OCR
RECOGNISING ACHIEVEMENT

GCSE

Physical Education

General Certificate of Secondary Education **GCSE 1970**
General Certificate of Secondary Education (Games) **GCSE 1971**
General Certificate of Secondary Education (Short Course) **GCSE 1071**
Entry Level Certificate **ELC 3980**

Report on the Units

June 2007

1970/71/3980/R/07

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

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

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General Certificate of Secondary Education

GCSE Physical Education 1970

GCSE Physical Education (Games) 1971

GCSE Physical Education (Games) (Short Course) 1071

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

The number of candidates taking the Physical Education examination in 2007 was in the region of 27200, which shows another increase.

More schools are continuing entering candidates for 1970 rather than 1971. As a reminder, Centres need to ensure that Game candidates following the 1971 specification respond from a Game perspective. Too many candidates, once again, are giving examples of non-game activities and therefore are not gaining access to some of the marks on the paper.

Examiners reported that the level of difficulty of the Papers for this year was appropriate. Questions are differentiated in difficulty so that most candidates can answer at least part of the paper. Some aspects of the papers proved to be difficult for the majority of candidates in some centers but not in others, indicating that some centers are not teaching the whole specification. It is important that those who deliver the course regularly check the content of the specification and plan their work schemes appropriately. On the other hand there was much evidence that candidates in some centers are being excellently prepared and have obviously practiced examination style questions. The quality of written communication for some is poor and consequently these candidates scored few of the four available marks for written communication. Centres are reminded that candidates should present relevant information in a form that suits its purpose. Candidates should also ensure that their text is legible and that spelling, punctuation and grammar are accurate, so that the meaning is clear. Where appropriate they should use a suitable structure and style of writing. Examiners give a mark out of 2 for section B1 and a mark out of 2 for section B2. If candidates show poor legibility, spelling and punctuation that impede meaning, then they are awarded nil marks. If candidates' work is legible but there are some mistakes in many answers, then examiners give 1 mark for each section. If candidates' written work is mostly accurate and fluent, then they are awarded two marks for each section.

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.

This report is applicable for both 1970 and 1971 specifications. 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

People who take part in regular physical activity/games are usually healthier than those who do not.
Is this statement true or false?

Answer: True.

The vast majority of candidates gave the correct response to this first question.

Q2

Apart from the effects of a hot climate, when might a performer suffer from exhaustion?

Answer:

- 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

Again the vast majority understood that a hot climate would affect the performer if fitness was not good enough or that the work rate and/or the intensity was high.

Q3

A table showing a performer's tidal volume, breathing rate and minute volume.

i. How many breaths per minute did the performer take during moderate exercise?

Answer: 20

ii. What was performer's tidal volume at rest?

Answer: 0.5

iii. What would the performer's minute volume be at rest?

Answer: 5

Most candidates succeeded in finding the right values in the table for I and ii but very few candidates were able to calculate the minute volume at rest. Centres are advised to use tables in examination practice questions so that candidates are used to extracting information.

Q4

Identify one occasion when correct technique will reduce the chance of injury during physical activity/game.

Answer:

A variety of responses depending on physical activity

Exemplar:

- tumbles etc in gymnastics
- Weight lifting, loose weights
- Judo, throwing and landing

Or any suitable occasion during physical activity

Some candidates did not identify an appropriate technique to set their answer in context. Others gave descriptions of a warm up with no reference to technique and therefore did not achieve the mark. Most candidates, however, gave a technique that was appropriate that would avoid injury.

Q5

Briefly explain why cardiovascular endurance may be more important to some performers than speed.

Answer:

- Maintain skill levels
- Maintain concentration levels
- Some activities last a long time

(Mid-field players need to - Games) keep going all game/reduce fatigue
This caused few problems for the majority of candidates, although some candidates simply repeated what was in the question and did not explain the reasons why cardiovascular endurance is important for physical activity / Games performers.

Q6

For a named activity, describe one occasion when good timing leads to successful performance.

Answer:

A variety of responses depending on named activity

Exemplar:

Striking Games:
- striking a ball, will travel further, faster, more accurately etc.

Rowing:
- timing will improve power in stroke.

Gymnastics:
- enable tumbles/moves etc to be executed correctly.

