied in Question 4 (bii), the Psychology of Sport Performance section. Candidates were expected to explain the interactionist approach to personality using practical examples. This year there was, once again, an improvement in examination technique in respect of the theory being explained through the appropriate use of practical examples. In all levels marked questions, the need for an explanation renders the 'normal' mark scheme ineffective.

Candidates are developing their examination technique by 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 worth weaker candidates appreciating that writing everything they remember in connection to a particular topic will not enhance their score. In Question 2 (bi) in Comparative Studies in Physical Education, 'Why has the French government put strategies in place to increase the status of Physical Education in French Schools', the question often elicited, from weaker candidates, a detailed description of 'what they do' as opposed to 'why they do it'. The next question on the 'Aims of INSEP' also often led to descriptions of INSEP.

Similarly in Question 1 (c), the explanation of the development of public baths in urban industrial communities, many weaker candidates described the water cure and seaside experience of the aristocracy instead of focussing on the requirement of the question.

It would appear, from the observation of the examiners, that in the Comparative Studies section, answers on Australia and USA were often far better than those on France, a trend that has been developing for some time.

There appeared to be very few rubric infringements this year.

Comments on Individual Questions

Question 1 Historical Studies in Physical Education

- (a) (i) Candidates successfully identified two functions, gaining a max., usually points 2 and 3 on the mark scheme,
 - (ii) Almost every candidate scored a max. with answers mostly coming from points 1- 4 on the mark scheme.
 - (iii) Candidates were well prepared for a comparison of popular recreational activities with real tennis scoring well on points 1, 2, 3 and 5 in particular.
- (b) (i) The Public School question was generally well answered with technical developments covered more successfully than the social relationships. Weaker candidates wrote about stage two and the influence of Arnold.
 - (ii) Rational sport evidence was often identified with ease and many candidates achieved a max. Rules and facility / equipment developments were frequent responses.
- (c) This was the least well answered part of the History section and, as a levels marked response, proved an excellent differentiator. Many candidates simply were not aware of the Wash House Acts, what led to them being established and how the subsequent introduction of public baths developed.

Many candidates described the sea side habits of the aristocracy or the Water Cure experienced at spas in regency times.

Whilst detail and depth of answers were lacking in most, stronger candidates were able to identify the Wash House Acts, the nature of first and second class facilities and the beginnings of the swimming movement influenced by the middle classes.

Question 2 Comparative Studies in Physical Education

- (a) (i) A well answered opener which saw candidates score across the range of points on the mark scheme.
 - (ii) Many candidates scored well (3 or more marks) with points 1, 2, 4, 6 and 8 featuring regularly.

- (b) (i) The question has not appeared in this format before and candidates seemed unable to respond effectively. The 'need to lose the military image' and 'provide a more intellectual basis for the subject', points 2 and 7, were identified by stronger candidates. The key word was 'why', and this was often missed.
- (ii) Weaker candidates described INSEP and, once again, the scoring was poor. The question required that the candidate could outline the 'aims' of INSEP.
- (c) As has become customary, Comparative candidates scored more successfully on the question based on Australia, especially as cultural factors that have supported the rise of the Australian nation in sporting terms have appeared regularly in examinations before. Points 8-14 were regularly explained with often well developed points securing level 3 scores for stronger candidates.

There was less understanding of how the education system has provided support.

Question 3 Biomechanical Analysis of Human Movement

- (a) The graph was usually well drawn and labelled and most candidates scored both marks.
- (b) The calculation part of this question was typically answered well with many scoring both marks.
- (c) It was pleasing to see so many candidates showing correctly that the arrow forces were balanced and the length of the corresponding arrows identical. Stronger candidates were able to explain the net resultant force of zero using Newton's Laws of Motion. Many, however, described the 1st law as it is defined rather than in the practical example given, appreciating that an unbalanced, not external, force was needed.
- (d) For the better candidates, both Air Resistance and Friction were easily identified and many points from the mark scheme were correctly identified. It should be noted that in point 2, examiners needed to see candidate responses that understood the 'frontal' nature of the cross sectional area.
- (e) This levels marked question really differentiated well and there was a wide range of responses from the weak, whose superficial knowledge failed to lift them out of level 1, to the stronger candidates who provided a detailed explanation of the Centre of Mass and described accurately how changes in body position can maximise performance.

