OCR
RECOGNISING ACHIEVEMENT

GCSE

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**

Report on the Components

June 2006

1970/71/3980/MS/R/06

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REPORT ON THE COMPONENTS

Chief Examiner's Report

Physical Education (1970)
Physical Education: Games (1971)
Physical Education: Games (Short Course) (1071)

The OCR GCSE Physical Education and Physical Education: Games specifications were examined this year for the fourth time. Once again the popularity of the different specifications has resulted in increased numbers of entrants for the examinations. There was a noticeable shift in the number of entrants from the Physical Education: Games specification to the Physical Education specification. The overall growth in the number of entrants for all the OCR GCSE Physical Education is a noticeable trend that goes back to the very first OCR GCSE Physical Education examination.

The reason for the popularity of the different OCR GCSE Physical Education specifications would appear to be two fold. Firstly, the fact that the courses complement well other courses offered at Key Stages 3 and 4, and secondly that fact that the course provides an excellent foundation for those students who may wish to study Physical Education at a higher level.

The feedback from the many Centres in different parts of England, Wales, Scotland and Northern Ireland clearly indicates an enthusiasm and interest, from both teachers and students, for all aspects of the course. Also, increasing numbers of these 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 are clearly finding it difficult to cope with the demands of the GCSE Physical Education specifications. 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. However, it should be stressed that the various specifications have differing rubric with regard to the range of practical activities which need to be completed and the intention is not that Centres can 'mix and match' coursework from 1971 and sit the 1970 paper or vice-versa.

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, a move which continues to attract much interest amongst teachers from other Centres. In planning new courses at Key Stages 3 and 4 and beyond, Centres have clearly considered the candidates' wishes, the type of courses which best suit them, Centre facilities, staff expertise and in so doing, have used the flexibility of all three specifications, plus the Entry Level Certificate in Physical Education to offer candidates the most suitable course for their needs. Teachers have also continued to adapt their teaching methods to the requirements of the different specifications and the needs of their pupils.

Teachers from many Centres have continued to express their enthusiasm for the different specifications and in doing so have particularly mentioned the relative simplicity of the assessment procedure for the different practical activities. Some teachers have acknowledged the value of the OCR GCSE PE instructional video tape which is still 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. During the course of the year many Centres have taken the opportunity to send members of their department on regional OCR GCSE Physical Education training courses. These have proved to be very popular and from delegates' feedback, very beneficial.

Physical Education (1970) and Physical Education: Games (1971)

General Comment

The number of candidates taking the Physical Education examination in 2006 was in the region of 30,000, another increase.

The initial impression of the 2006 entry was reasonably pleasing in so far as the quality of the responses appeared sound; as good as in previous years. There was a considerable range in the performance of the candidates entered for the examinations from Centres where the majority would score between 45 and 65 marks to those Centres where the majority of candidates achieved between 30 and 50 marks. There appeared to be a similar number of very good candidates scoring above 65. As is the norm, there was a bunching of candidates in the 40 – 55 range. This year saw even more candidates coming into the lower end of this range. There was a significant drop in the number of candidates who achieved marks of less than twenty. This was perhaps due in part to the changing nature of the paper. Questions were broken down into part questions more so than in previous years, with only one longer response essay type question. The part question, it would appear, allowed the lower ability candidates to access the question more readily. The middle and higher ability candidates continued to do well, hence, differentiation was maintained.

Candidates of all abilities were picking up marks in the shorter questions. F grade candidates usually accessed marks in parts (a), (b) & (c) in the B questions with some gaining credit in the (d) and (e) sections due perhaps to the part question system as mentioned above. It was pleasing, however, to see weaker candidates being able to respond in a positive and appropriate manner for the vast majority of the questions. As in previous years, QB (iii) was accessible to students across the full ability range, the majority of whom collected maximum or close to maximum marks.

The Quality of Written Communication was reasonable, perhaps better than in previous years. Middle and top ability candidates were able to apply technical language to the questions. This includes D level candidates. This was pleasing to read (see below).

It would appear that more schools are entering candidates for 1970 rather than 1971. This has been a growing trend. As a reminder, Centres need to ensure that Game candidates following the 1971 specification respond from a Game perspective. This error from candidates continues to be a problem, albeit a diminishing one.

As all questions are compulsory, no candidate was guilty of rubric error. Assistant Examiners and Team Leaders were of the opinion that the candidates spent their time wisely. All questions appeared to be fully answered and were not cut short through lack of time.

Team Leaders and Assistant Examiners also reported that the level of difficulty of the Papers for this year, bearing in mind the ability range of the candidates for whom it was intended, was appropriate.

Similar to last year, an analysis of the scripts did raise some concerns. Firstly, a significant number of candidates under-achieved. Much of this was to do with the candidates not reading the questions properly. For example

Question: Q7. An increased heart rate benefits performer/game players in a training session. Identify three benefits of this increase in heart rate.

Many candidates misread this as being the long-term benefits of training for the heart, rather than what the question asks – benefit to performer/game players **in** a training session.

Second, it would appear that some Centres did not teach the whole specification. This was evident in Questions B1(d) and B1(e), a significant number of candidates were unable to answer this latter question, answering from a skill based rather than an abilities perspective. Such responses were not rewarded.

It is pleasing to report that the correct use of technical language is increasing. "D" grade candidates were aware of and used correctly such terms as vital capacity, tidal volume, antagonistic pairs, contraction/relaxation, cardiovascular endurance, and applied the principle of overload correctly in the long essay. Centres should be commended for this.

In the following summary of candidate responses to the questions, the question is written in or indicated in bold followed by elements of the mark scheme in italics. Centres should note that candidates offering alternative answers to those given in the mark scheme could still gain credit, as the mark scheme is not exhaustive, neither is it necessary for candidates to use the same wording as that shown in the mark scheme. Centres should note that the overall impression for the two Specifications (1970 and 1971) is similar. Consequently, this report is applicable for both. The questions given in this report have "performer/game player", "physical activity/game" written in the body of the question whereas in the examination for real, one or the other is used depending on the Specification.

SECTION A

Q1 If a performer/game player does not eat enough food, how could that affect performance?

Any response related to any of the food constituents and lack of energy, goodness etc

Answers needed to be related to reduced performance. The vast majority of candidates answered appropriately. Nearly all candidates gave a lack of energy as their response; a minority suggested that lack of fluid would result in dehydration.

Q2 More older people are now taking part in physical activity/games. Identify one social reason for this.

One mark for one correct response
Meet new friends
Go with friends
Leisure activity
Something *to do with your time (hobby)*

Some candidates answered from a non-social perspective. Answers of this nature were not rewarded. The majority of candidates, however, were successful.

Q3 How can the image of a physical activity/game affect an individual's participation in that physical activity/game?

One mark for one correct response.

May be fashionable/popular – encourages participation
May be too fashionable – discourages participation
Rough / tough image may encourage / discourage
"Nice" image / role model may encourage / discourage
Image may be determined by "class" and affect participation.
Exciting, financial rewards

Candidates related "image" to high standards, rough image, fashionable, being cool etc. All interpretations of this nature were acceptable if related to participation. Candidates on occasions failed to relate their answers to how the image affected participation. In such cases no mark could be awarded.

Q4 Identify one advantage that voluntary clubs and associations can give to somebody who wants to start participating in physical activity/games.

One mark for one correct response

Choice / access
Availability (in locality)
Facilities / equipment provided – little cost
Make friends
Run for benefit of its members
Could be cheap / may be free
Coaching, improving skills, fitness, health

This question was well answered. Answers tended to be based around coaching, meeting new people/making friends or the provision of good facilities.

Q5 Give two different ways that unemployment can affect participation in physical activity/games.

