

Physical Education

General Certificate of Secondary Education **GCSE 1970**

General Certificate of Secondary Education **GCSE 1971**

General Certificate of Secondary Education (Short Course) **GCSE 1071**

Entry Level Certificate **ELC 3980**

Combined Mark Schemes And Report on the Components

June 2005

1970/71/3980/MS/R/05

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

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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

© OCR 2005

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

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

CONTENTS

General Certificate of Secondary Education

GCSE Physical Education - 1970

GCSE Physical Education (Games) – 1971

GCSE Physical Education (Games) (Short Course) – 1071

Entry Level Certificate (ELC) Physical Education - 3986

MARK SCHEMES FOR THE COMPONENTS

| Component | Content | Page |
|------------------|----------------|-------------|
| 1970/01 | Paper 1 | 1 |
| 1971/01 | Paper 1 | 13 |
| 1071/01 | Paper 1 | 25 |

REPORT ON THE COMPONENTS

| Component | Content | Page |
|------------------|------------------------------|-------------|
| * | Chief Examiner's Report | 36 |
| 1970/1971 | Written Paper | 37 |
| 1071 | Written Paper | 43 |
| 1970/1971/1071 | Principal Moderator's Report | 47 |
| * | Appendix A | 52 |
| 3980 | Principal Moderator's Report | 54 |
| * | Grade Thresholds | 57 |

Mark Scheme 1970/01
June 2005

| Question Number | | Mark Allocation |
|-----------------|--|---|
| 1 | <p>Examination Courses in School One mark for one of: GCSE Physical Education/Games GCSE Physical Education Short Course/Games Entry Level Variety of Coaching Courses as appropriate GCSE PE JSL Awards JNVQ OCR PE D of E</p> | <p>1 1 1 1 1 1 1 1 1 1 (Max 1)</p> |
| 2 | <p>Two ways these courses help develop skills in physical activity Two marks, one for each correct response: More practice More teaching Specialist teaching/coaching/facility Raises tactical and strategic knowledge Raises confidence Better understanding Learning skills Improving skills Anything that increases opportunity to improve skills</p> | <p>1 1 1 1 1 1 1 1 1 (Max 2)</p> |
| 3 | <p>In named activity, one occasion when strength is of benefit to performer One mark for one of: Exemplar – barging, holding, supporting, lifting, running, heading, throwing, if correctly applied to the activity/game</p> | <p>1 (Max 1)</p> |
| 4 | <p>Effects of private enterprise on quality of sports facilities One mark for one of: Better quality facilities, better equipment could also be rewarded New facilities</p> | <p>1 1 (Max 1)</p> |
| 5 | <p>Role of white blood cells One mark for one of: Fights disease Keeps performer healthy Do not feel sick Do not get colds etc.</p> | <p>1 1 1 1 (Max 1)</p> |

| Question Number | | Mark Allocation |
|-----------------|--|---|
| 6 | <p>Describe one recognised training method (from the syllabus) Two marks, one mark for each correct response: Circuit training – series of exercises, 3-5 sets, timed, skill and fitness Fartlek training – speed play, bursts of flat out running, jog to recover Interval training – exercise/rest adjust FITT to make progress Weight training – sets, reps, working against resistance Continuous training – steady state training/aerobic Carried out through cycling/running/dancing/walking at various aerobic intensities Flexibility</p> <ul style="list-style-type: none"> – static stretching, limb moved beyond normal range, held for 10 seconds, repeated, timing gradually increased – active stretching, limbs moved beyond normal limit, repeated rhythmically, slowly at first, no bouncing – passive stretching, use partner to apply beyond normal range, position held for set period of time, gradual reduction in force by partner | (Max 2) |
| 7 | <p>Causes of reversibility Two marks, one mark for each correct response: After illness, during illness After injury, during injury If the performer stops training for long periods of time If the performer, reduces intensity, frequency, duration, for long periods/<i>stops working hard</i></p> | 1 1 1 1 (Max 2) |
| 8 | <p>Two possible reasons of nerves in competition Two marks, one mark for each correct response: Just being in competition/<i>scared/worried</i> Spectators watching Family/friends watching Trophy/medals at stake, <i>quality of opposition</i> Money/<i>loss of sponsorship/loss of job</i> Media present Representing others (school, county, country) Part of motivation Fear of failure, loss of face, <i>poorly prepared, letting team mates down</i> <i>Return from injury</i></p> | 1 1 1 1,1 1 1 1 1 1, 1,1,1 1 (Max 2) |

| | | |
|----------|---|--|
| 9 | <p>Explain how tendons help movement Three marks, one mark for each correct response: Attach muscle to bone At point of insertion At point of origin Allowing muscle to pull on the bone Works with muscles to provide movement For maximum marks reference must be made to movement i.e. tendon pulls the bone</p> | <p>1 1 1 1 1 1</p> <p>(Max 3)</p> |
|----------|---|--|

| Question Number | | Mark Allocation |
|-----------------|--|--|
| 10 | <p>Three reasons why performers cool down Three marks, one mark for each correct response: To help immediate recovery/body to return to resting state <i>To speed up recovery rate</i> To help maintain demand for oxygen To help remove lactic acid To reduce muscle stiffness/soreness/muscle burn, <i>maintain flexibility</i> To help reduce blood pooling To reduce heart rate To keep O₂ levels higher than resting levels, <i>reduce O₂ debt</i> To assist performance the following day <i>To reduce breathing rate</i> <i>To reduce body temperature</i></p> | <p>1 1 1 1 1,1 1 1 1,1 1 1 1 1</p> <p>(Max 3)</p> |
| 11 | <p>Three signs of dehydration Three marks, one mark for each correct response: Feeling thirsty/dry mouth Pale Feel tired/<i>looking tired/weak</i> <i>Dizzy/light headed/nausea</i> <i>Headache</i> <i>Performance deteriorates/performer stops</i> Possible contributory cause of cramp Performer falls unconscious/collapses/faint Increase in blood pressure Urine more concentrated <i>Excessive weight loss</i> <i>Reduced skin elasticity</i> <i>Constricted pupils</i></p> <p>Treatment of dehydration Remove to shaded/cooler area, do not expose to heat Provide water/fluids Energy drinks, intake of salts/minerals</p> | <p>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1,1</p> <p>(Sub max 3)</p> <p>(Sub max 1) (Max 4)</p> |

[Total: 22]

| Question Number | | Mark Allocation |
|-----------------|---|--|
| B1a | <p>One physical skill used in physical activity One mark for one of: EXEMPLAR Catching <i>Running</i> Throwing Jumping Kicking Striking Holding Turning Bouncing etc. Not accepting: <i>balance, reaction time, co-ordination, speed, strength, stamina, flexibility</i></p> | <p>1 1 1 1 1 1 1 1 1 1</p> <p>(Max 1)</p> |
| B1b | <p>The value of friends (encouraging a performer) Two marks, one mark for each correct response Watching Praising Talks about their performance with the performer Be interested in what the performer does (activity) Join in with them, help them with their training Tell others about them <i>Logistical help e.g. driving</i> <i>Friends inform the player/performer of the benefits</i></p> | <p>1 1 1 1 1,1 1 1 1</p> <p>(Max 2)</p> |
| B1c | <p>Two different types of feedback Four marks, one mark for each correct type of feedback, one mark for describing the benefits Intrinsic feedback – is information about the muscles, co-ordination and timing etc. of the action itself. It can be used for detecting errors as the performer is in action based on the model stored in memory Extrinsic feedback – (augmented Feedback) – information about the task from outside of the body. It could come from the coach, a team-mate, video, the environment etc and can motivate or reinforce an action etc Knowledge of results – through the outcome of the activity/game or action the performer knows how efficiently they have performed Knowledge of Performance – <i>obtain from e.g. coach or video analysis, working out how it may be improved e.g. defining techniques</i> N.B. <i>Can achieve up to 2 marks without mentioning type of feedback but with correct application</i></p> | <p>1, 1 1, 1 1, 1 1</p> <p>(Max 4)</p> |
| B1d (i) | <p>Meaning of vocation One mark for correct definition At amateur level, performer manager of team, trainer, driver, coach etc At professional level, performer, trainer, coach, physiotherapist, PE teacher, referee etc.</p> | <p>1,1,1,1 1, 1, 1,1</p> <p>(Max 1)</p> |

| Question Number | | Mark Allocation |
|-----------------|---|---|
| B1d (ii) | <p>Social advantages of taking early retirement and participation in physical activity Four marks, one mark for each correct response Meet new friends Gets you out of the house/gives you something to do/hobby Meet more new people Can take part in physical activity more often – meet more often Often cheaper <i>allowing them to attend</i> Healthy body allows you to be more active socially More time with friends <i>Develop social skills, develop team work</i></p> | <p>1 1 1 1 1 1 1 1 (Max 4)</p> |
| B1e | <p>Regular activity affects muscle – describe changes and possible benefits. Candidates require 2 changes to muscles to achieve Max Five marks, one mark for each correct response – one change plus one improvement in named activities = one mark Up to 4 marks max for any one component/change to muscle Improved strength – dynamic or static with appropriate example Improved flexibility with appropriate example(s) Improved endurance with appropriate example(s) Improved speed with appropriate example(s) Improved power with appropriate example(s) (Each different response can be awarded a mark) Candidates may also provide physiological responses e.g. thicker muscle fibre – <i>reduced possibility of injury</i> <i>Improved muscle tone</i> Muscle contract more strongly – <i>increased power</i> Increased mitochondria – <i>increases energy, endurance</i> <i>Increase capillarisation</i> <i>Answers related to stronger cardiac muscle which benefits stroke volume, cardiac output, heart rate (with explanation)</i> <i>Lower working heart rate (with explanation)</i> <i>Potential high working heart rate (with explanation)</i> <i>Greater tolerance to lactic acid – allows performer to last longer</i></p> | <p>(Max 5)</p> |

| Question Number | | Mark Allocation |
|-----------------|--|--|
| B1f (i) | <p>Explanation of heart rate changes as seen on graph</p> <p>Description</p> <p>Heart rate increases with demand of exercise (workload)</p> <p>The heavier the exercise the higher the heart rate to supply O₂ to muscles</p> <p>At moderate and light work a steady state is reached</p> <p>The supply of O₂ meets the demand at light and moderate work loads</p> <p>At heavy work there is no steady state as O₂ demand is not met</p> <p>Increase CO₂ production requires increased heart rate to remove it</p> <p>Data</p> <p>Resting heart rate is approximately 70 bpm</p> <p>Light work steady state reached after 3 minutes</p> <p>Moderate work steady state reached after 4 minutes</p> <p>Maximum heart rate during heavy work is 180 bpm</p> <p>Light work steady state reached at approximately 90 bpm</p> <p>Moderate work steady state reached at approximately 120 bpm</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 4)</p> |
| B1f (ii) | <p>Explanation of post exercise heart rate</p> <p>Four marks, one mark for each correct response</p> <p>No mark for description of graph or data</p> <p><i>In recovery the following occurs:</i></p> <p><i>the heart is under less pressure/more relaxed</i></p> <p><i>systolic and diastolic pressure drops</i></p> <p><i>cardiac output decreases</i></p> <p><i>heart rate decreases</i></p> <p><i>stroke volume decreases</i></p> <p><i>at lighter work load heart rate decreases more quickly</i></p> <p>Explanation:</p> <p><i>Reduced demand for O₂</i></p> <p><i>Slower return to resting heart rate for higher work loads in order to repay O₂ debt</i></p> <p><i>Replenish O₂ stores</i></p> <p><i>Removing CO₂</i></p> <p><i>Re-synthesising lactic acid</i></p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub Max 3)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub Max 1)</p> <p>(Max 4)</p> |

[Total: 25]

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B1.

