

Physical Education Games

General Certificate of Secondary Education **GCSE 1970**

General Certificate of Secondary Education **GCSE 1971**

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

Mark Schemes for the Units

June 2007

1970/1971/1071/MS/R/07

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

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

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

CONTENTS

General Certificate of Secondary Education

GCSE Physical Education - 1970

GCSE Physical Education (Games) – 1971

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

Unit	Content	Page
1970/01	Paper 1	1
1971/01	Paper 1	15
1071/01	Paper 1	31
*	Grade Thresholds	38

Mark Scheme 1970/1
June 2007

SECTION A

Question Number		Mark Allocation
1	<p>People who take part in regular physical activity are usually healthier than those who do not. Is this statement true or false?</p>	
	<p>One mark for each correct response, no alternatives</p>	
	<ul style="list-style-type: none"> • True. 	<p>1 (Max 1)</p>
2	<p>Apart from the effects of a hot climate, when might a performer suffer from exhaustion.</p>	
	<p>One mark for one correct response</p>	
	<ul style="list-style-type: none"> • Towards the end of the activity • At the end of activity • If not fit enough/too much lactic acid/illness • If not done enough training • If competing against higher level opposition • If working harder than usual/for long periods • Lack of fluids/dehydration • Lack of energy/fuel 	<p>1 1 1 1 1 1 1 1</p> <p>(Max 1)</p>
3	<p>How many breaths per minute did the performer take during moderate exercise.</p>	
	<p>One mark for one correct response, no alternatives</p>	
	<ul style="list-style-type: none"> • Twenty, 20. 	<p>1 (Max 1)</p>
	<p>What was performer's tidal volume at rest?</p>	
	<p>One mark for one correct response, no alternatives</p>	
	<ul style="list-style-type: none"> • 0.5 (litres) 	<p>1 (Max 1)</p>
	<p>What would the performer's minute volume be at rest?</p>	
	<ul style="list-style-type: none"> • 5 (litres per minute) 	<p>1 (Max 1)</p>
4	<p>Identify one occasion when correct technique will reduce the chance of injury during physical activity.</p>	
	<p>One mark for one correct response.</p>	
	<p>A variety of responses depending on physical activity</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • tumbles etc in gymnastics • Weight lifting, loose weights • Judo, throwing and landing <p>Or any suitable occasion during physical activity</p>	<p>1 1 1</p> <p>(Max 1)</p>

Question Number		Mark Allocation
5	Briefly explain why cardiovascular endurance may be more important to some performers than speed.	
	Two marks, one mark for each correct response	
	<ul style="list-style-type: none"> • Maintain skill levels • Maintain concentration levels • Some activities last a long time/event • keep going all game/reduce fatigue 	<p style="text-align: center;">1 1 1 1 (Max 2)</p>
Question Number		Mark Allocation
6	For a named activity, describe one occasion when good timing leads to successful performance.	
	One mark for one correct response	
	<p>A variety of responses depending on named activity</p> <p>Exemplar:</p> <p>Striking Games:</p> <ul style="list-style-type: none"> • striking a ball, will travel further, faster, more accurately etc. <p>Rowing:</p> <ul style="list-style-type: none"> • timing will improve power in stroke. <p>Gymnastics:</p> <ul style="list-style-type: none"> • enable tumbles/moves etc to be executed correctly. <p>Football:</p> <ul style="list-style-type: none"> • to avoid the off-side trap 	<p style="text-align: center;">1 1 1 1 (Max 1)</p>
7	Identify three different ways in which National Centres of Excellence support the development of sporting excellence.	
	Three marks, one mark for each correct response	
	<ul style="list-style-type: none"> • Top class facilities • Top class coaching/training/nutrition/psychological support • Top class equipment • Top class treatment for injuries/medical support • Training with other top class performers 	<p style="text-align: center;">1 1 1 1 1 (Max 3)</p>
8	State two long term benefits of training on a performer's well-being.	
	Two marks, one mark for each correct response	
	<ul style="list-style-type: none"> • Feel better about yourself/self esteem/confident/motivated • Feel better about the way you look • Can better cope with stress • More likely to be healthy/fitter/stronger/more supple/less prone to injury • Body systems work better (2 marks available if 2 different organs referred to) 	<p style="text-align: center;">1 1 1 1 1 2 (Max 2)</p>

Question Number		Mark Allocation
9	Identify three different ways that schools can help to promote participation in physical activity.	
	Three marks, one mark for each correct response	
	Exemplars: <ul style="list-style-type: none"> • National Curriculum/ introduces and teaches rules/skills/variety/PE (classes)/health benefits/education • Examination courses • Equipment - usually appropriate and safe • Facilities • Teaching/coaching - often expert/good quality • Extra practices - extra-curricular/clubs / sports day / inter house • School teams - promotes enthusiasm and desire to play • Links with local clubs/role models • Running campaigns • Rewarding participation 	1 1 1 1 1 1 1 1 1 1 (Max 3)
10	Explain how fast and slow twitch muscle fibres affect performance in a named physical activity.	
	Four marks, one mark for each correct response	
	<i>Fast twitch</i> (Function – 1 mark) Anaerobic Fast contractions Forceful contractions Knowledge then applied to the named activity (Exemplar – 1 mark) gives participant more speed/quick reactions gives participant more strength/power <i>Slow twitch</i> (Function – 1 mark) contracts slowly contracts with less force aerobic/more oxygen available Knowledge then applied to the named activity (Exemplar – 1 mark) gives participant endurance/maintains performance/lasts longer/or equivalent.	1 (Sub-max 1) 1 (Sub-max 1) 1 (Sub-max 1) (Max 4)
		TOTAL 21