Football (games):
- to avoid the off-side trap

Some candidates failed to understand the concept of timing in skill production and wrote about reaction time rather than timing in skill technique. Most candidates who answered correctly gave good examples with a brief description as required by the question. A few games option candidates did not give an example of a game and consequently failed to score for this question.

Q7

Identify three different ways in which National Centres of Excellence support the development of sporting excellence.

Answer:

- 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

Those candidates who rightly identified that National Centres of Excellence supported the development of sporting excellence through good or better facilities, coaching, equipment and medical support gained marks. Some candidates simply wrote about them supplying facilities and or equipment without commenting that this provision is above and beyond what might be found in any average sports centre.

Q8

State two long term benefits of training on a performer's well-being.

Answer:

- Feel better about yourself - self esteem, confident
- Feel better about the way you look
- Feel better within yourself, be more active
- Can better cope with stress
- More likely to be healthy/fitter/stronger/more supple etc.
- Body systems work better (2 marks available if 2 relevant body systems given)

This question was designed for candidates to recognise benefits to well-being rather than any other long-term physiological adaptations. Examiners realised, however, that candidates took it that physiological benefits would affect the well being of the performer. Therefore physiological adaptations were accepted as long as each response described a different body system to ensure differentiation. Few recognised that self esteem would be enhanced, although good answers included the raising of the performer's confidence levels which may give a performer a sense of well-being.

Q9

Identify three different ways that schools can help to promote participation in physical activity / games.

Answer:

Exemplars:

- National Curriculum/ introduces and teaches rules/skills/variety/PE (classes)
- Examination courses - develop knowledge etc
- Equipment - usually appropriate and safe
- Facilities
- Teaching/coaching - often expert/good quality
- Extra practices - extra-curricular/clubs
- School teams - promotes enthusiasm and desire to play
- Links with local clubs/role models
- Running campaigns
- Rewarding participation

This question showed a differentiated response, with lower ability candidates giving only one valid answer and those at the top end scoring three by giving three different responses and not merely repeating their point in a slightly different way. It was pleasing that many candidates recognised that their own GCSE PE course had encouraged participation in physical activities/games.

Q10

Explain how fast and slow twitch muscle fibres affect performance in a named physical activity/game.

Answer:

Fast twitch

(Function – 1 mark)
Anaerobic
Fast contractions
Forceful contractions

Knowledge then applied to the named activity
(Exemplar – 1 mark)
gives participant more speed
gives participant more strength/power

Slow twitch

(Function – 1 mark)
contracts slowly
contracts with less force
aerobic

Knowledge then applied to the named activity
(Exemplar – 1 mark)
gives participant endurance, maintains performance, or equivalent

For candidates to give a full explanation of how these fibres can affect performance they needed to describe the function of each fibre and then to link this with the activity/game. Many candidates did not score full marks for this question because they simply described the actions of the performer and showed little understanding of how each type of fibre differed in their effects.

SECTION B

Q1

(a) Why is oxygen important to the performer in physical activity / game?

Answer:

- Part of energy production
- Enables them to take part in activity/keep going
- Prevent build-up of lactic acid/prevent fatigue

The majority of candidates responded with the link between oxygen and being able to 'keep going' and to help provide energy. Some candidates confused oxygen with blood and stated that oxygen transported blood around the body.

(b) Describe two different ways, apart from exhaustion, that a performer can be affected by a hot climate.

Answer:

- Heat can cause fatigue/heatstroke/sunstroke/fainting/dizzy
- Heat can cause excess sweating
- Skill levels can be reduced/performance reduced
- Dehydration/become thirsty
- More irritable / psychological factors

Many candidates recognised that a hot climate may cause heatstroke or sunstroke. The better candidates gave two relevant answers for the full two marks and stated that dehydration significantly affected a performer. Many also recognised the link between sweating and dehydration.

(c) For a named physical activity/game, identify three different occasions when a skilful performer will outperform a less skilful performer.

Answer:

Answers dependant on the named activity/game and the occasions.

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.