Two marks, one mark for each correct response

Not enough money, cannot afford it etc
Become lazy, lose motivation
May encourage participation – more time
May join clubs / teams in leagues set up for unemployed
Cheap rates at local facilities may encourage participation.

The key word in this question is "different". Candidates needed to respond with two **different** ways that unemployment may affect participation. Consequently, candidates who gave e.g. both answers related to money or lack of money, would only be awarded one mark. Most candidates, however, identified lack of money and more time available to play as their main answers.

A number of candidates suggested that stress caused by unemployment would affect participation in games.

Q6 Explain why performer/game players who have a physical disability can now more easily take part in physical activity/games.

Three marks, one mark for each correct response

Society in general more accepting, more aware
Easier access to venues, increased funding
Public transport more accessible
Increase availability
Times specifically for disabled, adapted rules
Increase coverage of Para-Olympics promote participation /World Championships
Role models
Improved technology, improved equipment, improved facilities
Specialist coaches
Psychological benefits of being with other disabled
Increased opportunity for career

Well answered by pupils of all abilities. The majority of candidates made reference to the answers specified in the mark scheme. If reference was made or implied as to how participation is now easier, marks were then awarded. Candidates were aware of technological developments, easier access to and within venues. More able candidates often gained a third mark through knowledge of adapted rules, role models or awareness of specialist coaches.

Q7 An increased heart rate benefits performer/game players in a training session. Identify three benefits of this increase in heart rate.

Three marks, one mark for each correct response

Able to keep going for longer
Increase blood flow to muscles / to body, increase Cardiac Output
Faster and more delivery of oxygenated blood
Faster and more delivery of blood nutrient
Faster and more removal of CO_2, lactic acid, waste products
Higher blood pressure

The key to answering this question is the concepts of more and faster. Able candidates scored maximum marks on a regular basis, as did middle ability candidates. The most common error was for candidates to misread the question. They understood the question to be related to the benefits of training for the heart (long-term benefit), rather than the immediate benefit of an increase in heart rate for the performer/game player **in** a training session. Centres should encourage the candidates to read the question carefully.

Q8 Explain why the performer/game player who is totally focused when participating in physical activity/games may have an advantage over someone who is less focused.

Three marks, one mark for each correct response

Clear mind of everything but activity, more alert
Concentrate on tactics
Mental rehearsal of skills
Able to apply game plans / strategies
Performance is likely to be better, more chance of winning
More likely to attain personal high standard / excel
More likely to make correct decisions / do the right thing.
More competitive (reaction time, components of fitness etc
Psychological benefits if applied.
Negative responses, for example - performer/game players may be less focused which may result in injury were also credited.

The range of responses for this question was limited. Many answers were vague. Correct responses were based on being able to concentrate more and having better reactions to situations.

Answers were often not specific enough and relatively few candidates gained full marks.

A typical response for this question was – "when a performer/game player is focused he or she is at their best. {One mark} For instance when somebody takes a penalty … they are not thinking about the noise … just putting that ball in the goal. {One mark}. Someone who is less focused is thinking about what will happen if I miss." No marks for this last point as it has a similar meaning to the previous statement.

Candidates that are more able often produced clear responses in keeping with those provided in the answer scheme. Some candidates, however, confused "focus" with arousal. Marks could be awarded in such cases if the candidates referred to improved performance and such like.

Q9 Give two different ways in which age can affect a performer/game player's stamina.

Two marks, one mark for each correct response

Young child is unable to keep going, needs many breaks
Young adult may have high levels of endurance – keep going
Older adult – tires quickly, cannot keep going – stops.

Accept opposites, young = more stamina, old = less stamina
This question was poorly answered by many candidates.
Scrutiny of the papers revealed that some candidates correctly recognised that the term "age" is appropriate for both young and old. Other candidates related answers solely to old age. It was therefore agreed that candidates who made statements such as … when you are old you have less stamina and when you are young you have more stamina … would be given two marks. In contrast the candidate who made two physiologically related answers to old age that would be awarded one mark only in total.

Q10 (i) Give two different ways a performer/game player may receive a cut injury when participating in physical activity/game

Two marks, one mark for each correct response

Exemplar:
Body contact, impact, clash of heads
Contact with equipment – studs, hockey stick, squash racket etc
Fall on to hard ground, glass on pitch etc.

Candidates offered a wide variety of responses, the majority of which were correct despite candidates needing to be specific in their responses. For example, they could not simply say, "the performer/game player fell over and cut his/her leg when playing netball" as falling over would not always cut the skin. Candidates who did not specify falling on something "hard" or similar were not rewarded. Other correct responses included impact with an opponent's boot/stud/stick/racket etc all of which may result in a cut. As is characteristic of other questions, the need to give different causes of a cut meant that the candidates could not e.g. specify falling on to hard ground and falling on to glass/litter and gain two marks as both answers are related to falling.

(ii) What is the correct treatment for a cut?

Two marks, one for each correct response

Raise injured part if possible / if needed
Gently clean cut
Dress the cut
Plaster / bandage (depending on severity)
Possible hospital treatment.

(RICE – any reference without application is not accepted)

Well answered by many candidates of all abilities. Exemplar, - A cut injury would need to be cleaned (1 mark), elevated (1 mark) and compressed (1 mark), (if candidate stated that bleeding was heavy) and a plaster (1 mark) – there was a maximum of two marks for this part question. Candidates could score full marks with two relevant points.
One examiner reported that many candidates mentioned cleaning the cut with antiseptic cream, which is not recommended by first aiders. Some organisations recommend using antiseptic wipes for cleaning the area around the cut only.

Candidates were not rewarded for stating RICE, or rest, ice, compression and elevation. They needed to apply the relevant components of RICE to the treatment of a cut injury. Reference to "it" or the "cut" was usually enough to imply appropriate treatment.

SECTION B

Q1 (a) Why are red blood cells important to the performer/game player in physical activity/games?

One mark for one correct response

Red blood cells transport oxygen
Keep us alive
Allows us to take part in physical activity/game.

Well answered. Candidates of all abilities accessed this question – carries oxygen was the most common response. Candidates that are more able provided detailed statements Re. haemoglobin and the carriage of oxygen. This was evidence of good teaching and was rewarded.

(b) Hearing and seeing help a performer/game player to make decisions during physical activity/games. Give one example of when each is used.

Two marks, one mark for each correct response
Exemplar: Hearing team-mate shout for a pass / warn they are being marked / hearing the coach's instruction etc.
Exemplar: See the flight of the shuttle / ball etc.

Candidates that did not relate their answers to decision making were not rewarded. A response of this nature was – "someone may call for the ball in netball or someone may call you to pass the ball". This would not have been awarded a mark, as the performer/game player had not made a decision. A correct response would be – "someone may call for the ball in netball and you pass to them" as the response shows the performer/game player making a decision. Hearing the referee's whistle, the start gun in a race etc were not acceptable responses as they promote reactions rather than decisions.

(c) Identify four different ways a performer/game player's, respiratory system may be improved because of regular training.

Four marks, one mark for each correct response

Increased lung capacity
Increased vital capacity: the volume of O_2 inhaled is increased, + volume of CO_2 exhaled
Increased tidal volume: allows more air into the lungs, therefore more O_2 into blood, and delivered more quickly into the lungs (gaseous exchange)
Remove CO_2 more quickly
Breathing recovery rate is speeded up with training
Increase minute ventilation
Increased capilliarisation
Increase max V O_2

Examiners reported that his question was extremely poorly answered. Few candidates obtained maximum or close to maximum marks. In order to gain credit candidates needed to refer to improvements within the lungs and not at cell level. Similarly, references to intercostals/diaphragm were not credited.
A large number of candidates confused the word respiratory with cardiac and answered in relation to the heart. This was incorrect and no marks were awarded.

Answers were often related to long-term affects on the heart. Again no credit was given as the question was seeking long-term benefits to the respiratory system.