SECTION B1

Question Number		Mark Allocation
1 (a)	Why is oxygen important to the performer in physical activity?	
	One mark for one correct response	
	<ul style="list-style-type: none"> • Part of energy production/enables energy • Enables them to take part in activity/keep going/allows aerobic work/allows muscles to work • Prevent build-up of lactic acid/prevent fatigue 	<p style="text-align: center;">1 1 1 (Max 1)</p>
(b)	Describe two different ways, apart from exhaustion, that a performer can be affected by a hot climate.	
	Two marks, one mark for each correct response	
	<ul style="list-style-type: none"> • Heat can cause fatigue/heatstroke/sunstroke/fainting/dizzy/headaches • Heat can cause (excess) sweating • Skill levels can be reduced/performance reduced • Dehydration/become thirsty • More irritable / psychological aspects 	<p style="text-align: center;">1 1 1 1 (Max 2)</p>
(c)	For a named physical activity, identify three different occasions when a skilful performer will outperform a less skilful performer.	
	Three marks, one mark for each correct response	
	<p>Answers dependant on the named activity/game and the occasions.</p> <p>Exemplar: Badminton;</p> <p>- a skilful performer will be able to outwit a less able opponent (1 mark) will have more shots in their repertoire (1 mark), will be able to return shots easier (1 mark), and score more easily.</p> <p>As a guide, use the following:</p> <ul style="list-style-type: none"> • consistency • accuracy • timing/co-ordination • efficiency/less effort • outwitting/beating opponent • adaptable • aesthetic 	<p style="text-align: center;">1 1 1 (Max 3)</p>
(d)	Briefly explain why the body produces lactic acid and describe three different ways that lactic acid can affect a performer.	
	Five marks, one mark for each correct response, two marks for correct responses related to why lactic acid is produced.	
	<ul style="list-style-type: none"> • Due to all out effort/body cannot cope with intensity of exercise/high intensity • Not enough oxygen/no oxygen/anaerobic • Due to working for a long time 	<p style="text-align: center;">1 1 1 (Sub-Max 2)</p>

Question Number		Mark Allocation
1 (d) cont	Briefly explain why the body produces lactic acid and describe three different ways that lactic acid can affect a performer.	
	How lactic acid can affect the performer <ul style="list-style-type: none"> • Sore/painful muscles/stiffness/seize up/stitch • Tired muscles / fatigue • Reduced performance/skills • Lose interest/concentration/motivation • Stop/collapse • Increase breathing rate/heart rate • Causes oxygen debt/prolonged recovery 	1 1 1 1 1 1 1 (Sub-Max 3) (Max 5)
(e)	Explain how goal setting can help to develop a performer's self confidence in their ability to perform a physical activity.	
	Six marks, one mark for each correct response. Candidates need to make reference to self confidence...	
	Simply stating the SMARTER principles will not score. Must be linked to raising self confidence either directly or by inference: Goal setting can raise confidence by: <ul style="list-style-type: none"> • Ensuring/giving/enabling success/reaching goal / are achievable • Recognising progress / progress made obvious / measurable / recorded / gives evidence of growth / progression of skill • Encouraging / exciting • Gives evidence of fitter / faster / stronger / fitness • Motivating / to keep going / try harder / achieve even higher levels • Has more control over what is happening / in their hands / are agreed • Identifying improvements that are specific / realistic • Gives more time for the performer to improve / time phased 	1 1 1 1 1 1 1 1 (Max 6)
(f)	i. Identify the three other functions of the skeleton that are important to the performer.	
	Three marks, one mark for each correct response	
	<ul style="list-style-type: none"> • Produces red/white blood cells/blood cells/platelets • Enables movement • Protection. 	1 1 1 (Sub-Max 3)

Question Number	<p>ii. Explain the importance of each of these three other functions of the skeleton to the performer.</p> <p>Candidates may provide examples from a variety of activities, reward as appropriate max 5 marks.</p>	<p>Mark Allocation</p>
	<p>Sub sub max of 2 marks for each function</p> <p>Blood:</p> <ul style="list-style-type: none"> • Red Blood cells carry the oxygen • White blood cells to reduce the chance of infection • Platelets aid clotting/prevent blood loss <p>Movement:</p> <ul style="list-style-type: none"> • allows participation in physical activity/ Kick/catch/run/jump etc • Muscle attachment • Provide leverage <p>Protection:</p> <ul style="list-style-type: none"> • Protection of internal organs/prevents injury • Protects lungs • Protects heart • Protects liver • Protects brain • Protects spinal cord <p>Minerals</p> <ul style="list-style-type: none"> • Makes bones stronger • Makes body systems work more efficiently 	<p></p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub-max 5)</p>
		Max 8
		TOTAL 25

SECTION B2

Question Number		Mark Allocation
2 (a)	In physical activity, what is meant by the term stamina?	
	One mark for one correct response.	
	<ul style="list-style-type: none"> Endurance / how long you can keep going Can last a long time 	1 1 (Max 1)
(b)	How does a slow resting heart rate benefit a performer?	
	One mark for one correct response.	
	<ul style="list-style-type: none"> You are fitter You can cope better with exercise/hard exercise/do more It can pump more blood/high stroke volume Take longer to get to anaerobic level/threshold Take longer to get to max heart rate Better recovery (after exercise) 	1 1 1 1 1 1 (Max 1)
(c)(i)	What is an isometric muscle contraction?	
	One mark for one correct response.	
	<ul style="list-style-type: none"> Muscle contracts and is held/does not shorten / stays same length Keeping still after pushing Holding a position 	1 1 1 (Sub-max 1)
(ii)	Identify two occasions when isometric strength can be an advantage to a performer.	
	Two marks, one mark for each correct response.	
	<ul style="list-style-type: none"> In a scrum Holding a move/position - gymnastics, judo, climbing Weight training – holding position Shielding a ball in football, basketball (or player) Preparation position - batsman 	1 1 1 1 (Sub-max 2) (Max 3)
(d)(i)	Briefly explain why some performers in physical activity may deliberately misuse diuretics.	
	Two marks, one mark for each correct response.	
	<ul style="list-style-type: none"> To lose weight (quickly) To increase urine flow/remove banned substances quickly To mask banned substance/hide banned substance Pressure from others 	1 1 1 1 (Sub-max 2)
(ii)	What are the possible risks of misusing diuretics?	
	Two marks, one mark for each correct response.	
	<ul style="list-style-type: none"> May give performer false sense of security when being tested / tempted to misuse other banned substances Caught cheating / being banned / shame / fined Lose important vitamins/minerals etc Could lead to dehydration / overheating / exhaustion Performance may decrease as a result Risk of too much weight loss / weight loss disorders / bulimia Danger to diabetics (higher blood sugar levels) 	1 1 1 1 1 1 1 (Sub-max 2) (Max 4)