As a guide, use the following:
- consistency
- accuracy
- timing
- efficiency
- outwitting
- adaptable
- aesthetic

This was not a well-answered question by some candidates. The question appeared t o be straightforward but many did not give three different occasions and consequently scored one mark at best. Once again some games candidates failed to name a game as their example and therefore lost the opportunity to gain marks here. Candidates often learn the characteristics of skilful performance and those that had gave a well-described answer showing how a skilful performer could outperform a less skilful performer. Many identified how the skilful performer might outwit their opponent, how they adapted to changing circumstances and how accuracy helped them to achieve their goal.

(d) Briefly explain why the body produces lactic acid and describe three different ways that lactic acid can affect a performer.

Answer:

Why produced:

- Due to all out effort/body cannot cope with intensity of exercise
- Not enough oxygen/no oxygen
- Due to working for a long time

How lactic acid can affect the performer:
- Sore/painful muscles/stiffness/seize up
- Tired muscles / fatigue
- Reduced performance/skills
- Lose interest/concentration/motivation
- Stop/collapse
- Increase breathing rate/heart rate
- Causes oxygen debt/prolonged recovery

Many candidates knew little of lactic acid and its effects on the body. Some were under the misapprehension that lactic acid was some sort of dietary aid and had very positive effects on the body. Many ignored the first part of this question, which asked why the body produced lactic acid and consequently missed out on two valuable marks. These candidates often knew the effects on the body but simply hadn't read the question carefully enough. The bright candidates really shone in this question and gave a full account of not only why lactic acid id produced but gave more than enough detail about its effects on the performer.

(e) Explain how goal setting can help to develop a performer's self-confidence in their ability to perform a physical activity / game.

Answer:

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:

- Ensuring/giving/enabling success/reaching goal/are measurable
- 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 changes/improvements that are **specific/realistic**
- Gives more time for the performer to improve/**time phased**

This was generally a very poorly answered question with some candidates missing it out altogether and some latching on to the word goal and describing the scoring of a goal and its attendant feelings of success. Others recognised the concept but didn't answer the question and merely gave a description of the SMARTER principle. The best candidates did fairly well on this question and linked the SMARTER principle with raising the confidence of a performer.

An example of an answer that gained the full six marks is:
'A performer may set goals or targets to achieve future success. This gives the performer a target that raises his confidence. When the target is reached, the performer feels good about himself and is psyched (sic) to try more. If he sets the targets with his coach - he will be more confident of success and can be sure that he will improve as he practices. He can also raise his confidence by setting goals which give him enough time to get right.'

(f) (i) Identify the three other functions of the skeleton that are important to the performer.

Answer:

- Produces red/white blood cells/blood cells/platelets
- Enables movement
- Protection

Many candidates scored the full three marks available for these identifications. Some repeated material that was in the question and few did not attempt this question.

(ii) Explain the importance of each of these three other functions of the skeleton to the performer.

Answer:

Blood:

- Red Blood cells carry the oxygen
- White blood cells to reduce the chance of infection
- Platelets aid clotting/prevent blood loss

Movement:

- allows participation in physical activity: Kick/catch/run/jump etc
- Muscle attachment
- Provide leverage

Protection:
- Protection of internal organs/prevents injury
- Protects lungs:
- Protects heart:
- Protects liver:
- Protects brain
- Protects spinal cord

Minerals
- Makes bones stronger
- Makes body systems work more efficient

The lower ability candidates did not offer much in the way of explanation and simply repeated what they had put as a response to the first part of the question. Others did not make it explicit that it is the red blood cells that carry the oxygen and that white cells help to combat infection. The top candidates gave a full explanation of each function, many of whom also explained the role played by the skeleton to act as a muscle attachment to help movement.

Q2

(a) In physical activity/game, what is meant by the term stamina?

Answer:
- Endurance/how long you can keep going
- Can last a long time
- Can keep going etc.

Most candidates responded well to this question that was aimed at the lower ability range by using the more 'lay' term of stamina rather than cardio-vascular endurance. The majority stated that it is about 'keeping going' in an activity/game.

(b) How does a slow resting heart rate benefit a performer?

Answer:
- You are fitter
- You can cope better with exercise/hard exercise/do more
- It can pump more blood in exercise
- Take longer to get to anaerobic level
- Take longer to get to max heart rate
- Better recovery after exercise

Again the vast majority of candidates achieved the mark for this question. Most wrote about being fitter with some of the more able giving a longer explanation about taking longer to reach max heart rate.

(c) (i) What is an isometric muscle contraction?