Question 4 Psychology of Sport Performance

- (a) Whilst weaker candidates failed to provide practical examples and 'lost marks' accordingly, many candidates were able to explain both Actual and Potential productivity. Many were unable to explain that faulty processes were co-ordination or motivation losses but most candidates could identify how these losses could occur.
- (b) Bandura's self-efficacy model was well understood and applied by many candidates, quite a significant number of whom achieved a max. Many more, however, simply gave points 1,2, 4 and 5 achieving 4 marks only.

- (c) (i) Four straightforward recall marks which many candidates scored. Neuroticism / Stable characteristics were marginally less well answered by weaker candidates who did not achieve a max.
- (ii) A challenging differentiator which was marked using a levels mark scheme. Many candidates identified that a combination of trait and social learning theories formed the basis of the interactionist theory. The lack of practical examples, for many, hindered their ability to move into level two.

The limitations of personality profiling were not well answered with many simply far too vague in their responses. Good candidates were able to identify reliability, subjectivity, validity and issues relating to how respondents answered profile questions in their answers and were able to access marks at the top of level two and into level three.

2566 Exercise and Sport Physiology and the Integration of Knowledge of Principles and Concepts Across Different Areas of Physical Education

General Comments

Most of the candidates are generally well prepared and show good planning in their answers. Many candidates did well on the compulsory question but showed poor responses to the synoptic question and some quite the reverse. The better candidates showed excellent examination technique and planned their answers well. Short plans are best, followed by a detailed and fluent response that linked information well and included appropriate technical vocabulary with relevant practical examples. Some candidates were outstanding, especially when responding to the socio-cultural/History options. Some candidates are again including too much irrelevant material in the synoptic part of the paper, for example including irrelevant information in the comparative question that had little or no relevance to the requirements of the question. Many candidates showed a high level of understanding of the topic area chosen in their synoptic response.

Candidates are given credit for making relevant links within and between topic areas in the synoptic question, but some candidates continue to waste time writing material for which they will gain little credit. The best candidates linked relevant material to other aspects within and between topic areas. For example excellent links were explained well between motor programme theory in acquiring movement skills and cue utilization in sports psychology. The best candidates used appropriate technical and specialist vocabulary, which is necessary to gain high synoptic credit marks. 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. As usual few attempted the comparative question and very few the biomechanics question. Centres should remind candidates to only answer questions in areas that they have been taught. A minority of candidates, many from the same centre, who answered both a scientific option route and a socio-cultural option route whereas the paper rubric requires the selection of one of these routes.

Comments on Individual Questions

Section A

Sport and Exercise Physiology

- 1 (a) (i) The definition for VO₂ max when fully identified scored the mark available but many candidates did not give the unit of time, although stating that it is the maximum volume of oxygen that can be utilised or consumed. Most candidates identified a common evaluation method with the majority identifying the multi-stage fitness test.
- (ii) Many candidates stated that males have larger muscles but did not relate this to higher values of VO₂ max. For an explanation there is a requirement that candidates give reasons for an outcome. Examiners looked for words such as 'which means that'. For example: men have larger hearts which means a higher cardiac output. Too many gave descriptions rather than explanations

- and therefore scored few if any marks. The most able explained fully each point and scored full marks but very few achieved this for all three marks.
- (b) (i) The main features of a weight training programme were outlined well by the majority of candidates and specific values given were appropriate. This proved to be a high scoring question. Centres have prepared candidates well for describing training programmes.
- (ii) Physiological adaptations were identified quite well by many candidates but only the most able then explained well how each adaptation improves maximum strength. Some candidates stated that muscle hypertrophy is an adaptation but did not then go on to explain that this allows for a greater force of contraction. The best explained what each of their named adaptations did to improve maximum strength. Some candidates wrote about cardiac, lung and vascular adaptations to cardio-vascular training instead of maximum strength training. This is a good example of some candidates not reading the question carefully enough.
- (iii) Most candidates could describe two long term health risks associated with taking steroids.

