

Physical Education

Advanced GCE **A2 7875**

Advanced Subsidiary GCE **AS 3875**

Report on the Units

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Chief Examiner's Report

The 2006 summer session of examinations saw an increase in the number of candidates with approximately 17,000 at AS and 10,500 at A2. The summer session also saw the appointment of a new permanent subject officer who has already had a very positive impact.

As in previous years there was substantial evidence of excellent teaching in centres with many candidates being extremely well prepared both in terms of depth of knowledge and exam technique.

In coursework there were many excellent performances by candidates and the assessment of practical performance by centres was generally accurate.

Principal Examiners commented on an increase in the number of candidates obtaining good Quality of Language marks, which they attributed, particularly at A2, to candidates planning their answers. This planning enabled the candidate to give a more structured answer which was also written fluently and usually also gained higher knowledge based marks. Often a high Quality of Language mark will improve the candidate's grade.

The use of levels of response marks schemes continued to allow examiners to differentiate between candidates, as they are able to credit candidates who exhibit higher levels of knowledge and understanding. Associated with levels of response mark schemes is the need for candidates to understand exactly what the different command words used in questions require them to do and to answer accordingly. Candidates who only identify in their answer when the command word is explain or discuss or analyse etc will not access the higher marks available.

Principal examiners also commented on other basic flaws in some candidates' exam technique, which is disappointing because they have been mentioned previously. Examples of these are:

- i) Lack of understanding and use of technical and specialist vocabulary.
- ii) Failure to give practical examples.
- iii) When asked for a specific number of factors giving more, thereby wasting time.

Some centres therefore need to devote a little more time and attention to exam technique as well as ensuring that their schemes of work ensure that all aspects of the module specifications are covered. Principal Examiners commented that this latter aspect was, sadly, not always the case.

Some centres may benefit from having staff involved in the examination and moderation processes the benefits of which would be twofold. They would gain an insight into the systems, which would benefit their teaching and their candidates, and it would lighten the load on those presently involved.

Generally there was much to be positive about in 2006 and we look forward to 2007 on the basis of good performances by candidates, teachers, examiners and moderators.

2562 - The Application of Physiological and Psychological Knowledge to Improve Performance

General Comments

As has been the case with previous summer sessions of Unit 2562, the vast majority of the candidates were sitting the Unit for the first time, with only a small percentage of the cohort being re-sit candidates.

As always, there was evidence of good teaching and excellent candidate preparation across both of the theoretical components in the unit. However, as has been the case in previous summer sittings there was also evidence of poor quality responses from candidates, a fact that can be attributed to inadequate preparation of candidates both by the candidates themselves and notably in a very few cases by the actual Centres. It is of concern to Examiners to find comments from candidates on scripts to the effect that, 'we have not done this', or, 'we did not finish the syllabus', particularly when a number of candidates from the same Centre make a similar comment. Should Centres experience difficulty planning and completing the two components on Unit 2562 guidance is available at the various Inset days organized by OCR.

Mark distribution across the two sections varied from candidate to candidate and Centre to Centre. It was evident with some Centres that there was a disproportionate candidate knowledge base between the anatomical concepts and the acquiring and performing movement skills concepts.

Section A produced some excellent candidate responses, particularly with regard to questions 1(a) and 1 (b), although question 1 (c) responses clearly identified a lack of specific biomechanical knowledge. Section B however illustrated the aforementioned knowledge deficiency, particularly with regard to questions 3 (b), 3 (c) and 4 (b).

As a guide to Centres in preparing candidates for future Unit 2562 examinations the following points may prove to be helpful.

- Any and all theoretical areas contained within the specifications are examinable and should therefore be included in the planned programme of delivery. Failure to do so clearly affects the candidates' maximum scoring potential.
- Centres should cover all aspects of the two theoretical areas contained on the unit in sufficient detail to allow candidates the opportunity to achieve the maximum marks available.
- Movement analysis questions demand that candidates use technical terms commensurate with Advanced Subsidiary study rather than more general terminology used at GCSE level.
- Examples of movement exercises in Section A should be specific and named, as specified in the specification rather than general and/or descriptive.
- Graph work must, when required, include clear labelling of both axes, an appropriate measurement of units and an accurate curve.

- Candidates should ensure that graphs contained in Section A address all the phases identified within the question, e.g. changes in heart rate or breathing rate pre/during/post exercise.
- Failure to include practical examples when required will always result in a loss of marks.
- Irrelevant responses will fail to gain any marks; as was the case in question 3(b) where Drive Reduction Theory was often described as Drive Theory. The basic technique of extracting the correct information from a question needs to be reiterated frequently to weaker candidates.
- Additional material will not be marked or credited when questions clearly demand a specific number of responses.

Comments on Individual Questions

Question 1

(a)

(i) A generally well answered question with most candidates gaining at least three of the five marks available. The most common errors were; the inclusion of the patella in point 2, the agonist in point 3 identified as simply the quadriceps rather than a specific named muscle and the incorrect identification of the ankle joint in point 4 as a condyloid joint.

(ii) Although many candidates gained one mark, there were numerous instances where the second mark was not gained. The primary reason where this was the case being a of lack of detail e.g. a point 3 response was often simply just the word 'fast', or point 4 was frequently explained as, 'lack of O₂' or 'not aerobic'.

(b) The vast majority of candidates answered this question well, but mistakes in linking an appropriate exercise with the correct muscle group resulted in a loss of marks for the weaker candidates. Centres should note that exercises must be named, as stated in the specification, and not simply described e.g. point 3 should read 'bicep curl' and not 'lifting weights up and down'.