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 mark

| Question Number | | Mark Allocation |
|-----------------|---|---|
| B2a | Meaning of agility One mark for one correct response The ability to change direction quickly | 1 (Max 1) |
| B2b | For named activity, give two occasions when it is an advantage to be agile Two marks, one mark for each correct response (must be from the same activity) Exemplar – Hockey, dribbling around an opponent Basketball – when leaping to catch a ball <i>Feinting and driving to beat an opponent</i> Soccer – goalkeeper bending backwards to stop a shot <i>Goalkeeper diving to parry a ball</i> Netball – springing to catch a ball and then land Quickly <i>Feinting and moving to lose marker</i> | 1 1 1 1 1 1 1 1 (Max 2) |
| B2c | What does the 12 minute run measure? One mark for one correct response Stamina | 1 (Max 1) |
| B2d (i) | Who ran the furthest? One mark for one correct response Boys | 1 |
| B2d (ii) | How do different builds affect performance in different physical activities? Answers must be applied to an activity Negative answers can be credited Four marks , one mark for each correct response For candidates to gain marks they should make reference to body type, activity and effect/suitability is necessary. Marks should not be awarded for technical language in this part question but marks could be awarded in the context of QWC. Answers also need to be related to at least two physical activities. <u>EXEMPLAR</u> Gymnasts require muscular build in order to have strength/power/speed to perform well Rugby , front row requires body weight and muscle in order to push, hold, support etc Distance runners need to be thin with little body weight/toned, lean etc | 1 1 1 |

| | |
|--|-------------------------|
| Athletics, different activities within athletics can all be rewarded, e.g., high jump, tall and thin, throwers big and muscular, sprinters powerful – muscular | 1,1,1 (Max 4) |
|--|-------------------------|

| Question Number | | Mark Allocation |
|-----------------|---|--|
| B2e | Importance of water to performer in c-v activities Four marks, one mark for each correct response Keeps the body cool – internal Keeps the body cool – external through sweat Maintains water levels in the body (we are 80% water)/important part of blood Stops us becoming thirsty/dry throat On a hot day 3 litres of water an hour can be lost and needs replacing Maintains blood consistency (maintains blood pressure) Prevent dehydration/ <i>hydration</i> <i>Lack of concentration</i> <i>Aids chemical reaction in energy release</i> <i>Reduces level of impurities</i> <i>Allows performer/games player to keep going (cramp)</i> | 1 1 1 1 1 1 1 1 1 1 1 1 1 (Max 4) |
| B2f | Effects of smoking on performance Eight marks, one mark for each correct response Candidates need to relate their responses to physical performance on at least one occasion <i>Health related</i> Raises risk of heart disease Raises risk of lung cancer/ <i>emphysema</i> / <i>chest infection</i> Develop smokers cough Frequent sore throats Breathing difficulties/decrease lung capacity/decreased vital capacity/tidal volume Headaches Inhalation of Carbon Monoxide – a poisonous gas Addiction to nicotine Increased heart rate, blood pressure Tar – clogs up arteries, breathing tubes, lungs Reduces life expectancy <i>Decrease gaseous exchange</i> <i>Haemoglobin attracted to CO and not O₂</i> <i>Destroys alveoli reducing O₂ uptake</i> <i>Reduced efficiency of immune system</i> <i>Raises blood pressure</i> <i>Feeling dizzy</i> <i>Less red blood cells</i> <i>Stress increased</i> <i>Suppresses appetite</i> <i>Performance related</i> <i>Inability to sustain physical effort</i> <i>Inability to participate due to illness</i> <i>Inability to train</i> <i>Poor health resulting in poor motivation</i> | 1 1 1 1 1 1 1 1 1,1 1, 1, 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |

| | | |
|--|---|------------------------------|
| | <i>If candidates identify other performance related factors different to the above reward appropriately</i> | (Max 7-1, 1-7) (Max 8) |
|--|---|------------------------------|

[Total: 21]

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B2.

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 marks

| Question Number | | Mark Allocation |
|-----------------|---|---|
| B3a (i) | Identify four different safety precautions Four marks, one mark for each correct response Walking without any qualification No female staff Map of Lake District not of immediate area Poor first aid kit Poor advice re packed lunch Not enough fluid Poor advice re-clothing Advising not to take any waterproofs Recommended footwear not appropriate Parental permission not asked for Medical problems unknown Parents not given a specific time for the return home No thought given to planning the walk (start, destination, rests etc.) Pupils not issued with whistles in case they get separated Change of clothing not suggested No basic map reading skills given No emergency route [planned] Assume the weather would be good | 1 (Max 4) |
| B3a (ii) | Four ways to improve teachers planning Four marks, one mark for each corrects response <i>Answers in part (ii) must relate to part (i) e.g. part (i) Poor first aid kit, part (ii) Have full first aid kit</i> | (Max 4) |

[Total: 8]

| Projected Grade boundaries for 1970/71 | | | | | | | |
|--|-----------|---|-----------|---|---|-----------|---|
| QUESTION NUMBER | GRADE | | | | | | |
| | A | B | C | D | E | F | G |
| QA1 | 1 | | 1 | | | 1 | |
| QA2 | 2 | | 2 | | | 1 | |
| QA3 | 1 | | 1 | | | 1 | |
| QA4 | 1 | | 1 | | | 0 | |
| QA5 | 1 | | 1 | | | 0 | |
| QA6 | 1 | | 1 | | | 0 | |
| QA7 | 1 | | 1 | | | 1 | |
| QA8 | 2 | | 1 | | | 0 | |
| QA9 | 2 | | 1 | | | 0 | |
| QA10 | 2 | | 1 | | | 0 | |
| QA11 | 3 | | 2 | | | 1 | |
| QA12 | 3 | | 2 | | | 1 | |
| TOTAL | 20 | | 15 | | | 6 | |
| | | | | | | | |
| QB1a | 1 | | 1 | | | 1 | |
| QB1b | 2 | | 2 | | | 1 | |
| QB1c | 3 | | 3 | | | 2 | |
| QB1d | 4 | | 3 | | | 3 | |
| QB1e | 4 | | 3 | | | 1 | |
| QB1f | 6 | | 4 | | | 2 | |
| | | | | | | | |
| QB2a | 1 | | 1 | | | 0 | |
| QB2b | 2 | | 1 | | | 0 | |
| QB2c | 1 | | 1 | | | 1 | |
| QB2d | 4 | | 3 | | | 2 | |
| QB2e | 3 | | 2 | | | 1 | |
| QB2f | 7 | | 6 | | | 3 | |
| | | | | | | | |
| QB3a | 4 | | 3 | | | 2 | |
| QB3b | 4 | | 3 | | | 2 | |
| | | | | | | | |
| TOTAL | 46 | | 37 | | | 21 | |
| TOT SEC. A+B | 66 | | 52 | | | 27 | |
| | | | | | | | |
| QWC | 4 | | 2 | | | 1 | |
| | | | | | | | |
| FINAL TOTAL | 70 | | 54 | | | 28 | |

The above projected grade boundaries are based on maximum marks for C and F Grades. "A" candidates would score a minimum of 66.

Mark Scheme 1971/01
June 2005

| Question Number | | Mark Allocation |
|-----------------|--|--|
| 1 | Examination Courses in School One mark for one of: GCSE Physical Education/Games GCSE Physical Education Short Course/Games Entry Level Variety of Coaching Courses as appropriate <i>GCSE</i> <i>PE</i> <i>JSL Awards</i> <i>JNVQ</i> <i>OCR PE</i> <i>D of E</i> | 1 1 1 1 1 1 1 1 1 1 (Max 1) |
| 2 | Two ways these courses help develop skills in physical games Two marks, one for each correct response: More practice More teaching Specialist teaching/coaching/facility Raises tactical and strategic knowledge Raises confidence <i>Better understanding</i> <i>Learning skills</i> <i>Improving skills</i> <i>Anything that increases opportunity to improve skills</i> | 1 1 1 1 1 1 1 1 1 (Max 2) |
| 3 | In named activity, one occasion when strength is of benefit to player One mark for one of: Exemplar – barging, holding, supporting, lifting, running, heading, throwing, if correctly applied to the activity/game | 1 (Max 1) |
| 4 | Effects of private enterprise on quality of sports facilities One mark for one of: Better quality facilities, better equipment could also be rewarded New facilities | 1 1 (Max 1) |
| 5 | Role of white blood cells One mark for one of: Fights disease Keeps performer healthy Do not feel sick Do not get colds etc. | 1 1 1 1 (Max 1) |

| Question Number | | Mark Allocation |
|-----------------|--|--|
| 6 | <p>Describe one recognised training method (from the syllabus) Two marks, one mark for each correct response: Circuit training – series of exercises, 3-5 sets, timed, skill and fitness Fartlek training – speed play, bursts of flat out running, jog to recover Interval training – exercise/rest adjust FITT to make progress Weight training – sets, reps, working against resistance Continuous training – steady state training/aerobic. Carried out through cycling/running/dancing/walking at various aerobic intensities Flexibility – static stretching, limb moved beyond normal range, held for 10 seconds, repeated, timing gradually increased – active stretching, limbs moved beyond normal limit, repeated rhythmically, slowly at first, no bouncing – passive stretching, use partner to apply beyond normal range, position held for set period of time, gradual reduction in force by partner</p> | (Max 2) |
| 7 | <p>Causes of reversibility Two marks, one mark for each correct response: After illness, during illness After injury, during injury If the performer stops training for long periods of time If the performer, reduces intensity, frequency, duration, for long periods/<i>stops working hard</i></p> | 1 1 1 1 (Max 2) |
| 8 | <p>Two possible reasons of nerves in competition Two marks, one mark for each correct response: Just being in competition/<i>scared/worried</i> Spectators watching Family/friends watching Trophy/medals at stake, <i>quality of opposition</i> Money/<i>loss of sponsorship/loss of job</i> Media present Representing others (school, county, country) Part of motivation Fear of failure, loss of face, <i>poorly prepared, letting team mates down</i> Return from injury</p> | 1 1 1 1,1 1 1 1 1 1,1,1,1 1 (Max 2) |
| 9 | <p>Explain how tendons help movement Three marks, one mark for each correct response: Attach muscle to bone At point of insertion At point of origin Allowing muscle to pull on the bone Works with muscles to provide movement For maximum marks reference must be made to movement i.e. tendon pulls the bone</p> | 1 1 1 1 1 (Max 3) |

| Question Number | | Mark Allocation |
|-----------------|--|---|
| 10 | <p>Three reasons why games players cool down Three marks, one mark for each correct response: To help immediate recovery/body to return to resting state <i>To speed up recovery rate</i> To help maintain demand for oxygen To help remove lactic acid To reduce muscle stiffness/soreness/muscle burn, <i>maintain flexibility</i> To help reduce blood pooling To reduce heart rate To keep O₂ levels higher than resting levels, <i>reduce O₂ debt</i> To assist performance the following day <i>To reduce breathing rate</i> <i>To reduce body temperature</i></p> | <p>1 1 1 1 1,1 1 1 1,1 1 1 1 (Max 3)</p> |
| 11 | <p>Three signs of dehydration Three marks, one mark for each correct response: Feeling thirsty/dry mouth Pale Feel tired/<i>looking tired/weak</i> <i>Dizzy/light headed/nausea</i> <i>Headache</i> <i>Performance deteriorates/performer stops</i> Possible contributory cause of cramp Performer falls unconscious/collapses/faint Increase in blood pressure Urine more concentrated <i>Excessive weight loss</i> <i>Reduced skin elasticity</i> <i>Constricted pupils</i></p> <p>Treatment of dehydration Remove to shaded/cooler area, do not expose to heat Provide water/fluids Energy drinks, intake of salts/minerals</p> | <p>1 1 1 1 1 1 1 1 1 1 1 1 1 1 (Sub max 3) 1 1 1,1 (Sub max 1) (Max 4)</p> |

[Total: 22]