Answer:
- Muscle contracts and is held/does not shorten / stays same length
- Keeping still after pushing

- Holding a position

This was poorly answered by the vast majority of candidates. The better candidates did recognise the lack of movement. The rest either did not attempt this or merely stated that involved the contraction of muscles.

(ii) Identify two occasions when isometric strength can be an advantage to a performer.

Answer:
- In a scrum
- Holding a move/position - gymnastics, judo, climbing
- Weight training – holding position
- Shielding a ball in football, basketball (or player)

The candidates who did not answer the first part correctly obviously got this part wrong too. Those few who did know what isometric strength was gave a good example. Very few gave two good examples such as those in the answer above.

(d) Briefly explain why some performers in physical activity may deliberately misuse diuretics

Answer:
- To lose weight (quickly)
- To increase urine flow/remove banned substances quickly
- To mask banned substance/hide banned substance
- Pressure from others

Most candidates did not know what is meant by diuretics. Many clutched at straws and described generic drug effects such as those of anabolic steroids. The top candidates recognised that their use is linked with weight loss and therefore scored a mark but very few wrote about increase in urine flow and the use of the drug to mask other banned substances.

(i) What are the possible risks of misusing diuretics?

Answer:

- 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)

Once again the majority who answered the first part incorrectly gained no marks for this second part because they described the effects of other performance-enhancing drugs, although some were rewarded by gaining a mark related to getting caught. The best candidates linked the drug's effects to dehydration and the risk of too much weight loss.

(e) (i) Briefly describe the Stork Stand Test.

Answer:

- 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

This question was designed for the lower ability range but some candidates were unfamiliar with this balance test. Centres are recommended to cover all the tests in the specification and to encourage candidates to try them out as tests, which would help them remember the nature and protocol of each test. Some candidates thought that this test was for stamina and a minority did not respond to any of the parts of this question.

(ii) What ability does this test measure?

Answer:
Balance/static balance.
Those that answered part (i) correctly also realised what the test actually measured.

(iii) Identify two situations when it is an advantage for a performer to have this ability.

Answer:
Example needs to be related to the named activity.
Candidates will offer a wide variety of responses, reward as appropriate.

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).

Exemplar: (ii) Rugby/Football, when landing after jumping for a ball, when being barged/knocked, pushed, tackled, one mark for each situation.

Once again only those who had answered the first two parts, unless through a lucky guess, were able to answer this part. A few of the games option candidates used non-games examples that negated the opportunity for marks, but many gave good examples of situations where balance is important.

(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.

Answer:

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.

- 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 - how hard
- Increasing the time spent training - how long

Reward examples that state or imply the performer is:

- Fitter
- Stronger
- Faster
- More flexible
- More efficient/effective
- Able to last longer in an activity etc with associated benefits
- Candidates may mention negative factors e.g. :
  - Feel tired
  - Stiff/sore muscles or joints etc

This was a good question for differentiating candidates' responses. The least able often gained a mark for recognizing that overload may have some negative characteristics to performance. Some got the wrong end of the stick and saw overload as totally negative and thought it was a dysfunctional characteristic of training i.e. training too much for your own good. The better candidates recognised that the some of the FITT principles of training could be applied and wrote about increasing the frequency, intensity and the increase time spent in training. The best candidates wrote about all these principles and went on to imply that the performer benefits in a number of different ways. The very best recognised that overload can make the performer fitter, stronger, more effective in their actions and be able to last longer in the activity. A seven-mark question demands a full explanation and those that scored well wrote in sufficient detail. Others who were less successful wrote in bullet points and therefore rarely gave the appropriate amount of information to score highly.

Q3

(a) Identify three different types of surface that are used in physical activities/games.

Answer:
Exemplar:

- Grass, woodland, moorland
- Concrete
- Gravel/redgra
- Wooden/laminate
- Sprung
- Bitumen/tartan/tarmac
- Astro/Astroturf all weather
- Mats, indoor carpet
- Hill
- Part grass, part synthetic etc.
- Ice
- Water
- Clay
- Sand
- Rocks
- Tiles

Most candidates could name at least one surface. Some candidates who scored few marks simply put sports hall floor or sports field and did not name the surface. The most popular included Astroturf, which is a sign of the times!