(c) The biomechanics question served once again as a differentiator, with the more able candidates gaining two or three marks. Unfortunately weaker candidates failed to gain marks as a consequence of their lack of specific detail and tended to respond at GCSE level, e.g. point 3 required reference to be made to the 'base of support'. However, many responses simply stated, 'when the centre of mass moves sideways you will not be balanced'. As referred to in the General Comments section, technical terminology with specific detail should be applied when constructing Advanced Subsidiary level responses.

(d) Whilst generally well answered, the weaker candidates often failed to identify that the vascular system and not the muscular system was the focus of the question.

Question 2

(a)

- (i) A generally well answered question, with many candidates gaining at least three marks. However, common mistakes by those not achieving maximum were; point 3, failure to identify a plateau; point 4, commencement of recovery prior to or well into recovery; point 5, continuation of recovery beyond resting heart rate.
- (ii) Answers ranged from clear and specific responses which identified both the role of the receptors and the response made at the CCC, to answers that demonstrated how failure to read a question fully can have a negative impact on the marks gained. In such cases the candidate responses were usually related to either the cardiac cycle or the conduction system, rather than neural control.
- (iii) Responses ranged between those which clearly identified the role of vasodilation/ vasoconstriction, the opening/closing of pre-capillary sphincters and exactly where these processes occur, to vague responses which only identified dilation or constriction and also failed to illustrate where such an action would occur.
- (iv) Points 2 and 3 relating to the diaphragm and the use of additional muscles were the most frequently cited comments made by candidates. Only the stronger candidates tended to identify that in point 1 it is the 'external' intercostals that contract. Equally, the specific detail which identified the 'increased' volume of the thoracic cavity in point 6, the 'decreased' pressure in the thoracic cavity in point 5 and the ribs moving up and out 'further' was only included by the stronger candidates.
- (v) There was much evidence that many candidates simply regurgitated their answers from 2 (a) (ii), the effect of which was the potential to access points 1-4 only. Whilst many had some knowledge of the effect of the RCC on breathing it was only either the rate or depth that was identified rather than both rate **and** depth.

Question 3

(a)

- (i) Unfortunately there were numerous instances where candidates failed to identify the specific continuum (continuity) contained within the question and wrote about any or all of the remaining five continua covered by the specification. The required practical examples generally fell into two categories; those which gave a clear and accurate explanation of each of the three points on the continuity continuum or vague examples with confusion between discrete and continuous skills. Centres should be aware that candidates need to have knowledge of each of the classification categories as opposed to simply being aware of the two extremes of each of each continuum i.e. the continuity influence classification contains; discrete, continuous and serial. In some cases it was apparent that failure to relate the name of the classification (continuity) contributed to a lack of understanding as to what was required within the question.
- (ii) The majority of the cohort gained one mark, but unfortunately the second mark eluded many through a failure to explain the reactive and adaptive role of the performer in open skills.

- (b) This question proved to be the least well answered on the whole paper with many candidates and whole cohorts explaining Drive Theory and/or arousal as opposed to Drive Reduction Theory, thereby relinquishing almost 7% of the total marks available. The examining team also identified a minority of Centres where candidates wrote such comments as 'we have never done this'. As stated in the previous section on General Comments, it is of some concern when Centres appear not to have covered all areas contained within the specification.
- (c)
 - (i) Although many candidates gained the mark available there was also evidence of much misunderstanding of the role of transfer, with numerous citations of the teacher passing on knowledge to the performer.
 - (ii) Rather surprisingly a considerable number of candidates were not aware of the concept of bi-lateral transfer and offered explanations and examples that simply suggested similar skills can be transferred between sports, rather than from one side of the body to the other. Many somewhat 'unusual' examples were also given as an illustration of bi-lateral transfer whereby performers would transfer a racket from one hand to another, or a golfer would transfer from a right handed to a left handed club.
 - (iii) Strategies to ensure effective positive transfer proved to be a clear differentiator, with only a very small percentage of high quality candidates gaining all the marks available.

Question 4

- (a)
 - (i) Only the better candidates identified that the question related to simple reaction time, with weaker candidates tending to simply describe the more general concept of reaction time. However, the example included in both these cases was usually the one identified in the mark scheme.
 - (ii) Despite numerous comments made in previous reports, graph work still results in a loss of marks for many candidates through failure to clearly label and quantify both axes.
 - (iii) Although a rather obvious comment, it was a case of either candidates understanding the concept of choice reaction time and thereby giving a correct example of a situation where performers are faced with a range of alternatives, or a lack of understanding and examples such as the performer choosing if they should react or not.
- (b)
 - (i) The better candidates explained the role of the 'connection' between the stimulus and the response, whilst the weaker candidates tended to simply write out the term S-R bond in full without any explanation, thereby losing the mark available for the question.
 - (ii) The differentiation between weak and strong candidates was acutely apparent in this question. The stronger candidates on the whole gained two/three marks, with clear explanations of at least two of Thorndike's Laws supported by appropriate and accurate examples e.g. point 1, 'the S-R bond will be strengthened if the netball player receives praise from the teacher when she makes

a good pass' or point 3, 'the more the footballer practises free kicks the stronger the S-R bond will be'. Fewer candidates however scored point 5, with practical examples clearly failing to illustrate the explanation being made.

- (c) With over 8% of the total marks being available for this question it was clearly important that candidates access as many of the five marks on offer as possible. Stronger candidates often gained four of the five marks available through specific identification the exact nature of distributed practice, when it would be used and the advantages of its use. Unfortunately however the weaker candidates in many cases could simply not answer the first part of the question, 'what is distributed practice?' and consequently therefore were unable to accumulate marks from points 2-10. Of concern once again was evidence that whole Centres had failed to complete this aspect of the specification, perhaps as a consequence of delivering the specification in the order it is printed and thereby experiencing limitations on time.

2563 - Contemporary Studies (Written Examination)

General Comments

It is evident that in a large number of centres candidates are being prepared extremely well for the Contemporary Studies examination, both in terms of knowledge and understanding and in terms of efficient and effective examination technique.