Question Number		Mark Allocation
2 (e)(i)	Briefly describe the Stork Stand Test.	
	Two marks, one mark for each correct response.	
	<ul style="list-style-type: none"> • Subject is blind-folded/closes eyes • Stands with hands on hips • Lifts one leg • Balances/supports lifted leg on knee of standing leg • Time taken/recorded for steady balancing • Repeat for opposite leg 	<p style="text-align: center;">1 1 1 1 1 1 1 (Sub-max 2)</p>
(ii)	What ability does this test measure?	
	One mark for one correct response.	
	<ul style="list-style-type: none"> • Balance / static balance. 	<p style="text-align: center;">1 (Sub-max 1)</p>
(iii)	Identify two situations when it is an advantage for a performer to have this ability.	
	Two marks, one mark for each correct response.	
	<p>Example needs to be related to the named activity. Candidates will offer a wide variety of responses, reward as appropriate.</p> <p>Exemplar: (i) Gymnastics - when performing on the beams with example or on a bench (1 mark), when landing after a move (1 mark), when holding a still position in a sequence, before a set shot, a penalty shot in netball (with example) (1 mark), in partner work (with example) (1 mark).</p> <p>Exemplar: (ii) Rugby/Football, when landing after jumping for a ball, when being barged/knocked, pushed, tackled, one mark for each situation.</p>	<p style="text-align: center;">1 1 (Sub-max 2) (Max 5)</p>
(f)	Explain how the principle of overload can be achieved in training and the effects it can have on performance in a named physical activity.	
	Seven marks, one mark for each correct response.	
	<p>Example needs to be related to the named activity on at least one occasion for max marks. Candidates will offer a wide variety of responses, reward as appropriate.</p> <ul style="list-style-type: none"> • Make it (muscle/body) work harder. • Type of training – link with intensity/time/frequency • Increasing the frequency of training - how often • Increasing the intensity of training • Increasing the time spent training - how long 	<p style="text-align: center;">1 1 1 1 1 1 1 (Sub-max 4)</p>

Question Number		Mark Allocation
	<p>Reward examples that state or imply the performer is:</p> <ul style="list-style-type: none"> • Fitter • Stronger • Faster • More flexible • More efficient/effective • Able to last longer in an activity etc with associated benefits <p>Candidates may mention negative factors eg</p> <ul style="list-style-type: none"> • Feel tired/lack of concentration • Stiff/sore muscles or joints etc. 	<p style="text-align: center;">1 1 1 1 1 1 1 1 1</p> <p style="text-align: center;">(Sub-max 4)</p>
		(Max 7)
		TOTAL 21

SECTION B3

Question Number		Mark Allocation
3 (a)	Identify three different types of surface that are used in physical activities.	
	Three marks, one mark for each correct response.	
	Exemplar: <ul style="list-style-type: none"> • Grass/woodland/moorland • Concrete • Gravel/redgra • Wooden/laminate • Sprung • Bitumen/tartan/tarmac • Astro/Astroturf • Mats, indoor carpet • All weather • Part grass, part synthetic etc. • Ice / snow • Water • Clay • Sand • Rock • Tiles 	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 (Max 3)
(b)	Describe a different potential hazard for each surface identified.	
	Three marks, one mark for each correct response.	
	Exemplar: Grass: <ul style="list-style-type: none"> • Could be too long • Could be waterlogged • Could have pot holes • Could be very hard/dry/icy/slippy • Could be uneven • Animal/human waste/debris/litter • Glass/needles etc.. 	1 1 1 1 1 (Sub-max 1)
	Timber/Wooden: <ul style="list-style-type: none"> • Could be uneven (no mark allowed if above) • Could be worn/splinters • Litter/drink spillage etc • Could be highly waxed/polished / slippery • Unforgiving / too hard 	1 1 1 1 1 (Sub-max 1)
	Astroturf: <ul style="list-style-type: none"> • Hard, compact surface • Unable to stop quickly / slippery • Poorly maintained 	1 1 1 (Sub-max 1)
		(Max 3)

Question Number		Mark Allocation
(c)	Identify a different injury that may result from each of the hazards identified.	
	Three marks, one mark for each correct response.	
	Candidates need to relate injuries to hazards identified in (b) but not necessarily the surfaces identified in (a).	
	Exemplar: <ul style="list-style-type: none"> • Broken bone as a result of tripping/falling • Sprained/twisted joint as a result of slipping • Broken bone as a result of tripping/falling • Friction burn • Cuts • Bruises • Strained/pulled muscle • Dislocation • Concussion 	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		(Max 3)
		TOTAL 9