Section B

| Question Number | | Mark Allocation |
|-----------------|--|--|
| B1a | <p>One physical skill used in Games One mark for one of: EXEMPLAR Catching <i>Running</i> Throwing Jumping Kicking Striking Holding Turning Bouncing etc. Not accepting: <i>balance, reaction time, co-ordination, speed, strength, stamina, flexibility</i></p> | <p>1 1 1 1 1 1 1 1 1 1</p> <p>(Max 1)</p> |
| B1b | <p>The value of friends (encouraging a player) Two marks, one mark for each correct response Watching Praising Talks about their performance with the performer Be interested in what the performer does (activity) Join in with them, help them with their training Tell others about them <i>Logistical help e.g. driving</i> <i>Friends inform the player/performer of the benefits</i></p> | <p>1 1 1 1 1,1 1 1 1</p> <p>(Max 2)</p> |
| B1c | <p>Two different types of feedback Four marks, one mark for each correct type of feedback, one mark for describing the benefits Intrinsic feedback – is information about the muscles, co-ordination and timing etc. of the action itself. It can be used for detecting errors as the performer is in action based on the model stored in memory Extrinsic feedback – (augmented Feedback) – information about the task from outside of the body. It could come from the coach, a team-mate, video, the environment etc and can motivate or reinforce an action etc. Knowledge of results – through the outcome of the activity/game or action the performer knows how efficiently they have performed Knowledge of Performance – <i>obtain from e.g. coach or video analysis, working out how it may be improved e.g. defining techniques</i> N.B. <i>Can achieve up to 2 marks without mentioning type of feedback but with correct application</i></p> | <p>1, 1 1, 1 1, 1 1</p> <p>(Max 4)</p> |
| B1d (i) | <p>Example of a vocation linked to Games One mark for correct definition At amateur level, performer manager of team, trainer, driver, coach etc At professional level, performer, trainer, coach, physiotherapist, PE teacher, referee etc.</p> | <p>1,1,1,1 1, 1, 1,1</p> <p>(Max 1)</p> |

| Question Number | | Mark Allocation |
|-----------------|--|---|
| B1d (ii) | <p>Social advantages of taking early retirement and participation in physical activity Four marks, one mark for each correct response Meet new friends Gets you out of the house/gives you something to do/hobby Meet more new people Can take part in physical activity more often – meet more often Often cheaper <i>allowing them to attend</i> Healthy body allows you to be more active socially More time with friends <i>Develop social skills, develop team work</i></p> | <p>1 1 1 1 1 1 1 1 1 (Max 4)</p> |
| B1e | <p>Regular activity affects muscle – describe changes and possible benefits. Candidates require 2 changes to muscles to achieve Max Five marks, one mark for each correct response – one change plus one improvement in named games = one mark Up to 4 marks max for any one component/change to muscle Improved strength – dynamic or static with appropriate example Improved flexibility with appropriate example(s) Improved endurance with appropriate example(s) Improved speed with appropriate example(s) Improved power with appropriate example(s) (Each different response can be awarded a mark) Candidates may also provide physiological responses e.g. thicker muscle fibre – <i>reduced possibility of injury</i> <i>Improved muscle tone</i> Muscle contract more strongly – <i>increased power</i> Increased mitochondria – <i>increases energy, endurance</i> <i>Increase capillarisation</i> <i>Answers related to stronger cardiac muscle which benefits stroke volume, cardiac output, heart rate (with explanation)</i> <i>Lower working heart rate (with explanation)</i> <i>Potential high working heart rate (with explanation)</i> <i>Greater tolerance to lactic acid – allows performer to last longer</i></p> | <p>(Max 5)</p> |

| Question Number | | Mark Allocation |
|-----------------|--|--|
| B1f (i) | <p>Explanation of heart rate changes as seen on graph</p> <p>Description Heart rate increases with demand of exercise (workload) The heavier the exercise the higher the heart rate to supply O₂ to muscles At moderate and light work a steady state is reached The supply of O₂ meets the demand at light and moderate work loads At heavy work there is no steady state as O₂ demand is not met Increase CO₂ production requires increased heart rate to remove it</p> <p>Data Resting heart rate is approximately 70 bpm Light work steady state reached after 3 minutes Moderate work steady state reached after 4 minutes Maximum heart rate during heavy work is 180 bpm Light work steady state reached at approximately 90 bpm Moderate work steady state reached at approximately 120 bpm</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 3-1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 3-1) (Max 4)</p> |
| B1f (ii) | <p>Explanation of action of heart post-exercise Four marks, one mark for each correct response</p> <p>No mark for description of graph or data</p> <p><i>In recovery the following occurs:</i> <i>the heart is under less pressure/more relaxed</i> <i>systolic and diastolic pressure drops</i> <i>cardiac output decreases</i> <i>heart rate decreases</i> <i>stroke volume decreases</i> <i>at lighter work load heart rate decreases more quickly</i></p> <p><i>Explanation:</i> <i>Reduced demand for O₂</i> <i>Slower return to resting heart rate for higher work loads in order to repay O₂ debt</i> <i>Replenish O₂ stores</i> <i>Removing CO₂</i> <i>Re-synthesising lactic acid</i></p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub Max 3)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub Max 1) (Max 4)</p> |

[Total: 25]

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B1. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 marks

| Question Number | | Mark Allocation |
|-----------------|--|---|
| B2a | Meaning of agility One mark for one correct response The ability to change direction quickly | 1 (Max 1) |
| B2b | For named game, give two occasions when it is an advantage to be agile Two marks, one mark for each correct response (must be from the named game) Exemplar – Hockey, dribbling around an opponent Basketball – when leaping to catch a ball <i>Feinting and driving to beat an opponent</i> Soccer – goalkeeper bending backwards to stop a shot <i>Goalkeeper diving to parry a ball</i> Netball – springing to catch a ball and then land Quickly <i>Feinting and moving to lose marker</i> | 1 1 1 1 1 1 1 1 (Max 2) |
| B2c | What does the 12 minute run measure? One mark for one correct response Stamina | 1 (Max 1) |
| B2d (i) | Who ran the furthest? One mark for one correct response Boys | 1 |
| B2d (ii) | How do different builds affect performance in different games Four marks , one mark for each correct response For candidates to gain marks reference to body type, activity and effect/suitability is necessary. Marks should not be awarded for technical language but recognition could be given as part of the QWC. Answers should be related to at least TWO games. EXEMPLAR – Rugby , front row requires body weight and muscle in order to push, hold, support etc Soccer, defenders need to be tall and muscular in order to beat their opponents in the air Netball – it is an advantage to be tall and agile (lean) in order to catch and shoot successfully Tennis players could be tall and muscular in order to reach for the ball and to produce powerful shots Examples from Games only | 1 1 1 1 (Max 4) |

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B2.

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 marks

| Question Number | | Mark Allocation |
|-----------------|--|--|
| B3a (i) | <p>Identify four different safety precautions</p> <p>Four marks, one mark for each correct response</p> <p>No female leader 1</p> <p>Not knowing exactly what was to be played 1</p> <p>Poor knowledge of player ability 1</p> <p>size 1</p> <p>age groupings 1</p> <p>Assuming competition would be friendly 1</p> <p>Advising players not to take safety equipment 1</p> <p>Inadequate first aid kit 1</p> <p>Taking players who lack knowledge of how to play/rules 1</p> <p>No court/field markings 1</p> <p>Inadequate advice in relation to food 1</p> <p>drink 1</p> <p>Poor organisation – any colour kit 1</p> <p>only to take training shoes 1</p> <p>advising not to take warm clothing in case of cold weather or to keep warm in between Games 1</p> <p style="text-align: right;">(Max 4)</p> | |
| B3a (ii) | <p>Four ways to improve teachers planning</p> <p>Four marks, one mark for each corrects response</p> <p><i>Answers in part (ii) must relate to part (i) e.g. part (i) Poor first aid kit, part (ii) Have full first aid kit</i></p> | <p style="text-align: right;">(Max 4)</p> |

Total: [8]

| Projected Grade boundaries for 1970/71 | | | | | | | |
|--|-----------|---|-----------|---|---|-----------|---|
| QUESTION NUMBER | GRADE | | | | | | |
| | A | B | C | D | E | F | G |
| QA1 | 1 | | 1 | | | 1 | |
| QA2 | 2 | | 2 | | | 1 | |
| QA3 | 1 | | 1 | | | 1 | |
| QA4 | 1 | | 1 | | | 0 | |
| QA5 | 1 | | 1 | | | 0 | |
| QA6 | 1 | | 1 | | | 0 | |
| QA7 | 1 | | 1 | | | 1 | |
| QA8 | 2 | | 1 | | | 0 | |
| QA9 | 2 | | 1 | | | 0 | |
| QA10 | 2 | | 1 | | | 0 | |
| QA11 | 3 | | 2 | | | 1 | |
| QA12 | 3 | | 2 | | | 1 | |
| TOTAL | 20 | | 15 | | | 6 | |
| | | | | | | | |
| QB1a | 1 | | 1 | | | 1 | |
| QB1b | 2 | | 2 | | | 1 | |
| QB1c | 3 | | 3 | | | 2 | |
| QB1d | 4 | | 3 | | | 3 | |
| QB1e | 4 | | 3 | | | 1 | |
| QB1f | 6 | | 4 | | | 2 | |
| | | | | | | | |
| QB2a | 1 | | 1 | | | 0 | |
| QB2b | 2 | | 1 | | | 0 | |
| QB2c | 1 | | 1 | | | 1 | |
| QB2d | 4 | | 3 | | | 2 | |
| QB2e | 3 | | 2 | | | 1 | |
| QB2f | 7 | | 6 | | | 3 | |
| | | | | | | | |
| QB3a | 4 | | 3 | | | 2 | |
| QB3b | 4 | | 3 | | | 2 | |
| | | | | | | | |
| TOTAL | 46 | | 37 | | | 21 | |
| TOT SEC. A+B | 66 | | 52 | | | 27 | |
| | | | | | | | |
| QWC | 4 | | 2 | | | 1 | |
| | | | | | | | |
| FINAL TOTAL | 70 | | 54 | | | 28 | |

The above projected grade boundaries are based on maximum marks for C and F Grades. "A" candidates would score a minimum of 66.

**Mark Scheme 1071/01
June 2005**

| Question number | | Mark allocation |
|-----------------|--|---|
| 1 | How a coach motivates player One mark for one correct response Praise/ <i>positive feedback</i> Guide Show an interest in them Help improve Give rewards/ <i>money/prizes</i> Incentives Set goals Make it enjoyable | 1 1 1 1 1 1 1 1 (Max 1) |
| 2 | What type of motivation is winning cups/medals etc? One mark, one answer Extrinsic motivation | 1 (Max 1) |
| 3 | One advantage when strength is an advantage One mark for one of: Exemplar – barging, holding, supporting, lifting, running, heading, throwing, if correctly applied to the activity/game | 1 (Max 1) |
| 4 | Describe one recognised training method (from the syllabus) Two marks, one mark for each correct response: Circuit training Fartlek training Interval training Weight training Continuous training Flexibility | (Max 2) |
| 5 | Causes of reversibility Two marks, one mark for each correct response: After illness, during illness After injury, during injury If the performer stops training for long periods of time If the performer, reduces intensity, frequency, duration, for long periods/ <i>stops working hard</i> | 1 1 1 1 (Max 2) |

| Question number | | Mark allocation |
|-----------------|---|--|
| 6 | <p>Two possible reasons of nerves in competition Two marks, one mark for each correct response: Just being in competition/scared/<i>worried</i> Spectators watching Family/friends watching Trophy/medals at stake, <i>quality of opposition</i> Money/<i>loss of sponsorship/loss of job</i> Media present Representing others (school, county, country) Part of motivation Fear of failure/<i>loss of face/poorly prepared/letting team mates down</i> <i>Return from injury</i></p> | <p>1 1 1 1,1 1 1 1 1 1, 1,1,1 1 (Max 2)</p> |
| 7 | <p>Three reasons why games players cool down Three marks, one mark for each correct response: To help immediate recovery/<i>body to return to resting state</i> <i>To speed up recovery rate</i> To help maintain demand for oxygen To help remove lactic acid To reduce muscle stiffness/soreness/muscle burn, <i>maintain flexibility</i> To help reduce blood pooling To reduce heart rate To keep O₂ levels higher than resting levels, <i>reduce O₂ debt</i> To assist performance the following day <i>To reduce breathing rate</i> <i>To reduce body temperature</i></p> | <p>1 1 1 1 1,1 1 1 1,1 1 1 1 (Max 3)</p> |
| 8 | <p>Three signs of dehydration Three marks, one mark for each correct response: Feeling thirsty/dry mouth Pale Feel tired/<i>looking tired/weak</i> <i>Dizzy/light headed</i> <i>Headache</i> <i>Performance deteriorates/performer stops</i> Possible contributory cause of cramp Performer falls unconscious/collapses Increase in blood pressure Urine more concentrated <i>Excessive weight loss</i> <i>Reduced skin elasticity</i> <i>Constricted pupils</i></p> <p>Treatment of dehydration Remove to shaded/cooler area, do not expose to heat Provide water/fluids Energy drinks, intake of salts/minerals</p> | <p>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1,1 (Max 3) 1 1 1,1 (Max 1)</p> |