At first glance this paper possibly appeared to be straightforward; however, it proved to be more demanding than first impressions may have suggested. There are several possible reasons for this. Firstly, although there was a fair spread of recall questions (e.g. candidates had to identify the main characteristics of both sport and physical recreation; to state the benefits of physical recreation; to give the meanings of phrases relating to sport and culture and to identify characteristics of surviving ethnic sports), there were several questions which required knowledge of parts of the specification to be applied (e.g. candidates had to give reasons for the relatively low numbers of coaches and managers from ethnic minorities in professional football in the UK; to suggest what schools could do help talented young people achieve their sporting potential and to clarify how public sector funding might help to increase participation in physical recreation in the UK). Furthermore, there were two questions on 'the organisation and administration of sport' where many candidate responses were vague. Finally, there was a 5-mark question (1d) which required an extended answer explaining the benefits of sponsorship to sponsors and performers. This question was marked according to a 'levels of response' mark scheme and candidates who had only identified factors (rather than explaining them) were unable to score maximum marks.

There was not a pattern of either question scoring significantly or consistently more than the other one.

Comments on Individual Questions

- 1 (a) **With reference to Fig 1 and to your own knowledge identify the main characteristics of sport.**

This straightforward opener set most candidates off with a maximum score, with points **1 (structure/rules)**, **2 (competition)**, **3 (commitment)** and **4 (skilfulness)** being the dominant responses. It should be noted that candidates were not being asked for a comparative answer between sport and any other concept here. Some answered, 'sport is more competitive than physical recreation,' for example, which was not the most efficient response.

- (b) **Effective coaches adopt many different roles.**

- (i) **Describe each of the following roles of a coach: instructor, trainer, motivator.**
Another relatively straightforward recall style question in which most candidates managed to score at least 2 out of 3 with none of the three questions causing more or less problems than any other. The main problem was frequent repetition of the key words from the question e.g. "the instructor instructs..." or "the trainer trains..." or "the motivator motivates..."; some candidates failed to note that the third role being examined was 'motivator' and answered as though the question had been 'educator' which is an alternative common task.

- (ii) **How does the organisation sportscoach UK help improve standards of coaching?**

Continuing on the theme of coaching, this recall question proved awkward and was generally poorly answered, with a majority of candidates appearing to guess at responses. Most candidates who scored here achieved point **1 (provision of training/courses)**.

- (iii) **Why are there so few coaches and managers from ethnic minority groups in professional football in the UK?**

Candidates did well on this application question, where knowledge of discrimination and minority groups was being examined. No credit was given for the following vague terms: 'lack of opportunity or provision,' though '**lack of self esteem**' was credited under point 5. Other frequently awarded marks were **1 (few role models)**, **2 (discrimination / racism)** and **3 (stereotyping)**.

- (c) **Elite performers need enormous support in order to achieve their potential and to achieve sporting excellence.**

- (i) **What can schools do to help talented young people achieve their sporting potential?**

There was a comprehensive 10 point mark scheme for this two mark question. Candidates needed to be specific about the quality of provision offered in order to score point 1 - simply saying that schools needed to offer good or better or increased or extra facilities did not earn the mark. Candidates need to continue to be encouraged to be specific and clear in their responses rather than vague

- (ii) **What does the organisation UK Sport do to increase sporting excellence?**

While candidates who had learned this recall area of work gained their marks easily, the majority of candidates appeared to be guessing here with comments about other organisations including UK Sport, TOP Sport, the Youth Sport Trust and Sport England appearing regularly. **Point 2 (funding)** was most commonly awarded.

- (d) **Explain the benefits of sponsorship to elite performers and why sponsors might choose to invest in sport.**

This question proved to be the most effective differentiator on the paper. The vast majority of candidates stuck to the rubric and addressed both aspects of the question. Pleasingly, only a minority deviated from the requirements and wrote (irrelevantly) about possible negative effects of sponsorship.

The key to a high score here was to obey the command word – **explain**. To gain 5 marks candidates needed to produce '*a developed answer showing accurate knowledge and sound understanding with explanation rather than brief descriptions, with both parts of the question addressed.*' (mark scheme). Candidates who had bullet pointed key revision facts (even if offering several different ones) could only score a maximum of 3 out of 5 marks.

Levels of response mark schemes will continue to be used where appropriate. There will not necessarily be one on every contemporary studies paper. Candidates can be coached to respond appropriately (with discussion, explanations and expansion of points) by

looking out for higher scoring questions which have more demanding command words (explain or discuss, for example, rather than identify or state)

2 (a) (i) What are the characteristics of physical recreation?

This straightforward start to question two gave most candidates an opportunity to score well. The most frequent responses were: **3 (flexible rules), 4 (limited competition), 5 (enjoyment), 8 (time flexible), 9 (space decided by agreement)**. As is common, weaker candidates stumbled here and failed to gain marks by being vague (e.g. 'whenever, wherever' for points 8 & 10) or too didactic (e.g. 'not organised, not competitive' for points 2 & 4). A number of candidates offered benefits of physical recreation here (which were needed in part (ii)) instead of characteristics.

(ii) What are the benefits of physical recreation?

Each concept on the specification requires knowledge and understanding of benefits. Most common responses to this high scoring recall question were: **2 (health and fitness), 3 (relaxation/stress relief) 5 (social benefits)**. Some candidates gave answers to the previous question here (particularly time and space being agreed by participants).

(iii) How does public sector funding help to increase participation in physical recreation in the UK?

Continuing on the theme of physical recreation, candidates had to apply their knowledge here. It differentiated well. Point **1 (provision / improvement of facilities / equipment** – with cycle paths, parks and access for disabled also acceptable here) was the most common response.