Mark Scheme 1971/01
June 2007

SECTION A

Question Number		Mark Allocation
1 (a)	<p>People who take part in regular Games playing are usually healthier than those who do not usually. Is this statement true or false?</p> <p>One mark, for one correct response, no alternatives.</p> <p>True.</p>	<p style="text-align: center;">1 (Max 1)</p>
2	<p>Apart from the effects of a hot climate when might a Games player suffer from exhaustion?</p> <p>One mark for one correct response.</p> <ul style="list-style-type: none"> • Towards the end of the game • At the end of game • If not fit enough/too much lactic acid/illness • If not done enough training • If competing against higher level opposition • If working harder than usual, for long periods • Lack of fluids/dehydration • Lack of energy/fuel 	<p style="text-align: center;">1 1 1 1 1 1 1 1</p> <p style="text-align: center;">(Max 1)</p>
3	<p>How many breaths per minute did the Games player take during moderate exercise?</p> <p>One mark for one correct response, no alternatives.</p> <p>Twenty, 20</p> <p>What was the Games player's tidal volume at rest?</p> <p>One mark for one correct response, no alternatives</p> <p>0.5 (litres)</p> <p>What would the player's minute volume be at rest?</p> <p>One mark for one correct response, no alternatives</p> <p>5 (litres)</p>	<p style="text-align: center;">1 (Max 1)</p> <p style="text-align: center;">1 (Max 1)</p> <p style="text-align: center;">1 (Max 1)</p>

Question Number		Mark Allocation
4	<p>Identify one occasion when correct technique will reduce the chance of injury during Games.</p> <p>One mark for one correct response.</p> <p>A variety of responses depending on Game. Exemplar: Tackling, rugby, hockey football etc Judo, throwing and landing Batting, catching, fielding in cricket Setting a screen in Basketball Taking a charge in Basketball</p>	<p>1 1 1 1 1 (Max 1)</p>

Question Number		Mark Allocation
5	<p>Briefly explain why cardiovascular endurance may be more important to some Games players than speed.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • Maintain skill levels • Maintain concentration levels • Some activities last a long time/role • Keep going all game/reduce fatigue 	<p>1 1 1 1 (Max 2)</p>
6	<p>For a named Game, describe one occasion when good timing leads to successful performance.</p> <p>One mark for one correct response. A variety of responses depending on named Game.</p> <p>Exemplar: Rugby: ▪ timing of a pass will miss out opponent/keep move flowing</p> <p>Striking Games: • striking a ball, will travel further, faster, more accurately etc.</p> <p>Football: • to avoid the off-side trap</p>	<p>1 1 1 (Max 1)</p>

Question Number		Mark Allocation
7	<p>Identify three different ways in which National Centres of Excellence support the development of sporting excellence.</p> <p>Three marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • Top class facilities • Top class coaching/training/nutrition/psychological support • Top class equipment • Top class treatment for injuries/medical support • Training with other top class performers 	<p style="text-align: center;">1 1 1 1 1 1 (Max 3)</p>
8	<p>State two long term benefits of training on a player's well being.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • Feel better about yourself/self esteem/confident/motivated • Feel better about the way you look • Can better cope with stress • More likely to be healthy/fitter/stronger/more supple/less prone to injury • Body systems work better (2 marks available if 2 different organs referred to) 	<p style="text-align: center;">1 1 1 1 1 2 (Max 2)</p>

Question Number		Mark Allocation
9	<p>Identify three different ways that schools can help to promote participation in Games.</p> <p>Three marks, one mark for each correct response. Exemplars:</p> <ul style="list-style-type: none"> • National Curriculum/ introduces and teaches rules/skills/variety/PE (classes) /health benefits/education • Examination courses - develop knowledge etc • Equipment - usually appropriate and safe • Facilities • Teaching/coaching - often expert/good quality • Extra practices - extra-curricular/clubs / sports day / inter house • School teams - promotes enthusiasm and desire to play • Links with local clubs/role models • Running campaigns • Rewarding participation 	<p style="text-align: center;">1 1 1 1 1 1 1 1 1 1 (Max 3)</p>
10	<p>Explain how fast and slow twitch muscle fibres affect performance in a named Game.</p> <p>Four marks, one mark for each correct response. <i>Fast twitch</i></p> <p>(Function – 1 mark) Anaerobic Fast contractions Forceful contractions</p> <p>Knowledge then applied to the named activity (Exemplar – 1 mark) gives participant more speed/quick reactions gives participant more strength/power</p> <p><i>Slow twitch</i></p> <p>(Function – 1 mark) contracts slowly contracts with less force aerobic/more oxygen available</p> <p>Knowledge then applied to the named activity (Exemplar – 1 mark) gives participant endurance/maintains performance/lasts longer/or equivalent.</p>	<p style="text-align: center;">1 (Sub-max 1)</p> <p style="text-align: center;">1 (Sub-max 1)</p> <p style="text-align: center;">1 (Sub-max 1)</p> <p style="text-align: center;">(Max 4)</p>
		TOTAL MARKS 21

SECTION B1

Question Number	SECTION B1	Mark Allocation
(a)	<p>Why is oxygen important to the Games player?</p> <p>One mark for one correct response.</p> <ul style="list-style-type: none"> • Part of energy production/ enables energy • Enables them to take part in game/keep going/allows aerobic work/allows muscles to work • Prevent build-up of lactic acid/prevent fatigue 	<p>1 1 1 (Max 1)</p>
(b)	<p>Describe two different ways, apart from exhaustion, that a games player can be affected by a hot climate.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • Heat can cause fatigue/heatstroke/sunstroke/fainting/dizzy/headaches • Heat can cause (excess) sweating • Skill levels can be reduced/performance reduced • Dehydration/become thirsty • More irritable / psychological aspects 	<p>1 1 1 1 1 (Max 2)</p>
(c)	<p>For a named Game identify three different occasions when a skilful Games player will outperform a less skilful Games player.</p> <p>Three marks, one mark for each correct response. Answers dependant on the named game and the occasions.</p> <p>Exemplar: Badminton; - a skilful performer will be able to outwit a less able opponent (1 mark) will have more shots in their repertoire (1 mark), will be able to return shots easier (1 mark), and score more easily.</p> <p>As a guide, use the following:</p> <ul style="list-style-type: none"> - consistency - accuracy - timing/co-ordination - efficiency/less effort - outwitting/beating opponent - adaptable - aesthetic 	<p>1 1 1 1 1 1 1 (Max 3)</p>