(b) Describe a different potential hazard for each surface identified.

Answer:
Exemplar:
Grass:

- Could be too long
- Could be waterlogged
- Could have pot holes
- Could be very hard/dry/icy
- Could be uneven
- Animal/human waste, debris.
- Glass/needles etc.

Timber/Wooden:

- 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

Astroturf:

- Hard, compact surface
- Unable to stop quickly/slippery
- Poorly maintained

Centres have obviously done some good work with candidates for them to recognise the difference between a hazard and a surface and an injury rather than a hazard. Other candidates are very confused about what a hazard actually is and did not name the hazard but simply described the surface again or described an injury. The better candidates were very clear in their identification, which helped them in the final part of this question.

(c) **Identify a different injury that may result from each of the hazards identified.**

Answer:
Exemplar:

- Sprained/twisted knee as a result of slipping
- Broken bone as a result of tripping/falling
- Friction burn, cuts, bruises (fall, trip etc)

Candidates who did not read the question carefully enough made little effort to link their injury with the hazards that they identified in the previous part of the question. The best candidates made good links between the surface in part (i) with the hazard in part (ii) and with the subsequent injury in part (iii). Centres should remind candidates that examiners are looking for depth of knowledge and understanding and therefore it is important for responses to show their knowledge. So, for example, those that identified grass being slippery and causing a twisted knee did not score many additional marks for stating that Astroturf was slippery and caused a twisted knee.

Physical Education: Games (Short Course) 1071. General Comments

The number of entries for this specification was 1811.

Examiners reported that the majority of candidates achieved marks between high teens (18/19) to low 30s with very few achieving marks in the 40s.

Some centres were producing very good detailed answers.

Examiners reported that the paper was appropriate for the whole ability range.

Candidates from all abilities were able to achieve marks in most questions requiring a shorter response.

Middle and lower ability achieved marks in sections A B1 and B3.

The use of non-games examples continues to be an issue. Candidates are limiting the marks that can be allocated to their answers if they use non-games examples.

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

The quality of written communication (QWC) was satisfactory with the majority of students gaining ay least two out of the four marks available.

There continues to be evidence that candidates are not reading the questions properly and are therefore under-achieving.

Section A

Q1 What is meant by the term motivation?

Answer:

- What makes you do it
- Makes you keen/enthusiastic
- What makes you decide what to do
- How hard you try

This question was poorly answered. Candidates generally showed a poor understanding of motivation.

Candidates did not give a definition, with many simply rewriting the question. The few that did answer this correctly did so with accuracy.

Q2 Give two benefits of practising with team mates

Answer:

- Improve skills/develop skills
- Working with players of a similar standard
- Work on tactics
- Work on strategies
- Learn new skills
- Mental/psychological benefits

This question was well answered across the ability range.
Most responses were points 1 and 5 on the mark scheme.
Some candidates referred to better teamwork and communication and that team mates can give feedback, but their answers were too vague to gain marks.

Q3 (i) How many breaths per minute did the player take during moderate exercise

Answer:
Twenty, 20

(ii) What was the player's tidal volume at rest?

Answer:
0.5 (litres)

(iii) What would the player's minute volume be at rest?

Answer:
5 (litres)

Most candidates succeeded in finding the right values in the table for i. *and* ii. *but very few candidates were able to calculate the minute volume at rest. Centres are advised to use tables in examination practice questions so that candidates are used to extracting information.*

Q4

Identify one occasion when correct techniques will reduce the chance of injury during Games.

Answer:
A variety of responses depending on Game.

Some candidates did not identify an appropriate technique to set their answer in context. Others gave descriptions of a warm up with no reference to technique and therefore did not achieve the mark. Most candidates, however, gave a technique that was appropriate that would avoid injury. Most common answers were tackling in rugby and football.

Q5

Briefly explain why cardiovascular endurance may be more important to some Games players than speed

Answer:
- Mid-field players need to keep going all game
- Maintain skill levels, maintain concentration levels
- Some games last a long time
- Some roles (e.g. marking) need players to keep going all game

This caused few problems for the majority of candidates, although some candidates simply repeated what was in the question and did not explain the reasons why cardiovascular endurance is important for physical activity/Games performers.