Other points on the mark scheme were:

- money for school provision or staffing,
- community personnel (notably SDOs, SSCOs),
- grant aid to clubs as well as discount schemes,
- advertising and provision of special events and promotional campaigns,
- and provision or subsidy of transport.

**(b) With reference to the study of sport and culture what do each of the following phrases mean:
Emergent societies
American Dream
Shop window?**

These three phrases were not particularly well explained by candidates, with only a small minority scoring a max of 6 marks. American Dream was answered most successfully though many candidates incorrectly referred to Lombardianism here. The most common responses were **4 (rags to riches)** and **7 (hard work needed)**.

- (c) **Many ethnic sport such as that shows in Fig 2 still occur in the UK today. Give an example of a surviving ethnic sport other than the Highland Games. Identify characteristics of ethnic sports and give reasons for their survival.**

Many candidates had practised this in exam preparation (a June '05 question was almost identical) and scored a maximum of 5 marks. . Surprisingly, however, some centres as a whole scored poorly suggesting that not all aspects of the specification had been covered. Another common mistake was for candidates to ignore the clue in the question leader which reminded candidates that this area of the specification (**ethnic sports**) is a UK concept. Weaker candidates wrote about rugby in Samoa, running in Kenya, and a variety of other activities including bull running, basketball, 'kicking a ball in muddy wet grass in Yorkshire,' and swimming.

2565 - 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 with more centres offering Comparative but very few covering the Biomechanics option.

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.

This session the examiners continued with the use of a 'levels of response' mark scheme to assess responses to particular parts of the examination paper. This provided the examiners with the opportunity to credit higher order levels of knowledge and understanding. This is an important improvement to the examining process which was first introduced in June 2004. 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 how sport changed during the period of the industrial revolution, and good candidates who were able to explain the influence of the industrial revolution on sport. The following extracts exemplify this:

'The industrial revolution meant many people moved from an area where they had lots of space to play games to a crowded, over-populated built-up area which had little or no area to play the games they were used to.'

'Prior to the industrial revolution, popular recreational activities occurred in rural areas. The migration of workers to the cities, the process of urbanisation and a change in working conditions altered the nature of these games as they became urban or sub urban and were characterised by the lack of space that existed for sports to be carried out.'

Similarly the levels mark scheme was applied in the Psychology of Sport Performance Question, part (c). Candidates were expected to identify causes of anxiety in sport and explain what strategies could be used to manage cognitive and somatic anxiety in a sports setting. The type of responses detailing similar information but in a very different way can be seen in the following extracts:

'Drawing on good past experiences, such as reminding yourself of previously successful penalty before taking an important penalty in a football match can calm the player down. Visualisation allows the penalty taker to see in his head the ball going through the posts and this can decrease cognitive anxiety, the feeling of worry that the kicker might feel. In addition the kicker can use mental rehearsal and go through in his mind the movements he will undertake in successfully taking the penalty'.

'Three strategies to decrease anxiety are visualisation, mental rehearsal and remembering previous successes.'

In both these questions, the need for an explanation renders the 'normal' mark scheme ineffective. Both responses in the History question identify points one and two on the mark scheme; Rural to

Urban and Space. Detail, however, is lacking in the first response. Both responses to the Psychology question identify three strategies to manage anxiety but it is the initial response that explains the strategy and its use in a sports setting.

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 must develop their examination technique and respond appropriately to the command word in the question. 'Bullet point' answers are acceptable when the question states, for example, 'Identify four factors' Where a question seeks an explanation or requires a discussion more developed answers are needed.

Comments on Individual Questions

1 Historical Studies in Physical Education

- (a) The four popular recreation characteristics required were often dealt with very successfully and many candidates scored maximum marks. 'Free time on Saints' days' sometimes led candidates to discuss the notion that activities took place on holy days as opposed to the required answer, 'occasional'. Weaker candidates viewed the 'two class society' as an indication of the characteristic of 'wagering' as opposed to the different types of activities participated by the two classes which were either 'Courtly' or 'Popular'.
- (b)
 - (i) The Public School question was generally very well answered although weaker candidates often confused Arnold's aims with how he went about achieving them. Many candidates scored maximum marks. Good candidates identified the importance of Christianity and the aim of achieving 'Christian gentlemen' in Arnold's school whereas weaker candidates incorrectly identified that the aim was to achieve 'muscular Christians'.
 - (ii) A well answered question on the delay in the development of athleticism in girls' public schools which saw points 1-6 on the mark scheme regularly identified.
- (c) There were many excellent, well developed and analytical responses to the levels marked question on the impact of the industrial revolution on sport. A large number of candidates scored Level 3. The descriptors for the levels in the mark scheme identify the differential nature of responses and examples provided at the start of this report exemplify these differences. Largely, however, responses can be summarised as being either, simplistic and lacking in detail or, at the higher end, being well developed and thorough.
- (d) A slightly more onerous 'syllabus' to describe compared to the 1902 Model Course or the 1950s courses, but, in general, the 1933 syllabus was very well described by candidates. In particular, the content which included 'group work', the 'decentralised' method which included 'specific kit' and '20 minute lessons' and the emphasis on 'outside provision' and the aim to achieve good 'physique and posture' were regularly identified.