Question Number	SECTION B1	Mark Allocation
(d)	<p data-bbox="327 264 1228 324">Briefly explain why the body produces Lactic Acid and describe three different ways that Lactic Acid can affect a Games player.</p> <p data-bbox="327 362 1212 425">Five marks, one mark for each correct response, two marks for correct responses related to why Lactic Acid is produced.</p> <ul data-bbox="327 432 1109 571" style="list-style-type: none"><li data-bbox="327 432 1109 504">• Due to all out effort/body cannot cope with intensity of exercise/high intensity<li data-bbox="327 504 1109 537">• Not enough oxygen/no oxygen/anaerobic<li data-bbox="327 537 1109 571">• Due to working for a long time	<p data-bbox="1348 436 1364 459">1</p> <p data-bbox="1348 470 1364 492">1</p> <p data-bbox="1348 504 1364 526">1</p> <p data-bbox="1284 571 1428 627">(Sub-Max 2)</p>

Question Number	SECTION B1	Mark Allocation
	<p>How lactic acid can affect the games player</p> <ul style="list-style-type: none"> • Sore/painful muscles/stiffness/seize up/stitch • Tired muscles / fatigue • Reduced performance/skills • Lose interest/concentration/motivation • Stop/collapse • Increase breathing rate/heart rate • Causes oxygen debt/prolonged recovery 	<p>1 1 1 1 1 1 1 (Sub-Max 3) (Max 5)</p>
(e)	<p>Explain how goal setting can help to develop a Games player's self confidence in their ability to perform in a Game.</p> <p>Six marks, one mark for each correct response. Simply stating the SMARTER principles will not score. Must be linked to raising self confidence either directly or by inference:</p> <p>Goal setting can raise confidence by:</p> <ul style="list-style-type: none"> • Ensuring/giving/enabling success/reaching goal / are achievable • Recognising progress / progress made obvious / measurable / recorded / gives evidence of growth / progression of skill • Encouraging / exciting • Gives evidence of fitter / faster / stronger / fitness • Motivating / to keep going / try harder / achieve even higher levels • Has more control over what is happening / in their hands / are agreed • Identifying improvements that are specific / realistic • Gives more time for the performer to improve / time phased 	<p>1 1 1 1 1 1 1 (Max 6)</p>
(f) i	<p>Identify the three other functions of the skeleton that are important to a Games player.</p> <p>Three marks, one mark for each correct response</p> <ul style="list-style-type: none"> • Produces red/white blood cells/blood cells/platelets • Enables movement • Protection. 	<p>1 1 1 (Sub-Max 3)</p>

Question Number	SECTION B1	Mark Allocation
(f) ii	<p>Explain the importance of each of these three functions of the skeleton to a Games player.</p> <p>Candidates may provide examples from a variety of activities, reward as appropriate max 5 marks. Sub sub max of 2 marks for each function</p> <p>Blood:</p> <ul style="list-style-type: none"> • Red Blood cells carry the oxygen • White blood cells to reduce the chance of infection • Platelets aid clotting/prevent blood loss <p>Movement:</p> <ul style="list-style-type: none"> • allows participation in game/ Kick/catch/run/jump etc • Muscle attachment • Provide leverage <p>Protection:</p> <ul style="list-style-type: none"> • Protection of internal organs/prevents injury • Protects lungs • Protects heart • Protects liver • Protects brain • Protects spinal cord <p>Minerals</p> <ul style="list-style-type: none"> • Makes bones stronger • Makes body systems work more efficiently 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub-max 5)</p>
TOTAL MARKS 25		

Question Number	SECTION B2	Mark Allocation
2 (a)	<p>In games, what is meant by the term stamina:</p> <p>One mark for one correct response.</p> <ul style="list-style-type: none"> • Endurance / how long you can keep going • Can last a long time 	<p style="text-align: center;">1 1</p> <p style="text-align: center;">(Max 1)</p>
(b)	<p>How does a slow resting heart rate benefit a Games player?</p> <p>One mark for one correct response.</p> <ul style="list-style-type: none"> • You are fitter • You can cope better with exercise/hard exercise/do more • It can pump more blood/high stroke volume • Take longer to get to anaerobic level/threshold • Take longer to get to max heart rate • Better recovery (after exercise) 	<p style="text-align: center;">1 1 1 1 1 1</p> <p style="text-align: center;">(Max 1)</p>
(c) (i)	<p>What is an isometric muscle contraction?</p> <p>One mark for one correct response.</p> <ul style="list-style-type: none"> • Muscle contracts and is held/does not shorten / stays same length • Keeping still after pushing • Holding a position 	<p style="text-align: center;">1 1 1</p> <p style="text-align: center;">(Sub-max 1)</p>
(ii)	<p>Identify two occasions when isometric strength can be an advantage to a Games player.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • In a scrum • Holding a move/position – eg. Judo • Weight training – holding position • Shielding a ball in football, basketball (or player) • Preparation position - batsman 	<p style="text-align: center;">1 1 1 1 1</p> <p style="text-align: center;">(Sub-max 2) (Max 3)</p>
(d) (i)	<p>Briefly explain why some Games players may deliberately misuse diuretics.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • To lose weight (quickly) • To increase urine flow/remove banned substances quickly • To mask banned substance/hide banned substance • Pressure from others 	<p style="text-align: center;">1 1 1 1</p> <p style="text-align: center;">(Sub-max 2)</p>