Q6

For a named Game, describe one occasion when good timing leads to successful performance

Answer:
A variety of responses depending on named Game

Exemplar:
- Rugby: timing of a pass will miss out opponent/keep move flowing
- Striking Games: striking a ball, will travel further, faster, more accurately etc
- Releasing the ball in Lay-Up etc

This question was generally well answered.

The most common answers related to striking or hitting a ball in tennis, football or cricket or hitting a shuttlecock in badminton.

Some candidates failed to understand the concept of timing in skill production and wrote about reaction time rather than timing in skill technique. Most candidates who answered correctly gave good examples with a brief description as required by the question. A few candidates did not give an example of a game and consequently failed to score for this question.

Q7

State two long term benefits of training on a Games player's well being

Answer:
- Feel better about yourself – self esteem, confident
- Feel better about the way you look
- Feel better within yourself
- Can better cope with stress
- More likely to be healthy
- Body systems work better

This question was designed for candidates to recognise benefits to well-being rather than any other long-term physiological adaptations. Examiners realised, however that candidates took it that physiological benefits would affect the well being of the performer. Therefore physiological adaptations were accepted as long as each response described a different body system to ensure differentiation. Few recognised that self esteem would be enhanced, although good answers included the raising of the performer's confidence levels which may give a performer a sense of well-being.

From the responses it would appear that the candidates did not read the question carefully. The majority of candidates gained one mark with answers related to the player being fitter/healthy/stronger/less prone to injury.

Q8

Identify three occasions when a player's ability to adapt their Games playing will benefit performance

Answer:
Answers should be related to a performer's ability to cope with specific or perhaps unexpected situations.

Exemplar:
- To dribble past a defender who gets in your way
- Returning a drop shot in badminton after expecting a smash
- Controlling a ball with a different part of the foot after a deflection

This question was generally poorly answered.

Candidates rarely gave an appropriately described occasion and often simply wrote the weather, penalty, corner, free kick, when it's wet, attack to defence etc. These answers sis not show that the occasion was linked to performers adapting their play.

Section B1

Q1

(a) Give one example of how a pupil at school may be motivated to take part in Games.

Answer
- Rewards, mention in assembly, status in school etc
- House points, badges
- Certificates
- School teams, school trips abroad to play Games etc

The majority of candidates gained a mark. The most popular answers were points 1, 2 and 9 on the mark scheme, (friends, rewards and teachers).

(b) Briefly explain why skilful players are likely to use less energy than less skilful players during Games

Answer:
- Skills are better learned
- Performance is more efficient
- Performance will not be rushed
- May be novice performer – nervous energy
- Able to overcome opposition more easily

This question was very poorly answered. Very few candidates gained the full two marks. Most scored a single mark and referred to a skilful player using less effort; not having to work as hard = more efficient.

A large number of candidates wrote out most of the question, "Skilful players use less energy than less skilful players". Centres should continue to advise candidates that simply copying out the question would not gain marks.

(c) For a named Game identify three different occasions when a skilful Games player will outperform a less skilful Games player

Answer:
Answers dependent on the named Game/game and the occasions

Exemplar:
Badminton – an able player will be able to outwit a less able opponent
In a rally will have more shots in their repertoire
Will be able to return shots easier and score more easily
Candidates may make reference to better basic skills – running, jumping, etc and the advantage of outperforming a less able player as well as advanced more complex skills such as serving, catching and striking/kicking skills etc

This was not a well-answered question by some candidates. Candidates' answers were vague, just referring to tackling or shooting. The question appeared to be straightforward but many did not give three different occasions and consequently scored one mark at best. Once again some candidates failed to name a game as their example and therefore lost the opportunity to gain marks here. Candidates often learn the characteristics of skilful performance and those that had gave a well-described answer showing how a skilful performer could outperform a less skilful performer. Many identified how the skilful performer might outwit their opponent, how they adapted to changing circumstances and how accuracy helped them to achieve their goal.

(d) (i) What is meant by the term arousal?

Answer:
- How excited the performer may be
- How alert the performing may be
- How psyched up/motivated the performer may be

This question was poorly answered by a large number of candidates.
The most common response was "psyched up" or "excited".