2 Comparative Studies in Physical Education

- (a) (i) Many candidates were well prepared for this question which focussed on the Physical Education curriculum in Australia. '100 minutes a week', 'widespread competitive opportunities' and 'broad spectrum of activities' were regularly identified. The emphasis on the 'Fundamental Skills Programme', 'good club-school links' and 'the use of 'star performers' as role models were also recognised.
- (ii) Apart from the identification of 'Active Australia' and 'More Active Australia', few candidates were able to describe in more detail how the Australian government has increased participation amongst adults. Stronger candidates were able to identify the role of the 'Sport Development Group' but few achieved a max.
- (b) The five mark question outlining measures that the government in France had taken to improve the quality of Sport and Physical Education in schools was well answered. Weaker candidates sometimes tended to write all they knew about France without reference to schools. All points from the mark scheme, apart from the 'Primary School programme', were regularly identified.
- (c) (i) Apart from the opportunity to 'save money', few candidates scored on other points from the mark scheme on the question as to why compulsory Physical Education is being withdrawn from many USA High Schools.
- (ii) The limited opportunities for mass participation in sport in the USA was answered more successfully with the media influence, spectator orientated approach and the notion of elitism regularly offered ensuring many scored a maximum marks.
- (iii) The levels marked USA question focussing on the nature of professional sports and how this might deter people from taking part was a demanding and differentiating question. The 'win at all costs' ethic, violence in sports, media involvement, frontier image, commercialisation and equality issues were often referred to in describing the nature of professional sports but few candidates were able to explain how these impacted on whether people participated in them or not.

3 Biomechanical Factors Involved in Human Movement

- (a) Candidates had a good understanding of how to improve stability and often scored on the definition of centre of mass. A few candidates achieved maximum marks by identifying that the centre of mass needs to lie within the base of support.
- (b) The better candidates not only correctly identified the use of a 3rd Class lever but often scored maximum marks by explaining the principle of moments and calculating the force. Often this was a question which either achieved 'all or nothing' for candidates.
- (c) (i) Candidates struggled to explain how a player generates spin when playing table tennis. Application of an 'off centre' force was regularly discussed but rarely were maximum marks achieved.
- (ii) As is sometimes typical, and in many ways obvious, in Biomechanics, candidates either know the concept or they don't. Accordingly candidates either scored very well on the flight path

question or failed to achieve even Level 1. Stronger candidates showed a very good understanding of the Magnus effect and were able to accurately describe the air flow patterns and pressures differences caused by a spinning object as well as identifying the relative dominant force of air resistance in the case of the shuttle.

Few candidates, however, were able to accurately describe the non-parabolic nature of the two flight paths.

- (iii) Many candidates achieved a max showing a very good understanding of how spin affects the bounce of a table tennis ball.

4 Psychology of Sport Performance

- (a) 'Risk takers', 'unafraid of failure' and 'persistent' were regularly offered as candidates scored heavily on the personality characteristics of a NACH performer. Well prepared candidates achieved maximum marks by offering situational factors as well. Often these candidates were able to explain 'probability of success' and 'incentive value of success'.
- (b)
 - (i) There were many vague definitions of social loafing but the majority of candidates correctly identified it as the 'withdrawal of effort'. Causes were well understood and often a sub max. was easily achieved with 'low confidence', 'learned helplessness' and 'lack of a role or value' the most regularly occurring answers.
 - (ii) The question on how a coach could limit the effects of social loafing and improve of cohesiveness in a team was very well answered and candidates often scored heavily. All points from the mark scheme were used although the stronger candidates were able to differentiate between strategies that alleviated social loafing and those that improved team cohesiveness.
- (c) The levels marked question on the causes of anxiety and strategies to overcome cognitive and somatic anxiety, as discussed earlier in this report, was an excellent differentiator. Those achieving Level 3 identified causes, often giving appropriate practical examples to illustrate their understanding. Well prepared candidates identified the three variables – situational demands, ability to cope and importance of the situation and based their examples around these.

Strategies were often listed by weaker candidates whereas better candidates were able to explain both somatic and cognitive techniques often applying their responses to a sports setting.

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

General Comments

Candidates are generally now more effective in planning their answers, but those at the lower ability range are continuing to write all they know about the topic rather than to answer the questions set. Candidates should be reminded that they will only gain synoptic credit if they draw in information that is relevant to the question. In the compulsory sport and exercise physiology question, the best candidates showed good understanding of strength training, but many candidates showed weaknesses in their knowledge of the relationship between ATP and PC levels during exercise. Most candidates realised that this compulsory aspect of the paper is best dealt with concisely to allow enough time for the demands of the synoptic question. Some candidates are still drawing in information from other areas, in this compulsory section, in the vain hope of scoring more marks. Sadly this is not so and candidates are wasting their time. The best candidates keep their answers to this question brief and to the point but giving enough detail to answer fully. Candidates are reminded that certain command words like 'explain' demand a full answer that gives reasons for the points that they make. The best candidates in response to the synoptic questions continue to explain their answers effectively with lots of practical performance examples. The most effective also link relevant material to other aspects within and between topic areas, for example, linking the raising of confidence in the sports psychology option with goal setting (within topic area) and linking with forming motor programmes (between A2 and AS). Most centres are now preparing candidates well to answer the synoptic question and this year many employed an effective synoptic examination technique. The weaker candidates show little knowledge of their chosen topic area at the level expected at A2; no or very few practical examples and made no links to explain their answer fully. Those that did make appropriate links were far too superficial in their explanations to gain high knowledge marks. Most of the successful candidates made short plans for their intended answer and made their links throughout their answers. Candidates are generally using appropriate technical and specialist vocabulary and write clearly and legibly, all of which are necessary to gain synoptic credit. There are still some candidates who misunderstand the requirements of the paper and answer questions from both the scientific focus and the socio-cultural focus. It is worth rehearsing with candidates the requirements of the question paper before they sit the examination.

Comments on Individual Questions

Section A

Sport and Exercise Physiology

- 1 (a) (i) In this part of the compulsory question most candidates scored both marks available identifying the site of the reaction and the controlling enzyme.
- (ii) The majority of candidates described the initial decline in the PC levels whilst ATP levels were maintained but few explained and gave reasons for the relationship between the ATP and PC levels during the 100-metre sprint. The best candidates explained well the coupled reaction and the alactacid threshold.
- (b) Candidates who scored well in this part fully described the alactacid component of excess post exercise oxygen consumption (EPOC). The best candidates gave details of the time taken for completion of phosphogen restoration and the amount of oxygen used. Weaker candidates either chose not to answer this part of the question at all or simply stated that this process involves the restoration of muscle phosphogen and little else.