Question Number	SECTION B2	Mark Allocation
(ii)	<p>What are the possible risks of misusing diuretics?</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • May give player false sense of security when being tested / tempted to misuse other banned substances • Caught cheating / being banned / shame / fined • Lose important vitamins/minerals etc • Could lead to dehydration / overheating / exhaustion • Performance may decrease as a result • Risk of too much weight loss / weight loss disorders / bulimia • Danger to diabetics (higher blood sugar levels) 	<p style="text-align: center;">1 1 1 1 1 1 1 1 (Sub-max 2) (Max 4)</p>
(e) (i)	<p>Briefly describe the Stork Stand Test.</p> <p>Two marks, one mark for each correct response.</p> <ul style="list-style-type: none"> • Subject is blind-folded/closes eyes • Stands with hands on hips • Lifts one leg • Balances/supports lifted leg on knee of standing leg • Time taken/recorded for steady balancing • Repeat for opposite leg 	<p style="text-align: center;">1 1 1 1 1 1 (Sub-max 2)</p>
(ii)	<p>What ability does this test measure?</p> <p>One mark for one correct response. Balance, static balance</p>	<p style="text-align: center;">1 (Sub-max 1)</p>
(iii)	<p>Identify TWO situations when it is an advantage for a Games player to have this ability.</p> <p>Two marks, one mark for each correct response. Example needs to be related to the named Game. Candidates will offer a wide variety of responses, reward as appropriate. Exemplar:</p> <p>(i) variety of games – when landing after jumping (1 mark), when holding a still position prior to skill (with example), (1 mark), in partner work eg lifting in Rugby (1 mark), when dodging opponents, when being barged/knocked, pushed, tackled, when running at speed with the ball etc Judo – being able to hold a steady position when preparing to perform a move – one mark for each situation</p>	<p style="text-align: center;">(Sub-max 2) (Max 5)</p>

Question Number	SECTION B2	Mark Allocation
(f)	<p>Explain how the principle of overload can be achieved in training and the effects it can have on performance in a named Game.</p> <p>Seven marks, one mark for each correct response.</p> <p>Examples need to be related to the named Game on at least one occasion for maximum marks. Candidates will offer a wide variety of responses, reward as appropriate.</p> <p>Example needs to be related to the named game on at least one occasion for max marks. Candidates will offer a wide variety of responses, reward as appropriate.</p> <ul style="list-style-type: none"> • Make it (muscle/body) work harder. • Type of training – link with intensity/time/frequency • Increasing the frequency of training - how often • Increasing the intensity of training • Increasing the time spent training - how long <p>Reward examples that state or imply the performer is:</p> <ul style="list-style-type: none"> • Fitter • Stronger • Faster • More flexible • More efficient/effective • Able to last longer in an activity etc with associated benefits <p>Candidates may mention negative factors eg</p> <ul style="list-style-type: none"> • Feel tired/lack of concentration • Stiff/sore muscles or joints etc. 	<p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">(Sub-max 4)</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">1</p> <p style="text-align: right;">(Sub-max 4)</p>
		(Max 7)
	TOTAL MARKS 21	

Question Number	SECTION B3	Mark Allocation
3 (a)	<p>Identify three different types of surface that Games are played on.</p> <p>Three marks, one mark for each correct response.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Grass/woodland/moorland • Concrete • Gravel/redgra • Wooden/laminate • Sprung • Bitumen/tartan/tarmac • Astro/Astroturf • Mats, indoor carpet • All weather • Part grass, part synthetic etc. • Ice / snow • Water • Clay • Sand • Rock • Tiles 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 3)</p>
(b)	<p>Describe a different potential hazard for each surface identified.</p> <p>Three marks, one mar for each correct response.</p> <p>Exemplar:</p> <p>Grass:</p> <ul style="list-style-type: none"> • Could be too long • Could be waterlogged • Could have pot holes • Could be very hard/dry/icy/slippy • Could be uneven • Animal/human waste/debris/litter • Glass/needles etc.. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
	<p>Timber/Wooden:</p> <ul style="list-style-type: none"> • Could be uneven (no mark allowed if above) • Could be worn/splinters • Litter/drink spillage etc • Could be highly waxed/polished / slippy • Unforgiving / too hard 	<p>(Sub-max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Sub-max 1)</p>
	<p>Astroturf:</p> <ul style="list-style-type: none"> • Hard, compact surface • Unable to stop quickly / slippy • Poorly maintained 	<p>1</p> <p>1</p> <p>1</p> <p>(Sub-max 1)</p> <p>(Max 3)</p>

Question Number	SECTION B3	Mark Allocation
3 (c)	<p data-bbox="327 297 1249 365">Identify a different injury that may result from each of the hazards identified.</p> <p data-bbox="327 398 1217 499">Three marks, one mark for each correct response. Candidates need to relate injuries to hazards identified in (b) but not necessarily the surfaces identified in (a).</p>	
		TOTAL MARKS 9

**Mark Scheme 1071/01
June 2007**

Question Number	SECTION A	Mark Allocation
1	<p>What is meant by the term motivation? One mark, for one correct response.</p> <p>What makes you do it Makes you keen/enthusiastic What makes you decide what to do How hard you try Desire/drive</p>	<p>1 1 1 1 1 (MAX 1)</p>
2	<p>Give two benefits of practicing with team-mates Two marks one mark for each correct response</p> <p>Improve skills/develop skills Working with players of a similar standard/develops confidence Work on tactics Work on strategies Learn new skills Familiar with their play Builds team ethos</p>	<p>1 1 1 1 1 1 1 (MAX 2)</p>
3	<p>How many breaths per minute did the player take during moderate exercise One mark for one correct response, no alternatives</p> <p>Twenty, 20</p> <p>What was the player's tidal volume at rest? One mark for one correct response, no alternatives</p> <p>0.5 (litres)</p> <p>What would the player's minute volume be at rest? One mark for one correct response, no alternatives</p> <p>5 litres, 5.0 litres</p>	<p>1 (MAX 1)</p> <p>1 (MAX 1)</p> <p>1 (MAX 1)</p>
4	<p>Identify one occasion when correct techniques will reduce the chance of injury during Games One mark for one correct response.</p> <p>A variety of responses depending on Game</p> <p>Exemplar: Tackling, rugby, hockey, football etc Judo, throwing and landing Batting, catching, fielding in cricket Setting a screen in Basketball Taking a charge in Basketball Could cause an injury to others</p>	<p>1 1 1 1 1 1 (MAX 1)</p>