Section B

Scientific focus question

Part 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.

A surprising amount of candidates struggled with naming the types of joints in the spine and their location. Some merely stated the joints and not their location and lost valuable marks. Many did identify the appropriate muscles but some used the names of muscle groups rather than the muscles themselves. Most could give some benefits of a warm up to greater speed and force of muscle contraction but did not explain fully enough to score many marks.

Most candidates could define tidal volume but many did not gain a mark because they stated that it is the volume of air inspired **and** expired per breath. Candidates revealed a good understanding of the mechanics of breathing but the poorer candidates failed to relate their answer to the increases in tidal volume.

The best candidates used practical examples well and used appropriate technical vocabulary and therefore gained synoptic credit. Some wrote link points with exercise physiology for example linking warm up with DOMS and lung volumes with adaptations to training.

(b) Acquiring and Performing Movement Skills

The route from skill to sports psychology was popular in this session as it has been in the past. The most able gave a comprehensive answer that was detailed and often related theory to practice. The least able again wrote irrelevant material that bore little resemblance to the requirements of the question.

Again a high level of synoptic credit was gained through the use of good practical examples directly from skill learning and the use of relevant technical vocabulary. The information processing model seemed to be well understood by most candidates who used practical examples throughout to illustrate their understanding. The weaker candidates merely identified aspects of information processing that was already stated in the question and so scored few marks. The weakest area of understanding is the perceptual mechanism that many candidates did not fully explain in their answer. The better candidates linked information processing with attentional control and cue utilisation.

Although most candidates defined a motor programme well, only a few explained how they are formed other than via practice/rehearsal. The better candidates gave several ways in which these programmes are formed. The higher scoring candidates gave practical examples of motor programmes and made effective links with sports psychology topics such as confidence and attentional focus.

Part 2

(c) Exercise and Sport Physiology

Most candidates described the lactic acid system well and showed that excellent teaching is taking place in this area. Candidates also discussed well the advantages and disadvantages of using this system, with the best identifying at least two advantages and two disadvantages.

The stronger candidates described well an interval training session but many did not give enough detail when explaining the application of training principles.

Candidates who scored high synoptic marks used the appropriate technical vocabulary and were fluent in their answers. These candidates gave practical examples throughout and made appropriate links with topics such as muscle fibre types.

d) Biomechanical Analysis of Human Movement

Very few candidates answered this question. Most that did scored well in this section. Most candidates could define Newton's Laws but struggled to apply these to projectiles. Centres should bear in mind that biomechanical principles need to be applied and candidates will be expected to recognise the application of theory to practice. Trajectory factors were on the whole well understood but it was only the most able that recognised that the relationship between release height and landing height. Many candidates explained well how factors other than spin can affect the flight path of a projectile. Many gave good accounts of the Bernoulli Effect showing that this is a well taught topic in centres.

(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.

Most candidates could identify the characteristics of a good leader and gave some good practical examples. Many gave lengthy descriptions of task and person orientated leadership styles without applying this knowledge to answering the question. Better candidates linked different circumstances with the selection of a particular style. The best synoptic marks were awarded when answers were linked to Fiedler's contingency model and to personality.

Cue utilisation was less well done. This is an area of weakness for candidates from many centres, although some scored marks by guessing that it was about the use of relevant stimuli. The best candidates linked arousal well with attentional focus and the outcomes of this both functional and dysfunctional. The better candidates also made good links to information processing and more specifically selective attention. There were some good attempts at giving relevant and explained practical examples of effective cue utilisation. Some centres seem to be instructing their candidates to answer the questions set and then to write a couple of pages describing most of the sports psychology topic area with little or no relevance to the question set. This is at best a waste of precious time and at worst can inhibit the coherence of the complete answer. Centres should remind candidates that any extra material should exemplify their answer and should be relevant to the question set.