Correct responses included, increase tidal volume, increase Max VO_2, and so on. Less able candidates struggled to gain credit with responses such as "it gets stronger" or "it works better". These were not rewarded. Able candidates tended to do better.

(i) Identify two benefits for a performer/game player who attends extra-curricular (lunch-time and after school) practices.

Two marks, one mark for each correct response

Improve skills / maintain skill level / learn new skills
Improve stamina / fitness / components of fitness / health
More practice, more knowledge
Make new friends / develop friendships.

Representing school teams etc
Extra coaching

Well answered. Candidates of all abilities gained credit in this question. Most responses referred to; improvements in skill, knowledge or fitness.

(ii) Briefly explain why the National Curriculum has a good influence on participation in physical activity/games.

Three marks, one mark for each correct response

Provides opportunities to take part in physical activity/game
Provides a variety of different activities, equal opportunities
Compulsory to age 16 years, may encourage post 16 participation
Trained staff
Schools have excellent equipment / facilities / Sports Colleges
Learning new games

This question was very poorly answered.
Few candidates obtained the 3 marks available, the majority scored 0-2 marks.
Most correct responses were based on the National Curriculum, making PE compulsory in schools. Many candidates, however, appeared to be unaware of the National Curriculum or had only a vague knowledge of it. It was reported that some Centres failed to gain more than a few marks in total. This suggested that teaching of this area of the Specification is poor or has been omitted.

A number of candidates stated that it (National Curriculum) encouraged participation in games because it was compulsory (1 mark) and when pupils enjoyed games, they participated outside of school. This did not gain a second mark as the mark-scheme expected reference to be made to post-16 participation.

(e) (i) Identify three different basic abilities vital for participation in one named physical activity/game.

Three marks, one mark for each correct response

Three of: Speed
Agility
Co-ordination
Flexibility / suppleness
Balance
Reaction Time.

No alternatives to the above were accepted. Many candidates confused abilities with components of fitness and or skills. Incorrect responses were, for example, shooting, throwing, catching, dribbling or passing in football/ hockey/ basketball etc. It would appear that many Centres did not teach "abilities". Centres should note that the Specification lists six basic abilities that should be taught. Centres should teach to the Specification. Failure to do so may jeopardise the pupils' opportunities in the examination.

(ii) Describe a situation when each of the abilities you have listed would be important to performance in the physical activity/game named in (e)(i) above.

Three marks, one mark for each correct response.

Candidates who answered part (i) correctly tended to gain marks in this section. Some candidates, however, who listed reaction time and agility, found it difficult to apply them to a specific situation. Some confused reaction time with speed and some candidates were unsure about the definition of agility. Many failed to apply it as changing direction quickly.
Candidates that are more able tended to be successful in both parts of this question.
A large number of candidates failed to gain any marks for this two-part question.

(f) (i) Briefly explain how muscles produce movement.

Three marks, one mark for each correct response

Muscle works by contracting / relaxing:
Tendon pulls the bone / work as levers
Tendon attached to bone
Muscles work in pairs (antagonistic)
Helped by the synergist

Candidates of all abilities picked up marks in this question. Candidates that are more able used technical language. This aspect of the specification appeared to be well taught to pupils of all abilities.

(ii) Identify two other components of fitness (other than speed) and explain how training each may benefit the performer/game player.

Four marks, one mark for each named component, and one mark for explained benefits

Answers needed to be related to components of fitness: strength, stamina, suppleness (flexibility) – not speed as this was used in the question as a guide to the candidates

Most candidates could identify one correct component of fitness and the benefit of training to the performer/game player for that particular component. Less able candidates also had some success in this part question. This is possibly due to the layout of the question. A number of Games candidate responses were not game-specific. Flexibility relating to gymnastics, stamina relating to athletics and strength relating to weight lifting were the most common errors. Centres should continue to guide Games candidates in this issue.

Q2 (a) Identify one way a performer/game player's body shape may change as a result of regular physical activity/games playing.

One mark for one correct response
Leaner / lost fat / look thinner
More toned
Look like a triangle
Bulky
Mesomorph.

Most candidates gave acceptable answers to this question. A minority of weaker answers and a number of candidates suggested weight as a change of body shape. This was not given credit.

(b) The table (provided on the examination paper) showed times that performers/game players of different ages took to run 100 metres as part of a fitness test.

(i) Who was the slowest runner?

(ii) How old was the person who ran fastest?

Nearly all candidates successfully interpreted the data given in the table Moreover, they were awarded both marks. It was surprising to have the middle and top ability candidates very occasionally not score top marks for this question. This is another example of candidates not reading the question.

(iii) Identify three possible reasons why this person was the fastest.

Training – Physical
Training – Technical
Maturity – Raj at age 30 will be close to his physical peak
– Training – effects of long-term training

- Components of fitness – strength / flexibility / speed / mature and trained
- Experience of event
- Ability to contract powerfully / optimally
- Somatotype
- Hereditary
- Most fast twitch muscle fibres

Candidates may also respond from a negative perspective

- Children's musculature immature
- Older performer/game players' muscular system in decline
- Training levels reduced / stopped.

This question was generally well answered with candidates of all abilities able to make positive responses. Candidates that are more able managed to give three responses, lower ability candidates struggled to gain three marks but often scored one or two marks.
Incorrect responses tended to be based on diet, drugs, and social reasons.
Correct responses tended to be based on experience, training, fast twitch fibres and peaking. Some candidates did not **read** the introduction carefully, thinking that this was a 100m race for athletes rather than a fitness test. This led to lost marks.

Describe why a warm up and cool down are important in physical activity/game.

Five marks, one mark for each correct response
Warm up

- Warm muscles up, raise O_2 uptake
- to prepare the body / muscles for physical exercise, reduce possibility of injury / helps avoid injury
- Redirecting of blood to working muscles
- to raise the pulse rate
- to warm joints / mobilise / loosen joints / flexibility
- to rehearse skills
- to mentally focus
- extends participation / reduce fatigue
- extends onset of lactic acid production.

Cool down

- to gradually lower heart rate, breathing rate
- to promote continued blood flow
- to remove lactic acid **(not to prevent)** / metabolites, repay O_2 debt
- to reduce muscle soreness / stiffness, allow future participation (aids recovery)
- to return the body to resting / relax muscles
- to prevent pooling.

This was another well answered question by candidates of all abilities. As expected, higher ability candidates provided the more technical responses for both warm up and cool down. These included redirecting blood supply, mental preparation and the mobilising of joints as part of the warm up and the prevention of blood pooling and removal of waste products etc. as part of the cool down.

Middle and lower ability candidates responded at a more basic level e.g. to raise the heart rate, get more oxygen to the muscles (warm up), get rid of lactic acid and reduce heart rate (cool down). In order to gain maximum marks, candidates needed to refer to both warm up and cool down (4/1, or 1/4). Candidates did need to be specific in their responses in order to gain credit. For example, it was not enough for candidates to state that you warm up in order to get the blood flowing to the muscles. This always happens. To get **more** blood flowing to the muscles however, would have gained a mark. Similarly to "get the heart going" was not appropriate but "to get the heart beating **faster**" would have gained credit.
Centres should be aware that a warm up does **not** prevent injury it reduces the risk. Similarly, warm down does not prevent lactic acid build up. It reduces / helps with its removal.

(d) (i) Briefly describe one exercise that, when performed correctly, will improve flexibility of the hamstring muscle group.

Two marks, one mark for each correct response
Exemplar: seated toe touching
In seated position, legs straight (1), slowly slide hands down legs until a stretch is felt (1), hold the position (1), slowly return to original position (1)

Other correct exercises include
Standing stretch – finders under toes, knees bent etc
Single leg stretch
Hurdle stretch
Using a door frame – single leg stretch.
Sit and reach test not accepted unless they mention repetition of the test

Marks were awarded for two statements that go towards correctly describing an appropriate exercise. Very few candidates gained 2 marks for this question. Responses lacked the detail of e.g. keeping legs straight, holding the stretch for a set time and so on. Candidates found it hard to write down what they knew. Some candidates produced stick-man diagrams. If clear and correct, marks were awarded.