- (c) Many candidates scored reasonably well in this part of the question. Most identified the type of strength relevant to a 100 metre sprinter but very few then went on to define accurately this type of strength. Candidates are reminded to read over the question several times and to ensure that the whole question is answered. The most successful candidates described fully a weight-training programme to improve dynamic strength. These candidates specified the muscle groups to be targeted, the way in which progression and overload can be ensured, the frequency and intensity of the exercise including the number of repetitions, sets and rest intervals. The poorer candidates simply wrote out the training principles with little or no detail.

Section B

Scientific focus question

Part 1

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

All but very few candidates could list the balances in order of stability but few identified fully the principles that make a body stable. The best candidates used appropriate practical examples and identified that the lower the centre of mass; the wider the base of support; the closer the line of gravity to the centre of the base of support, then the more stable the body. Many candidates successfully explained occasions when a performer needs to be stable and when they need to be unstable. The most successful candidates linked relevant movements to the principles that make a body stable, for example the defensive position in basketball with the stability of a wide basis of support. Answers related to gaseous exchange generally lacked the detail required for high marks. Many candidates ignored the instruction to choose either site A or site B and simply gave a general description. The best candidates dealt with one site to describe in detail the process of gaseous exchange and referred to the appropriate levels of partial pressure of gasses in the blood. The weaker candidates did not explain the increase in gaseous exchange with exercise or were too vague in their answers. The better candidates once again referred to partial pressures or concentrations of gasses that change at each site with exercise. The best candidates explained well the greater levels of oxygen dissociation from haemoglobin in the blood to the tissues. Those that scored synoptic credit gave suitable practical examples throughout and made relevant links, for example with physiological adaptations.

(b) Acquiring and Performing Movement Skills

This question was popular with candidates. Many candidates, however, confused their answers by straying away from the point of the question or became embroiled with long-winded explanation of levels of control that is not a requirement of this specification. Too many interpreted open and closed loop control as learning open and closed skills. Most candidates identified that with open loop control there is little time to act on any feedback present with the better candidates identifying the association of this type of control with dynamic, quick, ballistic actions for example the tennis volley at the net. The best candidates also recognised the link with motor programmes as generalised series' of movements stored in the long-term memory. Responses explaining closed loop control were generally better with the recognition that feedback that is mainly intrinsic is acted upon to detect errors in the movement, for example the gymnast on the balance beam. Schema was less understood with many candidates only identifying some of the items of information needed for schema to modify motor programmes. The best candidates really shone here by not only giving technical terms such as knowledge of initial conditions but also explaining this in terms of an appropriate practical example. The most successful candidates gave detailed knowledge with frequent practical examples. Too

many candidates ignored the request to identify strategies to encourage schema to be formed in training in the final part of the question. Many identified that there needs to be varied training experiences to form schema but failed to give more strategies such as ensuring that such experiences should be as realistic as possible so that they can be used in 'real game situations'. The best candidates explained how a teacher or a coach would encourage the performer to be aware of their position in the environment and to give effective feedback that is often concurrent. Many identified the need for positive reinforcement in the form of praise or incentives. The highest scoring candidates made relevant and detailed links between the formation of schema and goal setting and open loop control with confidence and being able to cope with audience effects.

Part 2

(c) Exercise and Sport Physiology

Once again the most effective synoptic answers for this section followed the section on anatomy and physiology because relevant links are more easily identified. Many candidates did not recognise that the question was seeking an understanding of the energy continuum with direct applications to sport. The better candidates explained well when and why a performer uses the lactic acid and the aerobic energy systems. Too many did not read the question carefully enough or lacked the required knowledge to explain the fuels used by these energy systems. Nevertheless many explained that the lactic acid system is predominant in activities that are of high intensity and aerobic with medium or low intensity. The better candidates recognised that both the duration and intensity of the activity dictated which energy system is used. They used excellent practical examples, clearly explained. When candidates did identify the fuel used in each system they did so correctly but few stated that again the intensity and duration of the activity plays a major role in the type of fuel used. The weaker candidates did not attempt to answer the final part of this question or gave very superficial answers failing to answer the question. The most effective candidates discussed well the effects of level of aerobic fitness and the availability of oxygen on the efficiency of the aerobic system. These candidates recognised that the higher the aerobic fitness of the performer, then the higher the intensity of exercise they can perform using the aerobic system and thus being able to exercise for longer periods of time. Many identified that the respiratory and cardiovascular systems were more efficient if aerobic fitness is high. Only the very best candidates explained the role of the availability of food fuels on the efficiency of the aerobic system. These recognise that glycogen is the major fuel for the first 20 minutes because of the limited supply of oxygen and that fat becomes the major fuel after 20 minutes of exercise. The best candidates explained well that the greater the stores of glycogen, then the longer the performer can work aerobically and that the fitter the performer the earlier they can start to use fats during sub-maximal exercise. It is this kind of detail that differentiates the most able candidates and centres are encouraged to practice writing detailed answers with appropriate practical examples. Too many are relying on one or two word answers that cannot give the detail required at A2 level.