[Total: 15]

Section B

| Question number | | Mark allocation |
|-----------------|---|--|
| B1a | <p>One physical skill used in Games One mark for one of: EXEMPLAR Catching <i>Running</i> Throwing Jumping Kicking Striking Holding Turning Bouncing etc. Not accepting: <i>balance, reaction time, co-ordination, speed, strength, stamina, flexibility</i></p> | <p>1 1 1 1 1 1 1 1 1 1</p> <p>(Max 1)</p> |
| B1b (i) | <p>Example of an open skill One mark for one correct response Many possible responses including catching (line out), throwing to moving target etc. Throwing e.g. free throw in basketball would not be acceptable nor would catch on its own. Examples must be from an open environment.</p> | <p>1</p> <p>(Max 1)</p> |
| B1b (ii) | <p>Brief description of Open skill Two marks, one mark for each correct response Answers need to be related to changing environment – physical, environmental etc.</p> | <p>1,1</p> <p>(Max 2)</p> |
| B1c | <p>Explanation of how feedback improves performance in games Two marks - one mark for each correct response Feedback is information received by the learner during/after a skilled movement has been performed.</p> <p>In training it can:</p> <ul style="list-style-type: none"> • enhance skills (correct, improve etc) • <i>reinforce correct outcomes</i> • <i>where they are going wrong</i> • develop skills • introduce new skills • provide the performer with time to “trial and error” • encourage practice in order to improve performance <p>In competition it can:</p> <ul style="list-style-type: none"> • encourage more effort which may improve performance • provide a feel good factor which encourages good performance/confidence | <p>1 1 1 1 1 1 1 1 1 1</p> <p>(Max 2)</p> |

| Question number | | Mark allocation |
|-----------------|---|--|
| B1d | <p>Describe how a player can be consistent and one example of the value of being consistent Four marks, three marks for how and one mark for the example</p> <p>Guidance from coach/feedback Watching good role models Correct verbal advice Being physically guided by coach May break skills down into smaller parts Practice skills in a closed situation Move into an open situation Practice/training</p> <p>Example – e.g. in Netball to consistently shoot well means that points will be scored for the team. Success!</p> | <p>1 1 1 1 1 1 1 1 1 1</p> <p>3+1 (Max 4)</p> |

[Total: 10]

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B1.

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 marks

| Question number | | Mark allocation |
|-----------------|---|--|
| B2a | Meaning of agility One mark for one correct response The ability to change direction quickly | 1 (Max 1) |
| B2b | For named game, give one occasion when it is an advantage to be agile One mark, for a correct response (must be from the named game) Exemplar – Hockey, dribbling around an opponent Basketball – when leaping to catch a ball <i>Feinting and driving to beat an opponent</i> Soccer – goalkeeper bending backwards to stop a shot <i>Goalkeeper diving to parry a ball</i> Netball – springing to catch a ball and then land quickly <i>Feinting and moving to lose marker</i> | 1 1 1 1 1 1 1 1 (Max 1) |
| B2c | What does the 12 minute run measure? One mark for one correct response Stamina | 1 (Max 1) |
| B2d (i) | Who ran the furthest? One mark for the following: Boys | 1 (Max 1) |
| B2d (ii) | Explain how different builds may affect different Games Three marks , one mark for each correct response For candidates to gain marks they should make reference to body type, activity and effect/suitability. Marks should not be awarded for technical language in this part question but marks could be awarded in the context of QWC. Answers also need to be related to at least two Games EXEMPLAR – Rugby, front row requires body weight and muscle in order to push, hold, support etc Soccer, defenders need to be tall and muscular in order to beat their opponents in the air Netball – it is an advantage to be tall and agile (lean) in order to catch and shoot successfully Tennis players could be tall and muscular in order to reach for the ball and to produce powerful shots Examples from Games only | 1 1 1 1 (Max 3) |

[Total: 15]

Quality of Written Communication

Up to two marks available for the quality of written communication in answering question B2.

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1 mark

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms appropriately. 2 marks

| Question number | | Mark allocation |
|-----------------|--|-----------------|
| B3a(i) | <p>Identify three different safety precautions</p> <p>Three marks, one mark for each correct response</p> <p>No female leader 1</p> <p>Not knowing exactly what was to be played 1</p> <p>Poor knowledge of player ability 1</p> <p>size 1</p> <p>age groupings 1</p> <p>Assuming competition would be friendly 1</p> <p>Advising players not to take safety equipment 1</p> <p>Inadequate first aid kit 1</p> <p>Taking players who lack knowledge of how to play/rules 1</p> <p>No court/field markings 1</p> <p>Inadequate advice in relation to food 1</p> <p>drink 1</p> <p>Poor organisation – any colour kit 1</p> <p>only to take training shoes 1</p> <p>advising not to take warm clothing in case of cold weather or to keep warm in between Games 1</p> <p style="text-align: right;">(Max 3)</p> | |
| B3a(ii) | <p>Three ways to improve teachers planning</p> <p>Three marks, one mark for each corrects response</p> <p><i>Answers in part (ii) must relate to part (i) e.g. part (i) Poor first aid kit, part (ii) Have full first aid kit</i></p> | (Max 3) |

[Total: 6]

| Projected Grade boundaries for 1070 | | | | | | | |
|-------------------------------------|-----------|---|-----------|---|---|-----------|---|
| QUESTION NUMBER | GRADE | | | | | | |
| | A | B | C | D | E | F | G |
| QA1 | 1 | | 1 | | | 1 | |
| QA2 | 1 | | 1 | | | 0 | |
| QA3 | 1 | | 1 | | | 1 | |
| QA4 | 1 | | 1 | | | 1 | |
| QA5 | 2 | | 1 | | | 0 | |
| QA6 | 2 | | 1 | | | 0 | |
| QA7 | 2 | | 2 | | | 1 | |
| QA8 | 3 | | 2 | | | 1 | |
| TOTAL | 13 | | 10 | | | 5 | |
| QB1a | 1 | | 1 | | | 1 | |
| QB1b | 1 | | 1 | | | 0 | |
| QB1c | 2 | | 1 | | | 1 | |
| QB1d | 2 | | 1 | | | 0 | |
| QB1e | 3 | | 2 | | | 1 | |
| QB2a | 1 | | 1 | | | 0 | |
| QB2b | 1 | | 1 | | | 1 | |
| QB2c | 1 | | 1 | | | 1 | |
| QB2d | 3 | | 2 | | | 1 | |
| QB2e | 2 | | 2 | | | 1 | |
| QB2f | 5 | | 3 | | | 2 | |
| QB3a | 3 | | 3 | | | 2 | |
| QB3b | 3 | | 3 | | | 2 | |
| TOTAL | 28 | | 22 | | | 13 | |
| TOTAL SEC. A+B | 41 | | 32 | | | 18 | |
| QWC | 4 | | 2 | | | 1 | |
| FINAL TOTAL | 45 | | 34 | | | 19 | |

The above projected grade boundaries are based on maximum marks for C and F Grades. "A" grade candidates would score a minimum of 45.

Report on the Components

June 2005

Chief Examiner's Report

Candidates following the new OCR GCSE Physical Education and Physical Education: Games specifications were examined for the third time this year. The gradual growth in the number of Centres following all the OCR GCSE Physical Education specifications has continued.

Teachers continue to express interest and enthusiasm for all aspects of the course and they report that they have now come to terms with the requirements of the specifications.

Increasing numbers of Centres are also now taking advantage of the OCR Entry Level Certificate in Physical Education specification that offers the additional flexibility of another course for those candidates who find it difficult to cope with the demands of GCSE Physical Education. The fact that all specifications are designed to be co-teachable has also made it very easy for teachers to transfer candidates from one specification to another.

In planning new courses at Key Stages 3, 4 and beyond, Centres have clearly considered candidates' wishes, the type of courses which best suit them, Centre facilities and staff expertise. In so doing, they have utilised the flexibility of all three GCSE specifications and the Entry Level Certificate, to offer candidates the most suitable course for their needs.

The three GCSE specifications continue to enable Centres to offer candidates either a choice of games within the Physical Education: Games specifications or an even wider range of physical activities within the Physical Education specification.

Several Centres are now offering the GCSE Physical Education courses to candidates in Years 9 and 10. This is a move which is attracting much interest amongst teachers from other Centres. Teachers have also continued to adapt their teaching methods to the requirements of the different specifications and the needs of their pupils.

Moderators have similarly reported that teachers continue to express their enthusiasm for the different specifications. They particularly mention the relative simplicity of the assessment procedure for the practical activities. Some teachers have acknowledged the value of the OCR GCSE PE instructional video tape which is available from OCR.

Centres that are new to the OCR specifications and are entering candidates for the OCR GCSE examination for the first time, have found the video tape particularly helpful in terms of assessing performance. Some Centres, on the advice offered in last year's report, have used the video tape for departmental training purposes. It has also proved to be useful to teachers in remote UK Centres, where the Centres are required to produce video recorded evidence of candidates' performances for moderation purposes.

1970/1971 01 GCSE Physical Education

General Comment

The number of candidates taking the Physical Education examination this year was in the region of 27,000. This was a significant increase on last year's entry.

Overall, the quality of the responses appeared better than has been the case in previous years. There was, however, a considerable spread in the performance of candidates entered for the examinations. There is a clear contrast between Centres where the majority of candidates score between 50 and 70 marks and those Centres where the majority of candidates achieve between 30 and 50 marks.

Relatively few candidates appear to have scored above 65 thereby reducing the number of very good candidates. As is becoming the norm, there is a considerable bunching of candidates in the 40 – 55 mark range.

It was apparent that candidates of all abilities were picking up marks in the questions requiring a shorter response. Many, however, then failed to build on this in the questions requiring more detailed responses. It was pleasing, however, to see weaker candidates responding in a positive and appropriate manner in the vast majority of questions.

The Quality of Written Communication was reasonable. Some candidates answer primarily through the use of bullet points. This is acceptable providing that they meet the instruction within the question i.e. Describe, Explain, Identify etc.

It would appear that more schools are now entering candidates for both the 1970 and 1971 courses. This is a significant shift in thinking and can only benefit the candidate if, as one would assume, it is to accommodate the practical strengths of the candidates within Centre. As a point of caution, Centres need to ensure that Game candidates respond from a Game perspective only.

No candidate was guilty of rubric error - all questions are compulsory.

Assistant Examiners and Team Leaders are of the opinion that during the examination, candidates spent their time wisely. All questions appeared to be answered fully and responses did not appear to be cut short through lack of time.

Team Leaders and Assistant Examiners also reported that the paper's level of difficulty, bearing in mind the ability range of the candidates for whom it was intended, was appropriate. An analysis of the scripts, however, did identify some major concerns.

Firstly, a significant number of candidates failed to achieve their full potential. Many candidates fall short as a result of not reading questions properly. For example, QB2 (d) (ii) was not asking the candidates to describe different body types. Although this knowledge was essential in answering the question, there was a requirement for it to be applied accordingly. Many candidates, offered up only vague responses.

Question: Explain how different builds affect performance in different Games / physical activities.