Question Number		Mark Allocation
5	<p>Briefly explain why cardiovascular endurance may be more important to some Games players than speed Two marks, one mark for each correct response</p> <ul style="list-style-type: none"> • Maintain skill levels • Maintain concentration levels • Some activities last a long time/role • Keep going all game/reduce fatigue 	<p style="text-align: center;">1 1 1 1</p> <p style="text-align: center;">(Max 2)</p>
6	<p>For a named Game, describe one occasion when good timing leads to successful performance One mark for one correct response</p> <p>A variety of responses depending on named Game</p> <p>Exemplar: Rugby:</p> <ul style="list-style-type: none"> ▪ timing of a pass will miss out opponent/keep move flowing <p>Striking Games:</p> <ul style="list-style-type: none"> • striking a ball, will travel further, faster, more accurately etc. <p>Football:</p> <ul style="list-style-type: none"> • to avoid the off-side trap 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1 (MAX 1)</p>
7	<p>State two long term benefits of training on a Games player's well being Two marks, one mark for each correct response</p> <ul style="list-style-type: none"> • Feel better about yourself/self esteem/confident/motivated • Feel better about the way you look • Can better cope with stress • More likely to be healthy/fitter/stronger/more supple/less prone to injury • Body systems work better (2 marks available if 2 different organs referred to) 	<p style="text-align: center;">1 1 1 1 1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">(MAX 2)</p>
8	<p>Identify three occasions when a player's ability to adapt their Games playing will benefit performance Three marks, one mark for each correct response</p> <p>Answers should be related to a performers ability to cope with specific or perhaps unexpected situations (skills and strategies of dealing with the unexpected).</p> <p>Exemplar: Controlling a ball with a different part of the foot after a deflection To dribble past a defender who gets in your way</p>	<p style="text-align: center;">1 1</p> <p style="text-align: center;">(MAX 3)</p>
	TOTAL MARKS	15

Question Number	SECTION B1	Mark Allocation
<p>B1</p> <p>(a)</p>	<p>Give one example of how a pupil at school may be motivated to take part in Games One mark for one correct response</p> <ul style="list-style-type: none"> ▪ Friends take part ▪ Rewards ▪ Mention in assembly ▪ Status in school ▪ House points, badges ▪ Certificates ▪ School teams, school trips abroad to play Games/opportunities/variety ▪ Good facilities available ▪ Encouragement from teacher/role models 	<p>1 1 1 1 1 1 1 1 1 1 (MAX 1)</p>
<p>(b)</p>	<p>Briefly explain why skilful players are likely to use less energy than less skilful players during Games Two marks, one mark for each correct response</p> <p>Performer is fitter Skills are better learned/autonomous phase Performance is more efficient Performance will not be rushed Able to overcome opposition more easily</p>	<p>1 1 1 1 1 (MAX 2)</p>
<p>(c)</p>	<p>For a named Game identify three different occasions when a skilful Games player will outperform a less skilful Games player Three marks, one mark for each correct response</p> <p>Answers dependant on the named game and the occasions.</p> <p>Exemplar: Badminton; - a skilful performer will be able to outwit a less able opponent (1 mark) will have more shots in their repertoire (1 mark), will be able to return shots easier (1 mark), and score more easily.</p> <p>As a guide, use the following:</p> <ul style="list-style-type: none"> - consistency - accuracy - timing/co-ordination - efficiency/less effort - outwitting/beating opponent - adaptable - aesthetic 	<p>1 1 1 1 1 1 1 (MAX 3)</p>

Question Number	SECTION B1	Mark Allocation
(d)	<p>What is meant by the term arousal? One mark for one correct response</p> <p>How excited the performer may be How alert the performing may be How motivated you are/how “psyched up” the performer may be</p>	<p>1 1 1</p> <p>(SUB-MAX 1)</p>
	<p>(ii) Identify three different ways that a Games player’s arousal may be increased Three marks, one mark for each correct response</p> <p>Pep talk Things going well/think they can do well Things going badly Setting goals Being tightly market/fouled Game status/what is at stake The crowd/large crowd Praise from others Desire to win/desire to win a prize/man of the match If they are being tested/evaluated/watched Local derby Preparation/warm-up/listening to music</p>	<p>1 1 1 1 1 1 1 1 1 1 1 1</p> <p>(SUB-MAX 3) (MAX 4)</p>
	TOTAL MARKS	10