(d) Biomechanical Analysis of Human Movement

Once again this year very few candidates answered this question. Those that had been well prepared by centres and had followed a course on biomechanics scored well but too many are attempting this topic area with too little background information. Weaker candidates did not give the detail required especially when explaining the concept of Moment of Inertia and many gave confused descriptions of how a skater uses reaction forces at take off to produce a jump with spin. Many candidates recognised that the reaction force occurs when the skater pushes downwards into the ice with a resulting force pushing upwards on the skater. Most linked this well with Newton's 3rd Law. Few recognised that if the reaction force goes through the centre of mass then there is no rotation and that for rotation to occur, the reaction force passes outside the centre of mass and creates the moment of

force about the axis of rotation. The better-prepared candidates made step-by-step explanations and were succinct in their answers. Explanations related to the Moment of Inertia were generally poor and some candidates simply did not attempt to describe how the skater controls angular velocity. The weakest candidates clung to technical explanations of the skater's skill rather than biomechanical explanations. The best candidates who scored very high marks on this section of the question made good explanations in a structured response separating the spinning skater into control at take off, control during flight and control of landing, which was explicit in the question. These candidates had a very good understanding of relevant technical terms and made good links.

(e) Psychology of Sport Performance

Once again this year, the majority of candidates who answered this question had answered the acquisition of skill question in part one and many scored synoptic credit for linking psychological material with acquisition of skill material. Most candidates gave relevant practical examples. Centres are preparing candidates well for this section and candidates more often than not give examples that are relevant and illustrate the point they are trying to make rather than be largely unrelated to any knowledge point. Most candidates attempting this question identified relevant factors that hinder performance. The better candidates recognised that factors are often present that facilitate performance as well as inhibit performance and some of the best answers had a balance of both. Factors were linked well with levels of arousal but only the best candidates gave a good explanation of Zajon's drive theory related to the dominant response. It was pleasing that many candidates also recognised that it is not just the presence of the audience but also the nature of that audience that can affect performance both positively and negatively. There were some excellent answers that explained well the link between arousal and attentional control and that this in turn can affect performance. In the second part of this question candidates often lacked the detail required for high marks. Most identified the need for positive reinforcement and many quoted Bandura's self efficacy model. The very best candidates also drew information from Vealey's framework of sport confidence but this area seems to be less well covered in Centres. The stronger responses once again used relevant practical examples to back up each major point made. For example, each stage of Bandura's model was followed by a practical sports example. Some of the better candidates also identified links between confidence and stress management and also with attribution theory. This area has really developed well in many centres and the depth of analysis by some candidates would be worthy of an undergraduate. Once again this year, weak candidates simply threw in all they knew about sports psychology with little regard for the requirements of the question.

Question 3 (socio-cultural focus)

Part 1

(a) Contemporary Studies in Physical Education

As usual the majority of candidates who chose the socio-cultural route completed the contemporary issues and history questions. Very few candidates answered the comparative studies question. This question required a discussion on the issue of sport sponsorship. Whilst many candidates identified the main advantages and disadvantages related to sponsorship, only a few candidates included in their answer a full and detailed discussion including the identification of types of sponsorship and the advantages and disadvantages to both the performers and the sponsors. This was a good opportunity for candidates to go beyond the superficiality of sponsors making a profit and performers getting equipment. Those Centres who have encouraged candidates to develop their discursive skills through extended writing enabled candidates to attain good synoptic credit through good use of independent opinion and by using relevant practical examples. For example some candidates recognised and

developed the issue of big corporate sponsorship and its global effect on consumerism that may be seen as undesirable, for example gambling but with a balanced argument showing the advantage of spreading the global message that sport is a positive experience. Too many candidates showed confusion between sponsorship and funding and became embroiled in irrelevant arguments over lottery funding or the funding of sport by voluntary organisations. The better candidates set out their discussion clearly by identifying the different types of sponsorship for example of individuals in return for endorsing certain products; teams and events using billboards and merchandise to promote the sponsors' products. The candidates who used the advantages and disadvantages for both sponsors and performers had access to the top synoptic marks, whilst those that failed to make points for both sponsors and performers were unlikely to score well. The best candidates recognised and developed points relating to advantages to the performer, such as financial security, opportunity to train full time and that sponsorship brings with it an increase in personal status which may lead to an increase in self-esteem and ultimately an increase in the level of performance. These good candidates would then balance their discussion by identifying the negative side of sponsorship. For example some candidates explored the unpredictability of sponsorship and the lack of security because the plug could be pulled at any time on the whim of the sponsor. There was often recognition, often explained well, of the control and potential manipulation of performers from sponsors. Few recognised that some groups in our society are discriminated against as far as sponsorship is concerned with an unfair distribution of sponsorship money. The good candidates also fully explored the advantages and disadvantages for the sponsor and identify the huge benefits that accrue from much media attention, for example to promote certain products and to increase profits. The best candidates identified that corporate image is important for sales and sponsorship of fashionable sports stars can reinforce an attractive image for many companies. The disadvantages for sponsors were also explored well by the better candidates. There were many good points made regarding the poor publicity, which may occur if the performer behaves badly or that the performer is less successful and therefore reflect badly on the sponsor and their products. The most successful candidates made short plans and developed links with discrimination, the effects of the media and links with historical elements of lawn tennis and the growth of sponsorship. Some candidates who went on to answer the Comparative Studies question, linked sponsorship with that experienced in the USA, France and Australia. A few candidates were so intent on writing detailed plans that they ran out of time when writing their answer. Centres are urged to ensure that candidates get plenty of practice and planning and writing extended answers under time constraints to replicate examination conditions.