Answer - *"The somatotypes of a person can affect their performance in different games because different builds suit different things"*. (No marks). *"A person who is carrying a lot of weight will find it hard to move around the field* (No mark, no game or activity mentioned) *because they are carrying excess body fat."* (No mark – repeat of a lot of weight). This candidate gained credit later on with the statement – *"an ectomorph ... tall... hardly any weight ...would be better suited to Badminton, as they would be able to reach further"*.

Secondly, as in previous years, Game candidates continue to respond from a non-game context. As has been stated before, this prevents candidates from achieving the Grades that they would appear capable of achieving. In this year's paper QA3, QB1 (e), QB2 (b) and especially QB2 (d) (ii) were questions to which Game candidates gave non-Game responses. These questions had a total value of 12 marks.

SECTION A

Q1. This question was well answered and most candidates were successful. A whole array of possible answers were rewarded: e.g. – “JSLA” or “Junior Sports Leaders Award”, “GCSE” / “GCSE PE” / “PE”, “OCR PE”, “Physical Education” and so on. Candidates who provided examples of Coaching Courses were also rewarded if it was obvious e.g. “BAGA awards” for non-Game candidates was rewarded but “Gymnastics” or “football” on its own was not.

Q2. Well answered. Candidates who stated or implied “more” – be it “practice” or “teaching”, “learning” or “understanding” in relation to skills, were rewarded.

Q3. Well answered. Generally candidates provided a named game or physical activity. Some Game candidates provided a non-game example. This was not accepted and consequently these candidates did not receive any credit. If candidates responded with “to push in a scrum”, “to shield the ball”, “to hold an opponent off”, “to hit the shuttle harder” etc. a mark was given.

Q4. One of the least well answered questions from Section A. To be credited, candidates were required to state or imply “better equipment / facilities” or “new equipment / facilities”. Some candidates were not aware of the term ‘private enterprise’.

Q5. Although some pupils answered in relation to red blood cells, most of the responses were correct and made reference to “fighting infection”, “keeping the performer / game player healthy”, and so on.

Q6. For this question, candidates were asked to name one training method and then describe how it is carried out. No marks were awarded for naming the method. Only training methods specified in the syllabus were credited. Although some candidates stated “warm up”, “stretching”, and the “12-minute run” as training methods, most were correct in naming one of the six methods -specified in the syllabus. “Circuit training” and “Fartlek” were the most popular named responses. Full marks were common across all ability ranges as candidates only needed to register two characteristics of the named training method e.g. “circuit training” – “can be timed”, “follows a circuit of different exercises” etc.

Q7. Responses from candidates were surprisingly pleasing across the full ability range. Some candidates explained what ‘reversibility’ was before answering the question and some just gave a definition of the term ‘reversibility’. This was not given credit as the question asks when it occurs and not what it is. Centres should encourage candidates to read the question. As suggested, many candidates did gain some reward with answers such as “when returning from injury”, “after being on holiday”, “when you stop training” and so on.

Q8. Some candidates made the mistake of describing the ‘Yerkes – Dodson level of arousal curve’, or making reference to “adrenalin being pumped around the body”. This latter point is an effect of being nervous and not why performers become nervous. Answers relating to the “intensity / size / importance of the competition”, “quality of the opposition”, “people / family watching” etc. were all rewarded along with answers such as “fear of failure” or “fear of getting hurt if playing against someone bigger than yourself”.

Q9. This was a difficult question. Many candidates were able to find one correct response – “that muscle is attached to bone”. This was pleasing to read as it confirms that Centres

are teaching to the syllabus. More able candidates then stated or implied that *"the muscle pulls on the bone"*. Top candidates made reference to *"point of insertion"* or *"origin"* to gain maximum marks.

Q10. Candidates of all abilities gained credit. The more able candidates used technical terms such as *"pooling of blood"*, *"lactic acid"*, and *"reducing oxygen debt"*. Less able candidates wrote about *"stopping muscles becoming sore / stiff"* etc. All such responses used in the correct context were rewarded.

Q11. Most candidates had a good idea of the meaning of 'dehydration' and could offer at least one response that was correct. Correct responses included *"feeling thirsty, dizzy / light headed / nauseous"* (1 mark max), *"feeling tired"*, *"stopping the activity / Game"*. If candidates wrote from an individual perspective i.e. *"I feel thirsty"*, *"my blood pressure goes up"*, *"urine is concentrated"* (*"dark"*, *"dark yellow"* etc.), marks were awarded.

SECTION B

Q B1

B1 (a). Some candidates confused 'components of fitness' with 'skill'. *"Speed"*, *"strength"* and *"stamina"* were popular responses. These are incorrect. Candidates who provided answers related to – *"running"*, *"catching"*, *"jumping"* and so on were rewarded.

B1 (b). This question asked for two different ways that friends could encourage continued participation in Games / physical activity. Responses were reasonable and candidates of all abilities managed to gain some credit. *"Praise"*, *"taking part with them"*, *"cheering them on"*, *"watching"* and even *"driving them to events"* / *"fixtures"* etc. were all credited, along with many others.

B1 (c). This question required two different pieces of information.

In the first instance, candidates needed to provide two different types of 'feedback'. It was agreed that the only acceptable responses would be two from – 'Knowledge of Performance', 'Knowledge of Results', 'Extrinsic' and 'Intrinsic Feedback'. (Max 2 marks).

In order to gain maximum credit, candidates then needed to provide an example of how their chosen type of feedback helped improve performance. E.g. *"Extrinsic Feedback"* (one mark) - *"a coach telling a player / performer what he was doing wrong ..."* (one mark) would be a basic response from a low / middle ability candidate. This was acceptable and was rewarded.

Candidates who were unable to provide correctly named types of feedback could still gain credit if they provided an example of how feedback could help performance. E.g. *"External feedback"* – wrong response, no marks awarded; *"a coach tells a performer what he was doing wrong ..."* etc. acceptable explanation of extrinsic feedback - one mark awarded.

Some candidates confused 'motivation' with 'feedback'. Not many candidates were able to provide a definition of 'intrinsic', with many making reference to what they thought of their performance and not the 'feel' - that it *"felt right"*, or *"it did not feel good"* etc.

B1 (d) (i). Many candidates answered this question well. Answers were many and varied – *"PE teacher"*, *"Coach"*, *"Physio"*, *"personal trainer"*, *"Chairman"* and many others were all credited.

B1 (d) (ii) Well answered. The social advantages of participating in physical activity / games include: *"being with existing friends"*, *"making new friends"*, *"meeting new people"* and so on. Candidates who made reference to *"keeping fit"* / *"healthy"* were not rewarded unless they went on to state that this would allow them to be *"more active socially"*.

B1 (e) This was a question that was answered reasonably well by more able students. It required the students to bring together several strands of knowledge. It was agreed that in order to access marks, candidates needed to apply the knowledge to physical activity / games.

Most candidates suggested that *“regular exercise and training would increase the size of the muscle”*. Many candidates recognised that *“increased strength”, “flexibility”, “endurance”* and *“speed”* may be positive benefits of training.

Candidates then needed to apply this information to a game / physical activity. For example, *“...exercise and training may increase the strength of the muscle”. “This would mean that the player / performer would be able to kick the ball **harder** in football...”* - one mark.

Candidates could then apply the benefits of ‘strength’ to another three situations and be credited. This meant that candidates could achieve a maximum of four marks for one effect (in this case ‘strength’). To gain maximum marks they would then have to apply another affect e.g. ‘flexibility’, to an occasion in an activity / game. Different activities / games could be used for each example or if candidates wished, they could use five different activities / games.

Some candidates recognised that the heart is a muscle and made reference to cardiac muscle i.e. *“as it gets stronger, cardiac output may increase which in turn provides more oxygenated blood for the working muscles which means that the performer / games player would be able to last longer in football / swimming / climbing”* etc.

This was a question on which many Game candidates failed to score well as a result of answering from a non-game perspective.

B1 (f) This question was split into two parts. The first part was testing pupils’ knowledge of the affect on heart rate of different work intensities.

Candidates were presented with a graph showing ‘heart rate’ at differing work levels. This allowed candidates to gain access to marks through data interpretation. Data interpretation has become a regular feature of PE papers and will continue to be so in the future. Candidates could however, gain maximum marks for this part question without making specific reference to the graph.

- (i) Many candidates managed to gain at least two marks for this part question. The most common responses were *“the heart rate increases with the demand of exercise”,* and *“the higher the heart rate / exercise level, the more oxygen is supplied to the working muscles”*.

Data analysis allowed the candidates to state *“resting heart rate is 70 beats per minute”, “maximum heart rate during heavy exercise is 180 beats per minute”* and *“light work steady state reached approx. 90 beats per minute”*. Candidates could achieve up to three marks for data analysis out of a possible four marks.

Candidates did not have to give any data interpretation at all and could achieve full marks with applied physiological knowledge.

Part two of this question asked the candidates to explain what happened to the heart during the period of recovery. Candidates should not have made reference to the graph.

- (ii) Many pupils made reference to the heart returning to its ‘resting rate’ and that it would take longer for the heart to recover after hard work when compared to light work. This was awarded two marks. *“Replenishing oxygen stores (oxygen debt / post-exercise oxygen replenishment)”, “reducing lactic acid”, “removal of the extra carbon dioxide”* were other popular responses. They were similarly rewarded.

Q B2

QB2 (a) 'Agility' is the ability to change direction quickly. Many candidates provided a similar response. Others implied similar or used different phraseology. This question was answered reasonably well.

QB2 (b) Candidates were asked to provide two situations from a named activity / game where being agile is a benefit. Many candidates who were unable to gain credit in part (a) were able to gain two marks in part (b). Typical responses included – *“moving or dodging past a defender...”* *“The gymnast has to perform certain manoeuvres, e.g. twists / somersaults in the air...”* Candidates of all abilities gained reward in this question with many candidates scoring two marks out of two.

QB2 (c) Very few candidates failed to capitalise on this question. 'Stamina' was the only acceptable response. Candidates were not given the benefit with dual response answers e.g. *“stamina”* and *“speed”*.

QB2 (d)

(i) As expected this question was answered extremely well. A very small minority failed to recognise that boys ran furthest.

(ii) The question asked candidates to explain how different builds can affect performance. It did not ask candidates to explain the difference between 'somatotypes', nor did it ask for a description of the different 'body types'.

Candidates were required to apply their knowledge of body types to performance in different activities / games. A more able candidate responded with the following: *“...(in) basketball it is very useful to be lean and tall like an ectomorph so they can reach the net...”* *“In sumo wrestling it is better to have a large endomorph somatotypes so that you are not moved out of the arena...”* Candidates who referred to *“big and fat”* *“so that they could not be pushed over in rugby”* etc. were also rewarded as they made reference to how the type of body (big and fat) would help their performance (not pushed over) in an activity / game (Rugby). *“Tall and skinny”*, *“loads of muscle”* and other less technical descriptions were also rewarded. Candidates needed four examples to gain maximum marks.

Many Games candidates answered from a physical activity perspective. It might be good practice for Centres teaching Game candidates to only use player examples and to omit Athletic, Gymnastic or Sumo-wrestlers altogether from their teaching.

QB2 (e) This question is concerned with the value of water to the performer / game player during long lasting activities. Team Leaders feelings were a little mixed in their reporting of candidate responses. The majority thought it had been answered reasonably well; others described the candidate responses as being generally poor. Common responses that were awarded marks included – *“replaces lost fluid”*, *“keeps the body cool through sweating”*, *“flushes out toxins”* and *“prevents dehydration”*. Excellent candidates provided responses such as – *“aids chemical reactions in energy production”*, *“reduce blood viscosity”* and *“maintain blood pressure”*. Candidates also made reference to *“aiding performance”*, *“allowing the performer / game player to carry on”*.

QB2 (f) This question was answered well and was accessible to all candidates. The expected range of responses was produced. Some candidates provided in excess of eight facts and also provided at least one effect on performance. Health related answers included – *“tar clogs up the arteries”*, *“makes breathing more difficult”*, *“kills the cilia”*, *“can cause cancer”*, *“increased risk of heart disease”* were all correct responses.