Question Number	SECTION B2	Mark Allocation
B2 (a)	<p>In Games, what is meant by the term stamina? One mark for one correct response</p> <ul style="list-style-type: none"> • Endurance / how long you can keep going • Can last a long time 	<p style="text-align: center;">1 1 (MAX 1)</p>
(b)	<p>How does a slow resting heart rate benefit a Games player? One mark for one correct response</p> <ul style="list-style-type: none"> • You are fitter • You can cope better with exercise/hard exercise/do more/last longer/don't tire quickly • It can pump more blood/high stroke volume • Take longer to get to anaerobic level/threshold • Take longer to get to max heart rate • Better recovery (after exercise) 	<p style="text-align: center;">1 1 1 1 1 1 (MAX 1)</p>
(c)	<p>(i) What is an isometric muscle contraction? One mark for one correct response</p> <ul style="list-style-type: none"> • Muscle contracts and is held/does not shorten / stays same length • Keeping still after pushing • Holding a position 	<p style="text-align: center;">1 1 1 (SUB-MAX 1)</p>
	<p>(ii) Identify two occasions when isometric strength be an advantage to a Games player Two marks, one mark for each correct response</p> <ul style="list-style-type: none"> • In a scrum • Holding a move/position – eg. Judo • Weight training – holding position • Shielding a ball in football, basketball (or player) • Preparation position - batsman 	<p style="text-align: center;">1 1 1 1 1 (SUB-MAX 2) (MAX 3)</p>
(d)	<p>(i) Briefly describe the Stork Stand Test Two marks, one mark for each correct response</p> <ul style="list-style-type: none"> • Subject is blind-folded/closes eyes • Stands with hands on hips • Lifts one leg • Balances/supports lifted leg on knee of standing leg • Time taken/recorded for steady balancing • Repeat for opposite leg 	<p style="text-align: center;">1 1 1 1 1 1 (SUB-MAX 2)</p>

Question Number		Mark Allocation
	<p>(ii) Identify two situations when it is an advantage for a Games player to have the ability measured by this test Two marks, one mark for each correct response</p> <p>Example needs to be related to the named Game. Candidates will offer a wide variety of responses, reward as appropriate. Exemplar: variety of games – when landing after jumping (1 mark), when holding a still position prior to skill (with example), (1 mark), in partner work eg lifting in Rugby (1 mark), when dodging opponents, when being barged/knocked, pushed, tackled, when running at speed with the ball etc Judo – being able to hold a steady position when preparing to perform a move – one mark for each situation</p>	<p>(SUB-MAX 2)</p>
<p>(e)</p>	<p>Explain how the principle of overload can be achieved in training and the effects it can have on performance in a named Game Six marks, one mark for each correct response</p> <p>Example needs to be related to the named game on at least one occasion for max marks. Candidates will offer a wide variety of responses, reward as appropriate.</p> <ul style="list-style-type: none"> • Make it (muscle/body) work harder. • Type of training – link with intensity/time/frequency • Increasing the frequency of training - how often • Increasing the intensity of training • Increasing the time spent training - how long <p>Reward examples that state or imply the performer is:</p> <ul style="list-style-type: none"> • Fitter • Stronger • Faster • More flexible • More efficient/effective • Able to last longer in an activity etc with associated benefits <p>Candidates may mention negative factors eg</p> <ul style="list-style-type: none"> • Feel tired/lack of concentration • Stiff/sore muscles or joints etc../injury 	<p>1 1 1 1 1 1 1 1 1 1 1 1 1 1</p> <p>(Sub-max 4)</p> <p>(Sub-max 4)</p> <p>(MAX 6)</p>
	<p>TOTAL MARKS</p>	<p>15</p>

Question Number	SECTION B3	Mark Allocation
3 (a)	<p>Identify three different types of surface that Games are played on Three marks, one mark for each correct response</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Grass/woodland/moorland • Concrete • Gravel/redgra • Wooden/laminate • Sprung • Bitumen/tartan/tarmac • Astro/Astroturf • Mats, indoor carpet • All weather • Part grass, part synthetic etc. • Ice • Water • Clay • Sand 	<p>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 (MAX 3)</p>
(b)	<p>Describe a different potential hazard for each surface identified Three marks, one mark for each correct response</p> <p>Exemplar:</p> <p>Grass:</p> <ul style="list-style-type: none"> • Could be too long • Could be waterlogged • Could have pot holes • Could be very hard/dry/icy/slippy • Could be uneven • Animal/human waste/debris/litter • Glass/needles <p>Timber/Wooden:</p> <ul style="list-style-type: none"> • Could be uneven (no mark allowed if above) • Could be worn/splinters • Litter/drink spillage etc • Could be highly waxed/polished / slippy • Unforgiving / too hard <p>Astroturf:</p> <ul style="list-style-type: none"> • Hard, compact surface • Unable to stop quickly / slippy • Poorly maintained 	<p>1 1 1 1 1 1 1 (SUB-MAX 1) 1 1 1 1 1 (SUB-MAX 1) 1 1 1 (SUB-MAX 1) (MAX 3)</p>
	TOTAL MARKS	6

**General Certificate of Secondary Education
Physical Education (1970)
June 2007 Assessment Session**

Component Threshold Marks

<i>Component</i>	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	66	59	52	43	34	26	18
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

Overall

	Maximum Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	175	160	145	131	110	90	70	50	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
	4.57	18.97	41.97	64.59	86.67	96.02	99.07	99.81	100	18610

18610 candidates were entered for aggregation this session

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 2007 Assessment Session**

Component Threshold Marks

<i>Component</i>	Max Mark	a	b	c	d	e	f	g
01 Written Paper	80	66	59	52	43	34	26	18
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

Overall

	Maximum Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	175	160	145	131	110	90	70	50	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
	1.74	10.16	27.84	49.99	79.41	93.03	98.87	99.85	100	8616

8616 candidates were entered for aggregation this session

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

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**General Certificate of Secondary Education (Short Course)
Physical Education (Games) (1071)
June 2007 Assessment Session**

Component Threshold Marks

<i>Component</i>	Max Mark	a	b	c	d	e	f	g
01 Written Paper	50	36	30	25	22	19	16	13
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

Overall

	Maximum Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold marks	200	174	155	136	118	102	86	70	54	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
	1.03	6.66	23.78	44.06	62.61	79.78	90.75	96.32	100	1811

1811 candidates were entered for aggregation this session

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

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

OCR Customer Contact centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553