Many candidates gave answers that were in fact quad stretches or calf stretches. A large number of responses suggested that running would stretch hamstrings naturally. Such responses were not credited.

Several candidates referred to the sit and reach test but presumably had failed to read the question properly which referred to 'one exercise'.

If they referred to the sit and reach test they needed to state that this exercise (test) needed to be done regularly/repeated otherwise no marks could be awarded.

(ii) Active and passive stretching may be used as part of a flexibility programme.

Briefly describe active stretching and passive stretching.

Two marks, one mark for each correct response
Active stretching: stretching carried out by performer/game player without assistance, not bouncing, gently ease into stretch

Passive stretching: stretching carried out with assistance. The performer/game player completely relaxes.

This question was poorly answered. It would appear that this is another area that Centres have had problems teaching as candidates showed a lack of knowledge. Some of the more able candidates gave correct responses and gained full marks, as did some middle ability candidates. Often whole Centres would not score any marks for this question.

Weaker candidates did not know the difference between active and passive stretching. To candidates credit the majority had a good "guess" and occasionally gained one mark.

(e) Describe why a general exercise programme may be different from a programme designed for a specific physical activity/game.

Seven marks, one for each correct response

General fitness programme may be:
Suitable for all
Could be used as a leisure activity
Tends not to be as serious
Not as regular
More varied activities / exercise / not specific

To lose weight
To feel good
Fitness
To look good
To be healthy
As part of medical need etc.

Activity specific programmes:

Designed to gain fitness for the activity, overload if applied
Fitness components to be addressed
Learn new skills / develop new skills / practice skills
Tactics and strategies developed
Vary accordingly to time of year e.g. when competition is due / indoor /outdoor training / quality of opponent / competition etc.

This question was poorly answered across the ability range.
Most candidates could identify one or two differences but only more able candidates gained more than 4 marks.
Weaker candidates gained their 1 or 2 marks from stating that specific programmes are related to specific games. The expectation was for candidates of all abilities to access this question with good differentiation as in essence they would have looked at a specific 6-week programme as part of their studies. Combined with the term "general exercise programme" should have led to some good responses.

Q3 (Candidates were asked to look at the picture of a PE lesson).

Identify four different hazards shown in the picture and explain one risk that could result from each of these hazards.

Four marks, one for each correct response

Bench leaning on wall
Staff talking + drinking coffee

Door open

Pupil not in proper kit

2 activities going on at the same time
The pupil is playing badminton under the basketball net.
Loose basketball

Identification of risk from stated hazard

Four marks, one mark for each correct response

Candidates response must be related to the identified hazard

Exemplar:
HAZARD: There is a bench leaning on the wall (one mark).
RISK: Performer/game players may not see the bench and could run into it causing an injury. (one mark)

This question was well answered. Even weak candidates were able to pick up 6 – 8 marks. Very few candidates received less than 4 marks for this question.
If marks were not given it was generally because candidates could not identify what a hazard was, many candidates in this position gave a more detailed explanation of their risks. For those candidates who saw the bench as being a plank of wood, credit was given as it was for those candidates who stated that "the floor was shiny". Candidates who saw the staff as holding the "piece of wood" were not rewarded.

Some candidates identified the boy in long trousers/non PE kit as a risk. Those who did struggled to give the hazard linked to his dress. Those who did, referred to his footwear without suggesting poor grip etc may cause a risk to the performer/game player/player.
One examiner reported that some candidates clearly related the picture to their own school situation and gave the example, the open door. Some responses suggested that pupils could stumble out of the door and then fall down steps/stairs, which is either clearly specific to their own school or from a vivid imagination.
Reference to the teachers often produced unclear responses. For example, the candidates stated "teachers not paying attention" but then they did not describe the risk of "spilling their drink". In such a situation, candidates only gained one mark.

Physical Education: Games (Short Course) 1071

General Comments

The number of entries for this specification was similar to last year. This year's paper saw the normal distribution of candidate scores across the mark range. Examiners reported that most candidates were able to achieve at least 25 marks. The majority of students scored marks in the 30's, with relatively few achieving more than 40.
It was generally felt by examiners that the paper was appropriate for the whole ability range.

It was apparent that candidates of all abilities were able to achieve marks in questions requiring a shorter response. Middle and lower ability candidates failed to build on this in the questions requiring more detailed response and greater understanding of knowledge.

The use of non-games examples continues to be an issue for lower ability candidates which results in them disadvantaging themselves unnecessarily, this was particularly apparent in questions 4 and B1b.

As all questions are compulsory the candidates cannot make rubric errors.

Quality of written communication (QWC) continues to be variable with very few candidates scoring 2 + 2 marks. Centres are reminded to reinforce the need for their candidates to write in extended prose in questions B1 and B2. More able candidates were able to apply technical language in their answers.

It is evident that some candidates do not achieve their full potential. This appears to be due to candidates not reading the questions carefully. For example Q8 "An increase in heart rate benefits Games players in a training session. Identify **three** benefits of this increase in heart rate". The majority of candidates' responses referred to long term effects of training on the heart.

The majority of candidates only achieved half marks or less in section A. This was due to poor candidate responses to questions 4, 6, 7 and 8.

In section B a large proportion of candidates scored poorly in question B1, this resulted from poor responses to parts B1c, B2d, B2e (i) & (ii).
Candidates answered questions in B2 reasonably well with the exception of B2b, B2e and B2f.

Question B3 presented little problem to candidates across the ability range with the majority scoring full marks.

Section A

Q1 If a player does not eat enough food, how could that affect performance in Games?

One mark for one correct response.

Any response related to any of the food constituents and lack of energy, goodness etc
Answers needed to be related to reduced performance. The vast majority of candidates answered appropriately. Nearly all candidates gave a lack of energy as their response showing that they understand that lack of food = lack of energy. A minority suggested that lack of fluid would result in dehydration.

Candidates across the ability range answered this question well.

Q2 Identify one reason a Games player might have for wanting to play against other teams.

One mark for one correct response.

Play against others of similar/higher standard;
Love of competition;
To improve.
Win awards
Enjoyment
See how good they are

Candidates across the ability range answered this question well. Candidates generally answered from the perspective of 'wanting to compete against rivals to see if they can beat them".

Q3 Explain why good personal hygiene is important to a player's health.

One mark for one correct response.

Prevent infection/illness
Prevent athletes foot / Verruca etc;
Keeps cuts etc clean.

Candidates showed good knowledge. This question was well answered across the ability range. Those candidates who didn't gain marks referred to poor hygiene making them smelly. A small proportion of candidates stated that " if you were smelly it would not be nice for others". (no mark)

The most common answer was "to prevent illness".

Q4 Describe two possible problems a Games player may have when copying the skill of another player.

Two marks, one for each correct response.

Not being guided by coach / no feedback;
Not good enough to do it/not physically able to play
Not followed whole/part of routine;
Not able to practice it enough;
It may be wrong anyway;
May lead to injury;
May not be useful for the team.

Most candidates were able to identify that "they may not be good enough to do the skill" "that the skill may be too hard" or "it may be wrong anyway". Several referred to the fact that "it may lead to injury".

Several candidates referred to "copying someone else was cheating".(no mark) or "if you copied then that person would know what you were going to do". (no mark).

Q5 (a) Identify one physical activity that could be used in continuous training.

One mark for one correct response.

Jogging/running
Swimming
Cycling
Aerobics

This question was generally well answered by candidates across the ability range. The majority of candidates identified "running" as a physical activity that could be used in continuous training.