Performance related facts included – *“not lasting as long in the activity”, “reduced stamina”* and *“the addiction to smoking caused performance to decrease”*. Some candidates, however, failed to provide a response related to performance and consequently were not able to achieve maximum marks.

Q B3

This question was accessible to all pupils. Candidates of all abilities scored very well. Candidates from both the Game and Physical Education papers were able to recognise and identify risks in the arrangements for the trips to the Lake District and to the Games tournament.

Not all candidates, however, were successful. Some candidates did not write about the risks. They provided responses that amounted to solutions. In such cases candidates received no marks. For example, candidates who stated, *“...they should have taken water...”* would not have been credited. Similarly, candidates who responded with *“... they should have taken water as coke is not enough ...”* would not have been rewarded as they identified the solution first – take water. Examiners needed to be sure that the candidates were identifying the risk.

1071/01 – Physical Education (Short Course)

GENERAL COMMENTS

This year's paper saw a normal distribution of Candidate scores across the mark range. Examiners reported, however, that most centres entering Candidates appeared to achieve either consistently high marks (30 plus) or consistently low marks (low 20s and below). It was generally felt by examiners that the paper was accessible and appropriate for the whole ability range.

It was apparent that lower ability candidates had a tendency to miss out on marks awarded for the application of knowledge. In some instances this was a consequence of candidates' limited knowledge base. Assistant examiners who marked large entries from single Centres reported that there was clear evidence of a lack of knowledge in relation to certain areas of the specification e.g. question A5 – 'reversibility' and question B1 (i) & (ii) 'open skills'. The fact that this shortcoming featured across the whole cohort suggested that in some instances, Centres had not covered these areas in their teaching. Most Centres, however, had clearly taught all areas of the theoretical programme of study well and as such more able candidates demonstrated a secure working knowledge of all the questions.

Only a lack of applied examples of actions within a game (instead of just making the link to a game itself) and / or the use of non-game examples prevented better candidates from scoring even higher.

The use of non-game examples continues to be an issue for lower ability candidates and tends to impact significantly on their final scores. This was most noticeable question B2 (d) (ii) and also question B1 (d). The incorrect application of non-game examples certainly appears to be worse this year than last.

Quality of written communication (QWC) remains very variable and Centres are reminded to continually reinforce the need for their candidates to write in extended prose in questions B1 & B2.

Overall, scores in Section A were a little disappointing. More than half of all candidates achieved less than half marks. These lower scores generally resulted from poor Candidate responses to questions 2, 5 and only partial responses to question 7.

In Section B, there was generally poor scoring in question B1. This tended to be as a result of limited understanding of the topics required to answer the skill related questions. This was especially true of question B1 (d) (ii), question B1 (c) and question B1 (d). Candidates, in general, did not fare well on this question.

With the exception of question (d) (ii), candidates answered question B2 in a reasonably secure fashion and as in previous years, question B3 presented little problem to candidates across the ability range.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

Q1. Most candidates understood the concept of 'motivation' and as such gave appropriate responses. A large proportion made reference to the "giving of a reward", "prize" or "praise".

Q2. Candidates from the middle and upper ability range answered this question well while lower ability candidates struggled. Some candidates made reference to 'external' instead of 'extrinsic'.

Q3. Candidates from across the ability range answered this question well. However, there were some examples of candidates giving non-game examples. Examples relating to "pushing in the scrum" or "making a tackle in Rugby" were amongst the most popular.

Q4. The quality of responses to this question was mixed. This gave the impression that across some Centres, candidates were unclear as to what was meant by the term 'training method'. A common error amongst candidates was to confuse 'training methods' with 'training principles'. The correct spelling of the training methods proposed by candidates was often very poor.

Q5. Of all the questions in Section A, this resulted in the weakest set of responses. Candidate responses gave the distinct impression that this training principle had not been taught in a number of Centres.

Where candidates did understand the principle, they were often able to give good quality applied answers. References to "illness", "injury", "off season", "maternity in women", as well as "just stopping" were common place.

Q6. Most candidates were able to give at least one example of an occasion when competitors get nervous before competing. This is a concept to which they could all personally relate to and were, therefore, able to draw upon their own personal experiences. It was, however, somewhat disappointing that despite the question clearly asking for two examples, many candidates gave only one and missed out on a second mark.

More able candidates tended to give two very secure examples. These included "audience effects", "fear of failure", "importance of competition / match", "what's at stake" and "injury" or "poor preparation effects".

Q7. All but the very weakest candidates managed to gain one of three marks available. The more able tended to pick up all three marks. The most common errors resulted from candidates confusing reasons for 'warm up' with 'cool down' i.e. "preventing injury". Poor use of English also constrained candidates. Many suggested that "a cool down prevents the **build up** of lactic acid" rather than suggesting that "it breaks down and / or helps gets rid of lactic acid".

Q8. This was generally well answered by candidates across the ability range. Nearly all candidates picked up the mark for the 'treatment of dehydration' and most scored at least one mark for the 'signs / symptoms of dehydration' as well. Three out of four was not an uncommon mark across the ability range. Many candidates achieved maximum marks.

SECTION B

QB1 (a). Surprisingly, a large proportion of candidates responded incorrectly. Many candidates gave answers that related to physical abilities such as 'speed', 'agility', 'balance' and 'co-ordination'. Clearly these candidates had not read and / or understood the question. The range of permissible answers was very wide ranging and encompassed game specific skills and generic skills used in virtually all games.

QB1 (b) (i) & (ii). This question saw a mixed response from candidates across the ability range. It would seem that many candidates had not been taught what an 'open skill' is.

In centres where this topic had been covered, candidates generally accessed two of the three marks for the sporting example and a generic response relating to the 'effect of the environment'. The more able candidates were able to break the 'environment' down into its component parts or refer to 'adaptability of the skill' in order to pick up the third mark.

QB1 (c). A majority of candidates achieved one out of the two marks available. Many included a reference to "*being told what was wrong*" or "*positive feedback boosting confidence*". Most candidates didn't develop their answers enough to warrant picking up both marks.

QB1 (d). This question did not produce the spread of marks expected. Very few candidates, if any, scored full marks. Most candidates made reference to "*practice*" or "*regular training*" and were rewarded accordingly. Examiners reported that roughly half of all candidates went on to appropriately apply the impact of becoming more 'consistent' within a game and indeed report on the resulting outcome. Very few went beyond this and made reference to the importance of 'feedback' or copying 'role models' or the use of 'trial and error learning' in becoming more 'consistent'.

QB2 (a) & (b). Most candidates knew what 'agility' was and gave a good working definition of this 'component of fitness'. A number of candidates missed out on the mark available by talking about "*straight line speed*" only and very weak candidates demonstrated no understanding at all with references to "*flexibility*" or "*stamina*".

Invariably, if candidates got (a) correct they also got (b) correct as well. A wide range of good applied game examples were offered. Even some low ability candidates who got (a) incorrect still managed to pick up the mark in (b) for an applied game example.

QB2 (c). The vast majority of candidates, from across the ability range, knew that the 'Cooper's 12 minute run test' measures 'stamina'. Some candidates gave multiple answers i.e. "*speed*" and "*stamina*" but the marking structure only allowed for one response to be given. Subsequently all multiple answers were marked as incorrect.

QB2 (d) (i). Nearly all candidates correctly identified that the boys ran further than the girls.

QB2 (d) (ii). For candidates to receive credit for this question they needed to identify a 'body type' or 'somatotype' and suggest how this would be advantageous in a named game. To simply say, for example, that an "*endomorph*" would be "*good for Rugby*" or a "*tall person would be good in Basketball*" was not enough. To obtain the mark they needed to give a specific example of an action or situation from within the game where the particular 'body type' or 'somatotype' would be beneficial. E.g. "*A tall thin person would be good at Basketball because they are nearer the basket which making it easier to score*".

Most candidates, irrespective of ability, failed to make this three way link within their answer. Invariably, candidates ceased responding having made the link between 'body type' and game. In this instance, no mark was awarded. Some candidates incorrectly related their response to the previous question and described the effect that both boy and girl no. 5's 'body type' would have on their ability to "*run longer distances*".

This question also saw the most frequent use of non-game examples. “Sumo Wrestling”, “Sprinting”, and “Long-distance running” were amongst the most commonly cited.

QB2 (e). The most popular answer incorporated a reference to water “preventing dehydration” or “maintaining hydration”. Surprisingly, few candidates made reference to the role of water in “keeping the performer cool through sweating” and only more able candidates offered answers which incorporated a reference to its role in “maintaining the blood’s consistency” or in “helping to flush out toxins/waste products”.

QB2 (f). This question proved accessible to the whole ability range and produced the expected distribution of scores. Most candidates were able to give at least one, if not two, examples of the effects of smoking on performance. Lower ability candidates’ responses tended to relate to the health issues of smoking and included references to “blocking up the lungs”, “making it harder to breath” or “giving you cancer”.

QB3 (a) (i) & (ii). As in previous years this question proved to be the most consistently well answered by candidates from across the ability range. Indeed, a large majority of candidates achieved full marks. In the first part, candidates were asked to identify potential hazards from the passage. Most candidates successfully negotiated this challenge and scored three out of three. Some, however, did not read the question carefully enough and answered (ii) as part of (i) in as much as they made suggestions as to what the leaders **SHOULD HAVE DONE**. i.e. “they should have.....” . In such cases candidates scored nothing in (i).

Candidate’s answers in (ii) needed to directly relate to the potential hazards that they had identified in (i) and most candidates successfully suggested an appropriate means of resolving each of the hazards such as “taking a full first aid kit”, “ensuring all players had safety equipment” and “playing people in appropriate groups based on size, ability or gender”. Even those candidates who had suggested resolutions to hazards in (i) and then more or less repeated themselves in (ii), were the given the credit in (ii). There were some occasions when candidates’ answers in (ii) did not relate to their answers in (i) and in such cases they were not credited.

Principal Moderator's Report (Coursework)

This year the OCR GCSE Physical Education and Physical Education: Games specifications were examined for the third time. Most teachers now appear fully conversant with the content of the coursework element. Teachers now seem familiar with the application of the assessment objectives and the more recent changes to the specification i.e. the choice of activities within the different specifications, the inclusion of the new Exercise Activity area, the move from activity specific assessment criteria to activity area specific criteria and the requirement for candidates to carry out analysis of performance of one activity rather than the four activities previously required.

Centres are now wholly familiar with the first assessment objective which largely relates to Performance. Most Moderators reported good standards of assessment within Centres. Very few Centres were deemed to be out of line with the assessment criteria. Consequently there were relatively few instances of major adjustments to Centre marks.

One area where teachers still appear to experience some difficulty is in the assessment of the Exercise Activity. Here, activities such as Weight Training for Fitness and Jogging still present some difficulties. Here, the difficulty was two fold. Firstly, many teachers did not realise that candidates had to keep a log of their training. As such, this requirement was not conveyed to candidates. Secondly, some teachers still seem unclear as to how to interpret the criteria. These and other issues have been recognised and guidance offered to teachers at INSET.

Moderators report that internal standardisation of marks at some Centres continues to be an issue. This becomes apparent when the Moderator's marks are compared with the Centre marks at moderation. Internal standardisation is a specific requirement of the specifications and is something that needs to be borne in mind by all those teaching the course but is particularly incumbent upon the Head of Department in every Centre. In the main, however, teachers have found the assessment criteria relatively easy to apply.

Moderators have, once again, reported increasing levels of candidate performance. This is very encouraging. This would seem to suggest that the different courses are attracting more practically gifted candidates and / or the standard of teaching within Centres is producing better performers. In addition, candidates are now better able to specialise in areas of particular interest and ability. Candidates can now choose activities from two activity areas and as such a candidate can choose three Dance related activities or three racket-type games. A further example would be where a candidate with very good swimming ability can choose three swimming activities, Swimming, Life Saving and Personal Survival from the Swimming activity area and a fourth activity, Water Polo from the Games activity area.