Part 2

(a) Historical Studies in Physical Education

This was a popular question for those attempting the socio-cultural route and was generally well answered. Good knowledge was shown of mob football and real tennis but some candidates did not answer the question set and simply gave separately the characteristics of each without a comparison. Those that made direct comparison points scored the higher marks. For example some students wrote about the simple, unwritten rules of mob football but made no comparison point with the more written and more complex rules of real tennis. The better candidates not only gave direct comparisons but also put their answer into an historical context by explaining the low levels of literacy of the lower classes and their often brutal existence, compared with the high culture of the gentry who emphasised their superiority and sophisticated lifestyle through their sport. In the next part of the question related to lawn tennis many candidates became confused and kept with real tennis or some compared lawn tennis with mob football. The better candidates explained well that lawn tennis could have been seen as a substitute for the upper class game of real tennis and reflected the emerging status of the middle classes with their high-walled gardens that provided an ideal and private venue for lawn tennis. The best candidates also linked lawn tennis to sponsorship from the A/S part of the question. Some of the

poorer candidates used simple bullet points pre-learned and regurgitated verbatim. Some centres appear to be overemphasising the use of rote – learning of textbook material. This results often in the use of ‘buzz words’ and phrases in examination answers with little or no further explanation to show understanding and application of knowledge. Other candidates have been well prepared by Centres and have obviously used a range of texts and source material to extend and reinforce knowledge gained in the classroom.

(c) Comparative Studies in Physical Education

Very few candidates attempted this question. Some candidates are still attempting the question without recognising that to score well, answers but have comparisons. In the first part of this question, many candidates scored well by describing accurately how the USA college sports scene develop sports excellence. The best candidates explained the use of scholarships and the perpetuation of the Lombardian or ‘win at all costs’ ethic. Some of these good answers also identified that facilities and the competitions themselves mirrored professional competitions and standards. The second half of the question was completed less well with little or no attempt by some candidates to compare the strategies developing sports excellence in the named countries. Some candidates simply listed some strategies used in Australia or France and made no link with strategies in the UK and consequently low knowledge marks were gained. The best candidates identified relevant strategies that were politically inspired and identified organisations that are involved in the promotion of excellence in sport. They then referred directly to the role or lack of it of the government in the UK and the importance of the role of governing bodies and UK Sport. These better candidates also explored the issue of equal opportunity and excellence and made good points about the Women’s Sport Foundation in the UK compared to the focus on female role models in Australian schools for example. Those candidates who again made short plans before they wrote their answer seemed to be effective in their responses. Once again, those that spent too long in writing plans often ran out of time and consequently had limited access to higher marks.

Principal Moderator's Report - 2564 & 2567 Coursework

2006 has proved to be a difficult and testing time for both the AS & A2 Coursework units. Candidate entries showed a slight increase. Moderation of the coursework units was problematic with an initial shortfall in the number of moderators compounded by the very late withdrawal of existing moderators. This caused problems and apologies are offered to centres that received very late notification for their practical moderations and for their PPP moderation.

Once the moderation process was underway 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 assessments adjusted last year had taken on board the advice given by moderators and were much more accurate in their assessments this year.

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 to for their future assessments and guidance to 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 these to say 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 administrative side, the vast majority of centres produce accurate documentation which is submitted by the appropriate deadline, however, it is of concern 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 have led to candidates being disadvantaged. Centres should ensure that all paperwork is completed appropriately, double-checked and submitted by the appropriate deadline.

The actual moderation process was 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 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 should be communicated to the moderator in advance wherever possible. Failure to attend without an acceptable reason can lead to a candidate being marked absent for the unit.

Video evidence is now increasingly part of the moderation process as moderators strive 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.

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
AS 'Summer' activity assessments 15th May
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. This is particularly the case in activities such as Dance, Trampolining, and Mountain Walking.
4. Candidates assessed in Outdoor and Adventurous activities produce a detailed logbook which meets the criteria identified.

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.

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 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.

Whilst it is expected that candidates will prepare for this oral assessment, the response cannot simply be learned and then repeated. From the material they have prepared and learned candidates are expected to select that which is appropriate and relevant to the performance that they observe. This performance will be new to them.

Centres are reminded of the need to video a sample of their candidates' oral responses. This video evidence should also include the performance which each candidate is 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.

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.**

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 there were 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 disappointing that some candidates do not follow the prescribed structure for their portfolio which causes them problems. Candidates should also be reminded to include a contents page and a bibliography.

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

Section A

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.

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 clearly identify the effects of both their warm up and cool down on:

- 1 The speed and force of muscular contraction
- 2 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 skill from their activity, broke the skill down into its relevant phases and gave relevant detailed coaching points for each of the 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:

1. 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.
2. Candidates described practices which were intended to correct faults rather than develop the skill.
3. Practices which were not realistic.
4. Including theoretical material not required. E.g. details of methods of practice,
5. Whole, part, progressive, classification of skills, motivational theories. No credit
6. Could be given for these.
7. 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. 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 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.

Section B

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:

- 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 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 the form of 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 achieving 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.

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, where 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.

4. 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.

5. 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.

6. 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 and unspecific.
- 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.

Review.

The candidate gives their subjective opinion 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.

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. should be considered.

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.

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 2005-6, as there were many outstanding practical performances on view and many extremely informative portfolios produced.

**Advanced GCE (Physical Education) (3875/7875)
June 2006 Assessment Series**

Unit Threshold Marks

| Unit | | Maximum Mark | a | b | c | d | e | u |
|-------------|-----|--------------|----|----|----|----|----|---|
| 2562 | Raw | 60 | 40 | 35 | 30 | 25 | 20 | 0 |
| | UMS | 120 | 96 | 84 | 72 | 60 | 48 | 0 |
| 2563 | Raw | 45 | 33 | 30 | 27 | 24 | 22 | 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 | 32 | 29 | 26 | 23 | 20 | 0 |
| | UMS | 90 | 72 | 63 | 54 | 45 | 36 | 0 |
| 2566 | Raw | 60 | 44 | 40 | 36 | 32 | 28 | 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 | 12.25 | 27.50 | 48.37 | 69.55 | 87.24 | 100 | 14041 |
| 7875 | 13.55 | 33.56 | 58.77 | 82.05 | 96.28 | 100 | 10676 |

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publicatio

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