(b) Give one physical advantage for a player who uses this continuous training method.

One mark for one correct response.

Lower heart rate
More stamina/keep going longer/muscular endurance
Maintain skill levels
Stronger/fitter

The most common answers were "improves stamina" or "become fitter".

Q6 Give two different ways that age can affect a player's stamina.

Two marks, one mark for each correct response.

Young child is unable to keep going, needs many breaks
Young adult may have high levels of endurance – keep going
Older adult – tires quickly, cannot keep going – stops.
Accept opposites, young = more stamina, old = less stamina

This question was poorly answered by many candidates.
Scrutiny of the papers revealed that some candidates correctly recognised that the term "age" is appropriate for both young and old. Other candidates related answers solely to old age. It was therefore agreed that candidates who made statements such as … when you are old you have less stamina and when you are young you have more stamina … would be given two marks. However, candidates who made two physiologically related answers to old age would be awarded one mark only in total.

Q7 Describe three different ways a coach can analyse performance of a Games player.

Three marks, one for each correct response.

Observing in practice;
Observing in game situation;
Comparison with others, data analysis;
Success – passes, shots, catches, goals etc;
Video analysis / slow motion, etc.

This question was poorly answered. There appeared to be a lack of knowledge across the ability range.

Q8 An increase in heart rate benefits Games players in a training session. Identify three benefits of this increase in heart rate.

Three marks, one mark for each correct response.

Able to keep going for longer
Increase blood flow to muscles / to body, increase Cardiac Output
Faster and more delivery of oxygenated blood
Faster and more delivery of blood nutrient
Faster and more removal of CO_2, lactic acid, waste products
Higher blood pressure

The key to answering this question is the concepts of more and faster. Able candidates scored maximum marks on a regular basis, as did middle ability candidates. The most common error was for candidates to misread the question. They understood the question to be related to the benefits of training for the heart (long-term benefit), rather than the immediate benefit of an increase in heart rate for the performer/game player **in** a training session. Centres should encourage the candidates to read the question carefully.

Section B

Q1 (a) Identify one personal reason for taking part in Games.

One mark for one correct response

Enjoyment;
Competition;
Love playing;
Rewards / awards
Keep fit / healthy
Lose weight
Socialise

This question was generally well answered across the ability range

(b) Hearing and seeing help a player to make decisions during Games. Give one example of when each is used.

Two marks, one mark for each correct response

Exemplar: Hearing team-mate shout for a pass / warn they are being marked / hearing the coach's instruction etc.
Exemplar: See the flight of the shuttle / ball etc.

Candidates who did not relate their answers to decision making were not rewarded. A response of this nature was – "someone may call for the ball in netball or someone may call you to pass the ball". This would not have been awarded a mark, as the performer/game player had not made a decision. A correct response would be – "someone may call for the ball in netball and you pass to them" as the response shows the performer/game player making a decision. Hearing the referee's whistle, the start gun in a race etc were not acceptable responses as they promote reactions rather than decisions.

(c) Identify one way in which a player may obtain feedback through knowledge of results

One mark for one correct response.

Result of the game
Goal being scored / point being won
Judges score e.g. Judo

This question was not understood by the majority of candidates. This question produced the weakest set of responses of all the questions on the paper.

(d) Identify and describe the type of motivation that keeps players of all abilities playing for many years.

Two marks, one mark for correct id. And one mark for correct explanation.

(i) Intrinsic motivation.

(ii) You like it for its own sake, love it, etc;
Inner desire that lasts a long time, etc.

This question was poorly answered across the ability range.
Few candidates were able to identify and describe intrinsic motivation.

(e) (i) Identify two different basic abilities that are vital for participation in one named Game

Two marks, one mark for each correct response

Two of:
Speed
Agility
Co-ordination
Flexibility / suppleness
Balance

Reaction Time.

No alternatives to the above were accepted. Many candidates confused abilities with components of fitness and/or skills. Incorrect responses were, for example, shooting, throwing, catching, dribbling or passing in football/hockey/basketball etc. It would appear that many Centres did not teach "abilities". Centres should note that the Specification lists six basic abilities that should be taught. Centres should teach to the Specification. Failure to do so may jeopardise the pupils opportunities in the examination.

(ii) Describe a situation when each of the abilities you have listed would be important to performance in the Game named in (e)(i) above.

Two marks, one mark for each correct response.

Dependent on the activity, award marks for correct application of named ability
Exemplar:
Activity: Basketball;
Ability: Co-ordination;
Situation: When being passed a ball, the performer needs good co-ordination to catch the ball in order to guarantee possession;
Ability: Balance;
Situation: When jumping to catch a ball, when you land you need to have good balance so you do not get called for travelling;
Ability: Flexibility;
Situation: If passed a bad ball you might have to arch backwards or reach high in order to catch a ball.

Candidates who answered part (i) correctly tended to gain marks in this section. Some candidates, however, who listed reaction time and agility, found it difficult to apply them to a specific situation. Some confused reaction time with speed and some candidates were unsure about the definition of agility. Many failed to apply it as changing direction quickly.
Candidates who are more able tended to be successful in both parts of this question.
A large number of candidates failed to gain any marks for this two-part question.

Q2 (a) Identify one way a player's body shape may change as a result of regular participation in Games.

One mark for one correct response

Leaner / lost fat / look thinner
More toned
Look like a triangle
Bulky
Mesomorph.

Most candidates gave acceptable answers to this question. A minority of weaker answers and a number of candidates suggested weight as a change of body shape. This was not given credit.

The way that some candidates wrote their answers suggested that their understanding of body types was limited. More able candidates did refer to changing body shape to become a “mesomorph”.
A large majority of candidates referred to becoming “more toned”.

(b) Briefly describe one test that can be used to measure local muscular endurance of the arms.

One mark for one correct response.

Press ups, inherently descriptive
Pull ups
Chin ups

This question was poorly answered across the ability range. The test listed in the specification is press-up. Candidates who correctly named press-ups failed to mention the number of press-ups in a minute, therefore, failing to gain a mark.
The mark scheme was expanded to include pull-ups/chin-ups but only a small number of candidates gained marks for this question.

(c) The table below shows the times that players of different ages took to run 100 metres as part of a fitness test.

Name	Age (years)	Time (seconds)
Jonathan	10	19.5
Jordan	20	13.0
Raj	30	12.7
Alex	40	15.7
Ali	50	16.9

(i) Who was the slowest runner?

One mark for one correct response.

Jonathan

This question was well answered, very few incorrect responses. Candidates were able to identify Jonathan from the information in the table.

(ii) How old was the person who ran fastest?

One mark for one correct response

30 years / 30.

Nearly all candidates successfully interpreted the data given in the table

Moreover, they were awarded both marks. It was surprising to have the middle and top ability candidates very occasionally not score top marks for this question. This is another example of candidates not reading the question. Candidates who did not gain a mark for this did not read the question and gave the name and not the age of the fastest runner.

(iii) Identify two possible reasons why this person was the fastest.

Two marks, one for each correct response.

Training – Physical
Training – Technical
Maturity – Raj at age 30 will be close to his physical peak
– Training – effects of long-term training
– Components of fitness – strength / flexibility / speed / mature and trained
– Experience of event
– Ability to contract powerfully / optimally
– Somatotype
– Hereditary
– Most fast twitch muscle fibres

Candidates may also respond from a negative perspective
- Children's musculature immature
- Older performer/game players' muscular system in decline
- Training levels reduced / stopped.

This question was generally well answered with candidates of all abilities able to make positive responses. The more able candidates managed to give two responses, lower ability candidates struggled to gain two marks.
Incorrect responses tended to be based on diet, drugs, and social reasons.
Correct responses tended to be based on experience, training, fast twitch fibres and peaking. Some candidates did not **read** the introduction carefully, thinking that this was a 100m race for athletes rather than a fitness test. This led to lost marks.