Centres are also taking advantage of the range of activities now offered within the Exercise Activity Area. The effect of these changes, and concentration on specific activities, has meant that candidates' marks have risen noticeably.

In the second assessment objective, Analysing Performance, candidates focus on one of their four chosen practical activities and carry out an analysis of strengths and weaknesses in their own, or a colleague's, performance.

Moderators have reported that the standard of presentation in the written supporting tasks for this component still varies considerably from Centre to Centre. Many Centres continue to disregard the specification rubric when instructing candidates on the amount of written work to produce.

This continues to result in a very wide variation in both the amount and the quality of work produced. The amount of time that Centres devote to teaching the skills of Analysing Performance also varies significantly from Centre to Centre. The best results are achieved

in Centres where teachers are fully integrating this aspect of the coursework into their teaching of the course. i.e. when the essential theory content has been taught candidates use this information effectively to show how identified weaknesses can be assessed, monitored and indeed, how a suitable training or practice method can be used to improve overall performance

When awarding marks for this assessment objective, some teachers still prefer to rely on oral responses from candidates when carrying out their assessment. Other teachers rely more on their students' written tasks. Although the standard of written work does vary, moderators have reported that the overall quality of work produced by candidates for this assessment objective has been good and is getting noticeably better.

Clearly the additional guidance material that has been produced for Centres by OCR, has served to help teachers to prepare their candidates. However, a small number of Centres continue to expect a great deal of written evidence from candidates. Although Centres are reluctant to dissuade conscientious pupils from producing more, six sides of A4 written evidence is sufficient and candidates should not be asked to produce more than this amount. The emphasis ought to be on the quality of response rather than quantity of work produced.

Some Centres, on the other hand, expect very little written evidence from candidates and rely almost solely on an oral response. Although candidates should be assessed in terms of their oral responses to questions, all candidates are required to complete the written Analysing Performance task in support of the marks awarded to them. In order to meet this requirement some Centres have devised their own task sheets and some have linked it to work covered in ICT.

Moderators have reported some instances of candidates being guided through the statement of responses. Teachers should realise that it is perfectly right that they should provide guidance and even structured help for candidates; however, they should not be seen to be helping them to complete the Analysing Performance task.

The system of cluster moderation in operation is now well established. Centres that are geographically close to one another are invited to attend a standardisation meeting. The purpose of the meeting is to compare the marks awarded to candidates by Centres against the activity assessment criteria. Many teachers, having attended a standardisation meeting, comment on how valuable this exercise is.

The vast majority of Centres are moderated using this system of visiting moderation. Remote Centres however, may be asked to provide video recorded evidence of candidates' performances. Similarly, Centres that offer off-site activities (Horse Riding, Skiing and Canoeing) are asked to provide video evidence. Moderators report that in most cases this has been readily available.

In most instances, the standard of the video evidence produced was very good. However, problems do persist. Errors included footage showing a candidate perform a lay-up shot in Basketball and focusing on his foot work. The film, however, omitted to show whether the ball had gone into the basket. This of course misses the point of whether the skill was performed accurately or not. Technique is clearly essential but must be seen within the context of the activity. Centres should bear this in mind when they are video recording their candidates to ensure that they are featured in the most favourable light possible.

Centres offering Hill Walking and Camp craft/Hostelling were, in some instances, asked to justify the high marks awarded to candidates by supplying written evidence of candidates' expedition planning and preparation. In all cases Centres have acceded to this request.

Moderators continue to report on the professional approach taken by teachers in their preparation of candidates for the practical assessment and indeed the consistently accurate assessment of activities at most Centres. However, there are exceptions. In

isolated instances Centres have failed to ensure that internal marks are standardised from teaching group to teaching group and from activity to activity. It is a requirement that Centres carry out internal standardisation of all activities and all teaching groups.

Moderators have continued to report that most Centres keep accurate periodic assessments of candidates' performances. However, in isolated cases, this has not been the case and such Centres are reminded that they are required to present evidence of periodic assessment for all activities being offered to candidates at the moderation. This takes on a particular significance when a candidate is injured during the course.

A number of Centres are now using software packages to generate assessment sheets for recording activity performance marks. This method of assessment not only presents the marks neatly but also, in some cases, selects the highest four activity marks from a range of activities, checks that activities are selected from appropriate activity areas, highlights any inaccuracies, rounds up any decimal places and totals candidates' marks.

The software has also enabled Centres to print off activity Centre Order of Merit rank order sheets and the Coursework Summary Form. Unsurprisingly, Centres have reported considerable time savings. Centres that wish to adopt this approach to recording their assessments are welcome to do so. OCR can supply the names of suppliers of such software. Errors, although dramatically reduced, still appear in the transfer of marks from Coursework Summary Forms to the Centre MS1 forms, however. Centres must continue to ensure that marks are accurately transferred between these sheets.

Most Centres took a pride in collating the Centre documentation. Centres should bear in mind that where this is not the case, the moderator is left to sort out the mess. In extreme cases, this can seriously delay the process of awarding marks and issuing results.

All Moderators carry out moderations according to the QCA Mandatory Code of Practice. In accordance with directions from OCR, the moderations for this year's examination took place in the months of March, April and May.

Moderators once again reported how well they have been received and, on the whole, how successful the moderations had been. Moderators were also very appreciative of the efforts of the host Centres and many commented on this fact in their Report to the Centre. Moderators have also mentioned, once again, that arguably the most successful moderations have been those where there has been no time constraint and the teachers present have been able to observe the standards of performance of candidates without having to rush matters. New teachers in particular, continue to comment on how useful the group moderation is for discussing the assessment of practical performance with more experienced teachers. However, clearly the continued success of this type of moderation depends on the co-operation, goodwill and involvement of all the teachers participating and Centres continuing to act as hosts. Moderators wish to thank all those Centres that have hosted moderations this year.

Physical Education (1970)

The specification requires candidates to select four practical activities from at least two of the National Curriculum Activity Areas. In order to meet the National Curriculum requirements for Northern Ireland and Wales the choice of activities is different.

In addition to the six National Curriculum activity areas the specification includes an additional activity area, Exercise Activities. As long as candidates in England meet the National Curriculum requirement in Physical Education, candidates may also choose up to two activities from the Exercise Activity area in order to meet the requirement for the OCR GCSE PE qualification.

Although a close scrutiny of all the activity areas is clearly not possible, it is noticeable that some activities appear to be more popular with Centres than others. Games feature very prominently as a group, as do Athletics Activities, Swimming and Outdoor Adventurous Activities. Less noticeable, but still popular are Gymnastics and Dance Activities. The new Exercise Activities area has proved to be increasingly popular in Centres, particularly in Centres where the facilities can cater for these type activities. In addition, an increasing number of Centres are offering candidates off-site activities.

Apart from the reported popularity of activities within the Exercise Activity Area, there has been no other change in the pattern of activities offered within Centres. Traditional activities offered in Centres still make up the bulk of those needing moderation.

Amongst the Games, the most prominent were Association Football, Netball, Basketball, Rounders and Badminton.

Amongst the Gymnastics Activities, Trampolining continues to be a popular activity. Amongst the Athletics Activities, Track and Field Athletics holds a very prominent position but a surprising number of Centres entered candidates for Cross Country Running.

Amongst the Outdoor and Adventurous Activities, Hillwalking and Campcraft/ Hostelling are clearly growing in popularity in some Centres. Hillwalking and Campcraft/ Hostelling, in very many cases, is closely associated with the considerable growth in the number of participants in the expedition section of the Duke of Edinburgh's Award Scheme. Within the Award Scheme the expedition requirement for the Bronze award equates very well to the criteria in the Hill Walking and Campcraft activity of the specification.

Amongst the Swimming Activities competitive swimming is the most popular but Personal Survival and Life Saving continue to hold a prominent place in certain Centres where they have access to swimming facilities.

Within the Exercise Activity area, Dance Exercise, Exercise to Music, Jogging and Weight Training for Fitness have proved to be very popular. The whole Exercise Activities area is clearly growing in popularity in many Centres and its popularity is likely to increase further in the future.

Physical Education: Games (1971)

The specification requires candidates to select four games from at least two of the Striking/Fielding/Target Games, Net/Wall Games and Invasion Games areas of activity.

On careful scrutiny of the entries it is still very noticeable that more candidates continue to choose Invasion Games more than any other activity area.

After several years a noticeable pattern of games has developed. Amongst the Invasion Games, Association Football, Netball and Basketball would appear to be the most popular, closely followed by Hockey and Rugby Union.

Amongst the Striking/Fielding/Target Games, Rounders is by far the most popular followed by Softball and Cricket.

Amongst Net/Wall Games, Badminton is by far the most popular, followed by Table Tennis, Volleyball and to a lesser extent, Tennis.

Physical Education: Games (Short Course)(1071)

The specification requires candidates to select two games from the separate games activity areas of Striking/Fielding/Target Games, Net/Wall Games and Invasion Games.

Once again over the last few years a noticeable pattern of games has developed. Invasion Games appear on all entries and would appear to be more popular as a candidate choice than the games from the other activity areas. Amongst all the games the following are ranked in order of popularity; Association Football, Netball, Basketball, Badminton, Rounders, Hockey and Volleyball. Other games that Centres choose to offer candidates include Table Tennis, Softball, Rugby Union and Cricket.

It would appear that Centres following the Physical Education: Games (Short Course) specification have done so for a variety of reasons. Some Centres see the course as a viable alternative to the Physical Education: Games course. A few Centres, although small in number, have followed the course as part of a one-year course. Others have followed it as part of a two-year course.

APPENDIX A

OCR
General Certificate of Secondary Education
Physical Education (1970)
Physical Education: Games (1971)
Physical Education: Games (Short Course)(1071)

Coursework Video Recording Guidance for Centres following the above Specifications.

Certain Centres, situated in remote locations and offering the above Physical Education specifications to their students, may be asked to provide video recorded evidence of their candidates' practical performances. Other Centres that offer off-site activities to their students must also provide video recorded evidence of their candidates' performances. The video recorded evidence for remote Centres should be sent to the Coursework Moderator before the coursework deadline date for the examination. Video recorded evidence of candidates taking part in off-site activities, such as Horse Riding or Windsurfing, should be made available to the moderators at the time of the group moderation.

The following guidelines are offered to Centres to assist them in the production of the videotape. **There should be no need to submit more than one 1 hour to 1 hour 30 minutes video tape for a remote Centre offering 4 to 6 activities. Centres video recording one activity should produce a 10 to 15 minutes recording.**

The videotape should ideally be on standard VHS format.

Each activity should be between 10 and 15 minutes duration.

In the activities recorded, up to 5 candidates should be identified by large numbered bibs or card numbers pinned back and front. The candidates should be from across the ability range. The numbers must be shown against the candidate's name on the Centre Order of Merit Sheet for their filmed activities and ideally there should be an accompanying commentary which clearly identifies candidates by number.

In the case of remote Centres, at least four activities should be chosen for video recording from at least two activity areas of activities/games.

Assessment Objective 1 (Performance).

In each activity/game, different candidates should be seen demonstrating their ability to perform the essential skills in the activity/game. For example, in Basketball the ability to dribble, pass and receive the ball, and perform different methods of scoring in an unopposed situation should be shown. It may then be possible to place the candidates in a small game or group situation where team skills, if applicable can be demonstrated. Finally, in a game activity the candidates should be seen ideally in a full game situation. This latter point may not always be possible. However, if this is possible within a game situation, the identified candidates should be tracked by the camera.

Centres should not attempt to edit the recording. In Basketball, for example, candidates may be filmed performing a lay-up shot where five or six candidates are continuously filmed performing the skills in a lay-up shot drill.

A running commentary, constantly identifying candidates in the activity situation, is also very helpful to the moderator. By commentating, the teacher can identify candidates' strengths and weaknesses.

Assessment Objective 2 (Analysing Performance).