Question 3 (socio-cultural focus)

Part 1

(a) Contemporary Studies in Physical Education

This was a popular question this session and on the whole candidates performed well showing good knowledge and understanding.

Most described well how PE, recreation and sport are experienced in schools showing a good understanding of each aspect. Some showed also a good understanding of learners' experiences of all three as a mix within PE lessons.

Many candidates discussed the benefits of PE well and included cognitive and physical values, preparation for leisure and personal values. Many new little of current initiatives and could only give a superficial answer that did not recognise a particular initiative. Some recognised relevant constraints including lack of facilities but gave few other possible constraints on PE departments. The better candidates wrote fluently linking their ideas into a coherent discussion, other merely wrote notes and sometime bullet points which acted as a constraint to their discussions. Centres should encourage the development of extended writing skills and include methods of linking information to make an argument. The best candidates wrote convincing discussions, drawing together well the benefits and constraints. These candidates often gave good practical examples and linked relevant comparative or historical material. For example comparing the constraints of PE in state elementary schools to those experienced today.

Part 2

(b) Historical Studies in Physical Education

Most candidates who answered the socio-cultural question then went on to answer this historical question.

There were good discussions by candidates on physical activity in state elementary schools. Most had a good understanding of all aspects of the model course but many had only superficial knowledge of the 1933 syllabus and the 1950's. The better candidates took the lead from the question and divide up their answer into objectives, content and teaching methods. Others gave a rather confused description that repeated the same information in different ways and consequently scoring few marks. Some confused the characteristics of the 1933 course with those of the 1950's. The better candidates made appropriate links to PE in schools today and scored synoptic credit.

(b) Comparative Studies in Physical Education

Few candidates attempted this question in this section.

Those that did scored well showing good knowledge and understanding of sport and at times PE in Australia. Those that chose France did not score so well and showed only a superficial understanding. The better candidates could give a detailed response that included relevant links to PE and sport in the UK. These better candidates again wrote with fluency linking their ideas and using paragraphs effectively. Poorer candidates wrote in note form and lacked the depth of answer required at this level.

Although many candidates showed a good understanding of sport in USA high schools, many did not answer the question by failing to compare USA characteristics with sport in UK specialist sports colleges. The better candidates again noted the question prompts and covered aims, funding and organisation. The weaker candidates gave a generalised answer that scored few marks because of the lack of knowledge shown and the lack of comparison between countries. Centres should remind candidates that the comparative question should compare one country with another on each point made to score well. The better candidates also used practical examples and wrote clearly and organised their answer well. These candidates often wrote a short plan that showed the organisation of their thoughts before they wrote their final answer.

Grade Thresholds

Advanced GCE Physical Education (3875/7875)
June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2562	Raw	60	41	36	31	27	23	0
	UMS	120	96	84	72	60	48	0
2563	Raw	45	33	30	27	24	21	0
	UMS	90	72	63	54	45	36	0
2564	Raw	90	70	63	56	49	42	0
	UMS	90	72	63	54	45	36	0
2565	Raw	45	33	30	27	25	23	0
	UMS	90	72	63	54	45	36	0
2566	Raw	60	45	41	37	33	29	0
	UMS	120	96	84	72	60	48	0
2567	Raw	90	71	64	58	52	46	0
	UMS	90	72	63	54	45	36	0

Specification Aggregation Results

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

	Maximum Mark	A	B	C	D	E	U
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	12.25	28.08	47.28	68.03	85.10	100	14279
7875	13.83	35.39	60.31	82.38	96.31	100	10978

For a description of how UMS marks are calculated see:

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

Statistics are correct at the time of publication.

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