(d) Describe why a warm up and cool down are important in Games.

Three marks, one for each correct response.

Warm up
- Warm muscles up, raise O_2 uptake
- to prepare the body / muscles for physical exercise, reduce possibility of injury / helps avoid injury
- Redirecting of blood to working muscles
- to raise the pulse rate
- to warm joints / mobilise / loosen joints / flexibility
- to rehearse skills
- to mentally focus
- extends participation / reduce fatigue
- extends onset of lactic acid production.

Cool down

- to gradually lower heart rate, breathing rate
- to promote continued blood flow
- to remove lactic acid **(not to prevent)** / metabolites, repay O_2 debt
- to reduce muscle soreness / stiffness, allow future participation (aids recovery)

- to return the body to resting / relax muscles
- to prevent pooling.

This was another well answered question by candidates of all abilities. As expected, higher ability candidates provided the more technical responses for both warm up and cool down. These included redirecting blood supply, mental preparation and the mobilising of joints as part of the warm up with prevention of blood pooling and removal of waste products etc as part of the cool down. Middle and lower ability candidates responded at a more basic level e.g. to raise the heart rate, get more oxygen to the muscles (warm up), get rid of lactic acid and reduce heart rate (cool down). In order to gain maximum marks, candidates needed to refer to both warm up and cool down (2/1, or 1/2). Candidates did need to be specific in their responses in order to gain credit. For example, it was not enough for candidates to state that you warm up in order to get the blood flowing to the muscles. This always happens. To get **more** blood flowing to the muscles however, would have gained a mark. Similarly to "get the heart going" was not appropriate but "to get the heart beating **faster**" would have gained credit. Centres should be aware that a warm up does **not** prevent injury it reduces the risk. Similarly, warm down does not prevent lactic acid build up. It reduces / helps with its removal. Most candidates could give one reason for a cool down, weaker candidates could identify how it reduces aching/soreness or stiffness.

(e) Active stretching and passive stretching may be used as part of a flexibility programme.

Briefly describe active stretching and passive stretching.

Two marks, one for each correct response.

Active stretching: stretching carried out by performer/game player without assistance, not bouncing, gently ease in to stretch
Passive stretching: stretching carried out with assistance. The performer/game player completely relaxes.

This question was poorly answered. It would appear that this is another area that Centres have had problems teaching as candidates showed a lack of knowledge. Some of the more able candidates gave correct responses and gained full marks, as did some middle ability candidates. Often whole Centres would not score any marks for this question.
Weaker candidates did not know the difference between active and passive stretching. To candidates credit the majority had a good "guess" and occasionally gained one mark.

(f) Explain why a general exercise programme may be different from a programme designed for a specific Game.

Four marks, one for each correct response.

General fitness programme may be:
Suitable for all
Could be used as a leisure activity
Tends not to be as serious
Not as regular
More varied activities / exercise / not specific

To lose weight
To feel good
Fitness
To look good
To be healthy
As part of medical need etc.

Activity specific programmes:

Designed to gain fitness for the activity, overload if applied
Fitness components to be addressed
Learn new skills / develop new skills / practice skills
Tactics and strategies developed
Vary accordingly to time of year e.g. when competition is due / indoor /outdoor training / quality of opponent / competition etc.

This question was poorly answered across the ability range.
Most candidates could identify one or two differences but only more able candidates gained higher marks. Weaker candidates were able to state that specific programmes are related to specific games.
Examiners reported that candidates often repeated the same points or even contradicted themselves.

The expectation was for candidates of all abilities to access this question with good differentiation as in essence they would have looked at a specific 6-week programme as part of their studies. Combined with the term "general exercise programme", this should have led to some good responses.

B3

Look at the picture of a PE lesson (on page 11).
(a) Identify three different hazards shown in the picture and explain one risk that could result from each of these hazards.

Identification of hazard

T**hree marks, one for each correct response**

Bench leaning on wall
Staff talking + drinking coffee
Door open
Pupil not in proper kit
2 activities going on at the same time
The pupil is playing badminton under the basketball net.
Loose basketball

Identification of risk from stated hazard

Three marks, one mark for each correct response

Candidates' response must be related to the identified hazard

Exemplar:
HAZARD: There is a bench leaning on the wall (one mark).
RISK: Performer/game players may not see the bench and could run into it causing an injury. (one mark)

This question was well answered across the ability range. The majority of candidates were able to identify 3 hazards and describe the risks that could result from each of the hazard .

If marks were not given it was generally because candidates could not identify what a hazard was, many candidates in this position gave a more detailed explanation of their risks. For those

candidates who saw the bench as being a plank of wood, credit was given, as it was for those candidates who stated that “the floor was shiny”. Candidates who saw the staff as holding the “piece of wood” were not rewarded.

Some candidates identified the boy in long trousers/non PE kit as a risk. Those who did struggled to give the hazard linked to his dress. Those who did, referred to his footwear without suggesting poor grip etc may cause a risk to the performer/game player/player

.Reference to the teachers often produced unclear responses. For example, the candidates stated “teachers with drinks” but then they did not describe the risk of “spilling their drink”. In such a situation, candidates only gained one mark.

Principal Moderator's Report

Physical Education (1970), Physical Education: Games (1971) and Physical Education: Games (Short Course) (1071)

With few exceptions, teachers are now familiar with the application of assessment objectives, the regulations with respect to the choice of activities for the different specifications and the requirement that candidates should carry out analysis of performance of one activity from their chosen practical activities.

Centres are wholly familiar with the first assessment objective, which largely refers to Performance. Many moderators reported, on the whole, good standards of assessment within Centres, with very few Centres being out of line with the assessment criteria. Consequently there were relatively few instances where major adjustments to Centre marks were necessary. However, there is perhaps one area in particular where teachers still experience some difficulty in assessment and this was in the Exercise Activity area. In this activity area such activities as Weight Training for Fitness and Jogging still present some difficulties. One of the problems which continue to be reported by moderators is the fact that a few teachers do not realise that candidates have to keep a log of their training in each of the activities and this simply has not been conveyed to candidates. Also, teachers seemed a little unclear how to interpret the criteria in order to award marks. However, these and other similar issues have been addressed and guidance offered to teachers at the various Physical Education INSETs offered by OCR throughout the year. Moderators have also been able to offer additional guidance.

The internal standardisation of marks at some Centres continues to be an issue according to feedback from moderators. This has become apparent when the moderator's marks are compared with Centre marks at moderation, when a number of activities are seen. This is a specific requirement of the specifications and is therefore something that needs to be borne in mind by all those teaching the course and particularly the Head of Department in every Centre. In the main, however, teachers have found the different assessment criteria and the mark range relatively easy to follow and to apply.

Moderators, once again this year, have reporting ever increasing levels of performance from the candidates they are seeing at moderations. This is very encouraging to all concerned. This would also seem to suggest that the different courses are attracting more practically gifted candidates or equally the standard of teaching is producing better performers. However, there may be other reasons for this upward trend in the marks awarded to candidates. Moderators have again reported that candidates are using the range of activities offered to specialise more in areas of greatest interest and ability. For example, candidates with an interest in Dance are choosing three Dance type activities. Similarly, candidates with an interest in racket-type games can participate in Badminton, Tennis and Squash and some have chosen to do so. A further example would be where candidates with very good swimming ability have chosen 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' practical Performance marks seem to have risen.

There has also been a noticeable improvement, reported by moderators, in the overall standard of work presented for the second assessment objective, Analysing Performance and this has been reflected in increased marks.