Candidates should be seen in a situation where they are asked certain questions, probably by the teacher, where they explain in simple terms the skills being demonstrated by a colleague. They should also be asked to describe or/and demonstrate the 'ideal model'. They should also identify any strengths in a performance. In other words what the performer is doing well. By comparing a colleague's performance with the ideal model they may also be asked to identify any weaknesses and explain why he/she thinks that they are weaknesses. He/she should then suggest ways in which the weaknesses might be improved and what methods/practices he/she would use to do so. Ideally this situation should be presented to the candidate when observing a strong candidate and a weak candidate. Written evidence, in the form of an analyzing performance task sheet, in support the marks awarded for Analysing Performance for a sample of candidates, from across the ability range, should also be sent with the video-tape.

Other considerations

The video recorded evidence for indoor activities should be shot in good light.

The use of white on yellow bibs should be avoided, as the numbers are difficult to read on a television screen.

Captions on the video-tape are not essential,

Boys and girls can be filmed together but marks should be shown separately and in ranked order.

Accompanying notes are useful. An accurate description of how well candidates are performing should be given because the marks of unseen candidates will be affected. If a candidate is off-form, the reasons should be stated.

Video tapes ideally should be copied onto standard VHS tapes for use in a standard VCR. Many moderators do not have the facilities for viewing different sizes of cassette.

Important

The following documentation should be sent with the video tape:

MS1, Coursework Summary Form, and all Centre Order of Merit Sheets for activities offered, and the written Analysing Performance Tasks. These must reach the moderator by the stated dead-line date on the accompanying letter.

Principal Moderator's Report

Entry Level Certificate in Physical Education (3980)

The Entry Level Course continues to be a popular specification. Teachers continue to express their approval for the practical emphasis of the course and for the inclusive nature of the assessment criteria in particular. This enables candidates of all abilities to gain certification.

Candidates entered for the Entry Level Certificate in Physical Education display a wide range of ability, from those who are practically able but could not cope with the theoretical aspect of a GCSE Physical Education course to candidates with physical and behavioural difficulties.

Candidates have commented favourably on the wide range of practical activities available and the extent to which the Entry Level Course has given both focus and motivation within Core Physical Education programmes at Key Stage 4.

Centres with candidates with special needs have commented favourably on the provision within the specification to adapt activities for assessment.

Once again, teachers have reported how well the Entry Level specification compliments the OCR GCSE Physical Education (1970) and Physical Education: Games (1971) specifications. Candidates who find it difficult to cope with the standards expected at GCSE level can easily be transferred to the Entry Level Certificate.

There are differing reasons given by Centres for entering candidates for the Entry Level Certificate. In some cases, candidates have found the GCSE course too demanding. Many others enter large numbers of candidates through their Core Physical Education programme in order to provide them with a nationally recognised qualification at the end of Key Stage 4. Some of these entrants are very able and achieve the highest levels of performance in their chosen activities and would perform well in relation to GCSE assessment criteria. However, the time allocated for Core Physical Education in some Centres would not be sufficient to teach both practical and theory components required for GCSE level. Many centres enter large cohorts of candidates as a means of rewarding pupils for their achievement in different physical activities. Other centres report that entering candidates has been a successful means of maintaining interest among pupils who, without the incentive of a certified course, might become disillusioned with Physical Education by the end of Key Stage 4. A number of Centres have entered candidates for the course at the end of Year 9 as an introduction to the GCSE Physical Education or Games courses.

The Entry Level Certificate in Physical Education continues to be successful in catering for candidates with very different physical, intellectual and emotional needs in a wide variety of educational establishments.

Most Centres follow the specification successfully. However, some problems continue to arise in a minority of cases. This is despite the changes in specification now being three years old. The most common error is in Centres submitting marks for four games activities when the specification clearly states that the four marks must be from at least two activity areas. Other errors include completing paperwork incorrectly and using forms that are now out of date. There are also errors involving the Analysing Performance assessment objective marks; some Centres are still insisting on written assessment work when oral assessment is sufficient. Others assess analysis for all four practical activities when only one is required. Some centres also prevent candidates from entering Analysing Performance marks for their strongest activity by insisting all candidates analyse the same activity.

It is evident that a greater incidence of errors in both teaching and assessing the Entry Level Certificate in Physical Education specification occurs in Centres which submit video evidence of candidates. These Centres are unable to benefit from guidance given freely by visiting Moderators thus ensuring the standard of delivery, assessment and administration remains high. It would be useful for such Centres in particular to take advantage of the regional training courses offered by OCR. These courses would also benefit staff teaching the Entry Level Certificate in Physical Education course for the first time.

Teaching the specification fits in very well with the National Curriculum requirements at Key Stage 4. The need for candidates to enter marks from at least two activity areas mirrors these requirements. Some Centres offer a greater range of activities from which candidates can select whilst others require candidates to concentrate on a specific programme based on activities the Centre can best offer given their facilities and staffing.

Moderators report that assessment of candidates is taken very seriously and that the vast majority of Centres maintain records showing evidence of planned and regular assessment. In most cases assessment was accurate with regard to the course criteria for both assessment objectives. It has become evident that Centres with large numbers of candidates, or where teaching is delivered by more than one member of staff, must devote time to planning, teaching and assessment in order to ensure standardisation of assessment across both teaching groups and activities.

The moderation of Centres' candidates took place during March, April and May. Most Centres were invited to attend a practical moderation with a sample of candidates from across the ability range. At moderation, candidates participate in activities, where possible, common to each Centre in attendance. Centres generally co-operated with these arrangements and few problems were reported by moderators. All Centres attending standardisation meetings recognised the advantages of teacher involvement in the moderation process.

Moderators reported no major difficulties when candidates from different types of Centre were involved in the same moderation. In fact, in a number of instances, Moderators, teachers and candidates highlighted this as being a positive experience.

Many Centres were asked to provide video-recorded evidence due to the remoteness of Centres, low numbers of entries or late entries. The resulting video evidence, in most cases, proved to be very good and the Centres concerned are thanked for their co-operation. Problems with video evidence included poor identification of candidates, a lack of commentary and in particular, insufficient evidence of the Analysing Performance assessment objective.

The success of the cluster type of moderation session has once again been recognised by teachers. This success is dependent on Centres making facilities available for part of a day. However, several Centres continue to be reluctant to host moderation meetings and this can cause problems for Moderators. A further problem arose from a number of Centres making late entries due to candidates transferring from the GCSE Physical Education course to the Entry Level Course. In future Centres are asked to try to submit such entries at an earlier date; this would enable Moderators to consider including these Centres within moderation visits or alternatively, give Centres time to compile and submit video evidence of candidates' work.

Moderators have expressed their gratitude to the teachers from centres being readily prepared to organise practical sessions, provide equipment and referee games. Co-operation of this kind has been most helpful to Moderators in ensuring the smooth running of the moderation and was much appreciated. In most cases, Moderators were able to provide some feedback and advice on the leniency or severity of each Centre's assessment without revealing what measure of adjustment might be necessary. Teachers have welcomed this feedback.

The recommendation to make adjustments to Centres' marks is determined by the standard of assessment seen by the Moderator at the moderation. Centres will receive notification of any changes in candidates' marks in the Report to Centres during August 2005.

Moderators reported that teachers are now fully conversant with the standards of assessment and that few changes of candidates' marks were required. Several Moderators commented that they were particularly impressed with the oral responses made by candidates in respect of Assessment Objective 2, Analysing Performance. Although it is not a course requirement, many candidates were able to provide appropriate written evidence to support their mark for Analysing Performance.

A fairly wide range of activities was seen at moderation sessions, although the most frequent continue to be Association Football, Netball, Basketball, Tennis, Badminton, Rounders, Athletics, Swimming and Dance. It is necessary at cluster moderation sessions to select activities common to all Centres attending but moderators report that the number of candidates offering activities from the Outdoor Adventurous Activities area continues to grow.

All Moderators identified Centres where excellent courses are being run for candidates including Centres with candidates with special educational needs.

The majority of Centres returned coursework documentation by deadline dates. However, some Centres created difficulties for Moderators by failing to do so. Failing to complete the paperwork correctly or the making of arithmetic errors creates additional problems. It is important that guidelines for completing paperwork are followed carefully, and that all paperwork is checked by another teacher. Some centres continue to fail to round numbers up if they are .5 or .75; others enter different total marks on Mark Sheet 1 (MS1) and the Coursework Summary Form (CSF3980) when they must be identical. Greater care can save both Moderators and teachers a great deal of additional time in completing extra forms. This can, and does, lead to a failure to meet deadlines. Centres need to be aware that Moderators also have deadlines to meet, which become unattainable when documentation is received late and is then found to be incorrect.

To conclude, Moderators report unanimously that the courses run by Centres following the Entry Level Certificate in Physical Education specification have been both successful and popular with both candidates and teachers. Teachers and moderators felt that the specification continues to fulfil a very necessary need for many candidates at Key Stage 4.

General Certificate of Secondary Education (Physical Education) (1970)
June 2005 Assessment Session

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|---------------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| 01 (Written paper) | 80 | 64 | 56 | 49 | 41 | 33 | 23 | 15 |
| 02 (Coursework) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| 82 (Coursework C/F) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Overall

| | Max Mark | A* | A | B | C | D | E | F | G |
|--------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks | 200 | 170 | 155 | 140 | 125 | 105 | 85 | 65 | 45 |
| Percentage in Grade | | 3.9 | 13.16 | 22.40 | 24.81 | 22.59 | 9.44 | 2.92 | 0.53 |
| Cumulative Percentage in Grade | | 3.9 | 17.12 | 39.52 | 64.33 | 86.92 | 96.36 | 99.28 | 99.81 |

The total entry for the examination was 16717

**General Certificate of Secondary Education (Physical Education: Games) (1971)
June 2005 Assessment Session**

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|---------------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| 01 (Written paper) | 80 | 64 | 56 | 49 | 41 | 33 | 23 | 15 |
| 02 (Coursework) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| 82 (Coursework C/F) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Overall

| | Max Mark | A* | A | B | C | D | E | F | G |
|--------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks | 200 | 170 | 155 | 140 | 125 | 105 | 85 | 65 | 45 |
| Percentage in Grade | | 1.98 | 8.20 | 16.97 | 25.44 | 27.68 | 14.09 | 4.48 | 0.91 |
| Cumulative Percentage in Grade | | 1.98 | 10.17 | 27.14 | 52.59 | 80.26 | 94.35 | 98.83 | 99.73 |

The total entry for the examination was 10504

**General Certificate of Secondary Education (Physical Education: Games Short Course) (1071)
June 2005 Assessment Session**

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|---------------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| 01 (Written paper) | 50 | 40 | 34 | 29 | 25 | 21 | 18 | 15 |
| 02 (Coursework) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| 82 (Coursework C/F) | 60 | 51 | 44 | 38 | 32 | 26 | 21 | 16 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Overall

| | Max Mark | A* | A | B | C | D | E | F | G |
|--------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks | 200 | 177 | 158 | 139 | 121 | 104 | 87 | 71 | 55 |
| Percentage in Grade | | 1.19 | 6.26 | 12.72 | 19.92 | 23.60 | 18.83 | 10.78 | 4.17 |
| Cumulative Percentage in Grade | | 1.19 | 7.45 | 20.17 | 40.09 | 63.69 | 82.51 | 93.29 | 97.47 |

The total entry for the examination was 2036

**Entry Level Certificate (Physical Education) (3980)
June 2005 Assessment Session**

Component Threshold Marks

| Component | Max Mark | 3 | 2 | 1 | U |
|------------------|-----------------|----------|----------|----------|----------|
| 1 | 36 | 25 | 16 | 7 | 0 |

Option/Overall

| | Max Mark | 3 | 2 | 1 | U |
|--------------------------------|-----------------|----------|----------|----------|----------|
| Percentage in Grade | 36 | 42.54 | 45.02 | 9.97 | 2.47 |
| Cumulative Percentage in Grade | 36 | 42.54 | 87.56 | 97.53 | 100 |

The total entry for the examination was 3999

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

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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

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

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

© OCR 2005



INVESTOR IN PEOPLE