The Analysing Performance tasks require candidates to focus on one of their four chosen practical activities and carry out a thorough analysis of the strengths and weaknesses of either their own performance or a colleague's. Moderators have reported an overall improvement in

standard of the written work, particularly at the high mark ranges. This would seem to be as a result of additional guidance that OCR has offered to Centres and the fact that further guidance has been offered to delegates attending OCR GCSE PE INSETs during the year. However, despite the overall improvement in standards of work that moderators have reported, standards of presentation of the tasks still vary considerably from Centre to Centre. Some Centres continue to disregard the specification rubric in 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. In some cases candidates have wrongly produced almost theses-like written tasks, whereas other candidates have produced very short written tasks, which do not address the main analysis points in any significant way. Also, the amount of time that Centres devote to teaching the skills of analysing performance would appear to vary a great deal from Centre to Centre. Some teachers, rather misguidedly, attach less importance to this component of the specification and still leave candidates until the last month of the course before they instruct them to produce the necessary coursework task. Alternatively, other Centre teachers construct courses which teach the skills of analysis throughout the year and apply aspects of theory, such as training methods and principles which are essential in the planning of practices and training to improve performance. In such instances these Centres have achieved excellent results in this component of the specification.

In some instances teachers still prefer to rely on oral responses from candidates when carrying out their assessment. Their argument is that some candidates can express themselves better in words than in writing. This might be the case but it is imperative that when candidates are questioned they should be able to explain in detail their understanding of the requirements of the Analysing Performance task. Moderators have reported that this has not always been the case at moderation. Alternatively, and increasing, other teachers rely more on their students' written tasks when awarding marks for this assessment objective. 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. Some moderators have even described written work in their Report to the Centre as 'outstanding' and 'superb'. This is praise indeed for the quality of work being produced by candidates from some Centres.

Centres are familiar with the established system of cluster moderations. Using this method, Centres that are geographically close to one another are invited by the moderator to attend a standardisation meeting. The purpose of the meeting is to compare the standard of performances in different activities and the marks awarded to candidates from different Centres against the activity assessment criteria. Centres are asked to attend the moderation with a sample of candidates. The candidates are then required to perform in a range of predetermined practical activities. The marks of candidates are then moderated on the basis of their performances in the activities, with all the teachers present invited to express their opinion on the standard of performance of candidates from other schools. Many teachers, having attended a standardisation meeting, continue to comment on how valuable and fair this exercise is. They have also remarked on how useful the exercise is in expressing their opinion on the accuracy of marks for candidates, however, the marks should not be discussed openly in front of candidates, and this has been reported in one instance by a moderator.

The concerns expressed by certain Centres, in previous years, over the method of adjustment to marks following moderation have so far not been realised and most Centres seemed satisfied with the outcome of the moderations.

During the moderation period a number of issues arose and these have been reported by moderators. One concerned the use of Centre equipment, particularly items such as tennis and badminton rackets and balls and whose responsibility is it to provide them. In most instances Centres are advised to take whatever small equipment they may need at the moderation with them and not to rely on the generosity of the host Centre for any equipment which they may not have. This particularly includes electronic and other means of producing sound for candidates offering different forms of Dance and Exercise to Music. This point perhaps highlights the need

for teachers attending moderation with groups to be prepared for any eventuality and this includes the weather on the day. Several moderations were interrupted by rain and moderators had to make quick decisions on changes to activities, where this was possible, or seek inside accommodation. In all cases the host Centre was very accommodating. Another problem was reported during the moderation of jogging. Candidates asked to attend for the moderation of this activity were unable to show their programmes of jogging, times/distances etc, although this requirement is clearly outlined in the Coursework Guidance Booklet. In all cases, teachers were enlightened on any areas of concern.

Although most Centres were moderated by a visiting moderator, several Centres were asked to provide video recorded evidence of candidates' performances as part of a postal moderation. Other Centres that offered off-site activities, such as Horse Riding, Skiing and Canoeing, as a requirement of the specifications, provided video recorded evidence. With very few exceptions, the standard of performance of the candidates offering these specialised activities was of an exceptionally high standard. It is clear that candidates offering these activities, in many cases, have a specialist interest in them and wish to be rewarded for their prowess. Several moderators commented on the very high standard of performance of many of these candidates. One candidate in particular offered video evidence of her performance, for an activity being seen at moderation, simply because she was unable to attend because she was performing in the European Trampolining Championship.

In most instances the standard of video recordings produced this year by Centres has been quite good. Other video evidence was far too brief to make an accurate assessment of candidates' performances. Centres should bear this in mind when they are video recording their candidates in order to show them in the most favourable light. Two or three minutes viewing of a performance is far too short to judge the performance of a candidate in a game situation. Exceptions to this rule might be in an activity such as Gymnastics, Dance or Trampolining where the skilled movements are performed in close sequence and within a short period of time.

Some Centres offering such activities as Hill Walking and Campcraft/Hostelling, whose marks in previous years have been noticeably high were asked to supply evidence of the planning and preparation for their expeditions. In most instances moderators have been satisfied with the evidence provided, but in some cases they have not and marks have been adjusted. It is therefore advisable for Centres that offer such Outdoor Adventurous activities should retain any evidence of the preparation for the activity, even if the activity is supervised by an out of school group.

Moderators continue to report on the professional approach that most teachers have taken in the preparation of candidates for the practical assessment and the consistently accurate assessment of activities at most Centres. However, there are exceptions. In isolated instances Centres have failed to carry out marking procedures to ensure that internal marks are standardised from teaching group to teaching group and from activity to activity. It is incumbent upon all Centres to carry out internal standardisation of all activities and all teaching groups, particularly in the light of the new moderation procedure. This is something that moderators once again have had to mention in their Report to the Centre, where there is evidence of inconsistent marking.

Moderators have continued to report that most Centres keep very accurate and 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, to moderators at the moderation. In one instance where staffing problems at a Centre caused difficulties, the candidates arrived at moderation without being assessed. It was only due to the goodwill of the moderator, who agreed to carry out an assessment of the candidates at the moderation, that the Centre's

candidates were assessed at all. Clearly this is an unusual and totally undesirable situation. The importance of keeping accurate records of assessment cannot be over-emphasised. This is particularly important in instances where candidates may be injured during the course.

This year has seen a marked increase in the use of computer generated assessment sheets as a means of recording activity performance marks. This method of assessment not only presents the marks in a very neat and easily recognised way but, if the data is entered accurately, some programs even select the highest four activity marks from a range of activities, check that activities are selected from appropriate activity areas, identify any inaccuracies, round up any decimal places and give an accurate total for each candidate for the sum of the two assessment objectives. Centres that have adopted such methods of recording marks have found it not only very easy to print off activity Centre Order of Merit rank order sheets and the Coursework Summary Form, but have also found it to be very time saving. However, there have been other programs produced by Centres that have proved to be rather unsatisfactory. In these cases, errors have occurred in the program which resulted in inaccuracies in candidates' final marks. Where this has happened it has generated additional work for not only the moderator but also the Centre staff. However, there is no doubting that accurate data management, as a result of accurate software, helps to significantly reduce the workload of Centres and from this point of view Centres are encouraged to adopt such methods in future. The OCR website enables Centres to access the Coursework Summary Form and input all candidates' practical activity marks. Unfortunately some Centres found it difficult to input the relevant data and then down load it, although in most cases they were able to print off the sheet itself. If Centres wish to adopt this method of recording assessment marks OCR would encourage them to do so. Furthermore, OCR can supply the names of sources of computer programs available. The use of computer software for the management of coursework marks by and large has meant a big reduction in the numbers of CW/Amend that have had to be sent by moderators to Centres in order to correct errors. However, the use of these sheets has not eliminated all errors completely since errors still appeared in the transfer of marks from Coursework Summary Forms to the Centre MS1 form. Clearly, Centres still need to check that marks are accurately transferred between both these sheets in future.

Despite these problems, most Centres took a pride in neatly collating the required Centre documentation before sending it to their moderator, in most cases ahead of dead-line dates. However, sadly this was not always the case and some Centre documentation arrived in a very disorganised state and sometimes late. In such cases it is often left to the moderator to sort out the mess, much to the irritation of the moderator. Perhaps the most annoying part of the submission of coursework documentation is the apparent disregard by some Centres to dead-line dates and the lack of communication from some Centres when they have been repeatedly faxed, emailed and telephoned for coursework material. Although the number of Centres that are guilty of this fact is small it makes the moderator's task of checking and collating coursework material very difficult, particularly when they are expected to meet dead-line dates as well. It is hoped that in future Centres that are experiencing difficulties in meeting dead-line dates or staffing difficulties will inform their moderator so that they are at least aware of any difficulties.

All moderators carry out moderations according to the Mandatory Code of Practice that is laid down by QCA. In accordance with directions from OCR the moderations for this year's examination took place, as usual in the months of March, April and May.

Moderators once again reported how well they have been received at the moderations and, on the whole, how successful the moderation had been. Moderators were also very appreciative of the efforts of the host Centres in ensuring the success of the moderation and many commented on this fact in their Report to the Centre. Moderators have also mentioned, once again this year, 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 in discussing the assessment of practical performance with

more experienced teachers present. However, clearly the continued success of this type of moderation depends on the co-operation, goodwill and involvement of all the teachers participating and particularly staff from host Centres. Moderators wish to thank those Centres that co-operate in the hosting of group moderations and particularly in instances where inclement weather made a change of venue necessary at the last minute and where Centres were particularly accommodating.

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 Irelands 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 in the vast majority of cases, as well as Athletics Activities, Swimming and Outdoor Adventurous Activities. Less noticeable, but still popular are Gymnastics and Dance Activities. In all cases Centres tend to offer candidates a choice of activities for which the Centre has adequate facilities and teaching expertise. Also, the Exercise Activities area has proved to be increasingly popular in Centres, perhaps where they can cope better with a greater diversity of activities, or in some cases, where the Centre facilities can cater for the activities. In addition an increasing number of Centres are offering candidates off-site activities for which they are prepared to provide video recorded evidence.

Apart from the reported popularity of activities within the Exercise Activity Area there has been no other change in the pattern of activities that has developed amongst Centres following the Physical Education (1970) specification. Traditional activities offered in Centres still make up the bulk of those needing moderation. Amongst the Games, the most noticeably prominent were Association Football, Netball, Basketball, Rounders and Badminton. Amongst the Dance Activities, Theatrical and Social Dances has proved popular. Amongst the Gymnastics Activities, Trampolining continues as the most 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 or Hostelling is clearly growing in popularity in some Centres. Hillwalking and Campcraft or 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 with the requirement 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, Exercise to Music, Jogging and Weight Training for Fitness have proved to be very popular. Weight Training for Fitness has been particularly linked with the Analysing Performance task in quite a number of Centres. The whole Exercise Activities area is clearly growing in popularity in many Centres.

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 than any other activity area. However, the popularity of the other areas of activity remains high.

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 and has been for many years, 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.

Principal Moderator's Report
Entry Level Certificate in Physical Education (3980)

The Entry Level Course continues to be a popular specification with Centres throughout the Country, for both teachers and candidates.

Teachers continue to express approval for the specification, in particular for the practical emphasis of the course and for the inclusive nature of the assessment criteria which enables candidates of all abilities to gain certification.

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

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

Once again, some teachers have recognised how well the Entry Level specification compliments the OCR GCSE Physical Education (1970) and Physical Education: Games (1971) specifications. This has enable candidates who find it difficult to cope with the standards expected at GCSE level to be easily transferred to the Entry Level Certificate in Physical Education. This situation has arisen in a number of Centres, whilst others have embarked on the Entry Level specification from the outset with individuals, small groups, and whole year groups.

Candidates submitted 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 severe physical disabilities and behavioural difficulties.

There are differing reasons given by Centres for entering candidates for the Entry Level Certificate. In some cases, the candidates have been those who have found the GCSE course too demanding, whilst 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 for the Entry Level Certificate in Physical Education as a means of rewarding pupils for their achievement in different physical activities. Other centres report that entering candidates has been successful in maintaining interest among pupils who, without the incentive of a certified course, might become disillusioned with Physical Education at 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 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, but some problems continue to arise in a minority of cases, despite the changes in specification now being four 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 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 from their strongest activities by insisting all candidates analyse the same activity.

Some centres enter candidates without a mark for Analysing Performance, which is surprising given that a verbal response to questions is all that is required. Some centres that submit video or DVD evidence of assessment fail to provide any evidence of Analysing Performance.

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 Moderators who visit clusters and individual Centres, ensuring the standard of delivery, assessment and administration remains generally high. It would be useful for such Centres in particular to take advantage of the regional training courses offered by OCR, which would also be of use to Centres or 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 at Key Stage 4.

The need for candidates to enter marks from at least two activity areas mirrors the National Curriculum 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 with regard to facilities and staffing.

Moderators report that assessment of candidates is taken very seriously and 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, to 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, other than dates inconvenient to Centres failing to be listed on their Visit Arrangement Forms sent to moderators. All Centres attending standardisation meetings recognised the advantages of teacher involvement in the moderation process.

Moderators reported no major difficulties where candidates from different types of Centres were involved in the same moderation. In fact, moderators, teachers and candidates highlighted this as being a positive experience in a number of instances.
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. Some of the most positive and enjoyable experiences for both staff and candidates have been where mainstream and special school students have worked alongside each other. This success is dependent on Centres making facilities available for part of a day. However, several Centres continue to be reluctant to host standardisation meetings, which caused minor problems for Moderators. A further problem arose from a number of Centres making late entries due to candidates transferring from the OCR GCSE Physical Education course to the Entry Level Certificate in Physical Education 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 for moderation visits, or 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.

Any adjustment in candidates' marks will be made on the basis of the standard of assessment of the candidates' performance, usually in two or three activities, at the moderation. Centres will receive notification of any changes in candidates' marks, which are deemed necessary, in the Report to Centres in August 2006.

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 some 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, by failing to complete paperwork correctly, or by making arithmetical errors. 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, which can 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 an important need for many candidates at Key Stage 4.

Entry Level Certificate (Physical Education) (3980)
June 2006 Assessment Series

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	48.06	43.22	8.23	0.49
Cumulative Percentage in Grade	36	48.06	91.28	99.51	100

The total entry for the examination was 4519

General Certificate of Secondary Education
Physical Education (1970)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	67	60	54	45	36	27	18
02 Coursework	60	51	45	39	33	27	21	15
82Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	174	160	146	132	111	90	69	48	0

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

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	4.63	18.77	40.89	64.68	87.55	96.44	98.90	99.72	100	18486

18486 candidates were entered for aggregation this series

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

Statistics are correct at the time of publication

General Certificate of Secondary Education (Short Course)
Physical Education (Games) (1071)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	50	37	32	27	24	21	18	15
02 Coursework	60	51	45	39	33	27	21	15
82 Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	172	154	136	119	103	87	71	55	0

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

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	1.29	5.78	20.26	41.55	64.63	81.72	90.66	96.39	100	2024

2024 candidates were entered for aggregation this series

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

Statistics are correct at the time of publication

General Certificate of Secondary Education
Physical Education (Games) (1971)
June 2006 Assessment Series

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	67	60	54	45	36	27	18
02 Coursework	60	51	45	39	33	27	21	15
82 Coursework c/f	60	51	45	39	33	27	21	15

Overall

	Max	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	174	160	146	132	111	90	69	48	0

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

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
	2.15	10.02	27.32	51.53	80.03	94.41	98.45	99.62	100	9804

9804 candidates were entered for aggregation this series

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

Statistics are correct at the time of publication

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