(ii) Identify three different ways that a Games player's arousal may be increased

Answer:
- Pep talk
- Things going well
- Things going badly
- Setting goals
- Being tightly market/fouled
- Game status/what is at stake
- The crowd/large crowd

Again this was not well answered. Centres are reminded that the whole specification must be covered and should include frequent references to the correct technical language such as 'arousal'.

Section B2

(a) In Games, what is meant by the term stamina?

Answer:
- Endurance
- Can last a long time
- Can keep going etc

Most candidates responded well to this question that was aimed at the lower ability range by using the more 'lay' term of stamina rather than cardio-vascular endurance. The majority stated that it is about 'keeping going' in an activity/game.

(b) How does a slow resting heart rate benefit a Games player?

Answer:
- You are fitter
- You can cope better with exercise/hard exercise
- The heart can beat faster
- It can pump more blood in exercise
- Take longer to get to anaerobic level
- Take longer to get to max heart rate
- Better recovery after exercise

The vast majority of candidates achieved the mark for this question. Most wrote about being fitter with some of the more able giving a longer explanation about taking longer to reach max heart rate.

(c) (i) What is an isometric muscle contraction?

Answer:
- Muscle contracts and is held/does not shorten
- When pushing against a still object/person
- Holding a position

This question was very poorly answered. Very few candidates knew what an isometric muscle contraction was.

(ii) Identify two occasions when isometric strength be an advantage to a Games player

Answer:
- In a scrum
- Holding a move – gymnastics, judo, climbing
- Weight training
- Holding a position
- Shielding a ball in football, basketball (or player)

The candidates who did not answer the first part correctly obviously got this part wrong too. Those few who did know what isometric strength was gave a good example. Very few gave two good examples such as those in the answer above.

(d) (i) Briefly describe the Stork Stand Test

Answer:
- 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/record for steady balancing
- Repeat for opposite leg

There were very few good descriptions of a Stork Stand Test. Those candidates who did gain marks gained one mark for referring to standing on one foot, and if they gained a second mark it was for time taken.

(ii) Identify two situations when it is an advantage for a Games player to have the ability measured by this test

Answer:
Example needs to be related to the named Game
Candidates will offer a wide variety of responses, reward as appropriate

Exemplar:
Rugby/Football, when landing after opponents, when being barged, knocked pushed tackled, when running at speed with the ball etc – one mark for each situation
Judo – being able to hold a steady position when preparing to perform a move

A few candidates used non-games examples that negated the opportunity for marks, but many gave good examples of situations where balance is important.

The most common answers referred to jumping and landing, staying on your feet, not fouling referring to footwork/travelling in netball or basketball, passing, dribbling, tackling in rugby or football.

(e) Explain how the principle of overload can be achieved in training and the effects it can have on performance in a named Game

Answer:
Examples need 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
Increasing the frequency of training – how often
Increasing the intensity of training – how hard
Increasing the time spent training – how long
Make it work harder
Reward examples that state or imply the players is:
Fitter
Stronger
Faster
More flexible
Able to last longer in a Game etc with associated benefits
Candidates may mention negative factors e.g. feel tired
Stiff/sore muscles or joints etc

This was a good question for differentiating candidates' responses. The least able often gained a mark for recognizing that overload may have some negative characteristics to performance. Some got the wrong end of the stick and saw overload as totally negative and thought it was a dysfunctional characteristic of training i.e. training too much for your own good. The better candidates recognised that the some of the FITT principles of training could be applied and wrote about increasing the frequency, intensity and the increase time spent in training. The best candidates wrote about all these principles and went on to imply that the performer benefits in a number of different ways. The very best recognised that overload can make the performer fitter, stronger, more effective in their actions and be able to last longer in the activity. A seven-mark question demands a full explanation and those that scored well wrote in sufficient detail. Others who were less successful wrote in bullet points and therefore rarely gave the appropriate amount of information to score highly.

B3

(a) Identify three different types of surface that Games are played on

Answer:
Exemplar:

- Grass
- Concrete
- Gravel
- Wooden
- Sprung
- Bitumen
- Astro/Astroturf, all weather
- Mats, indoor carpet
- Part grass, part synthetic etc

Most candidates could name at least one surface. Some candidates who scored few marks simply put sports hall floor or sports field and did not name the surface. The most popular included Astroturf, which is a sign of the times!

(b) **Describe a different potential hazard for each surface identified**

Answer:
Exemplar:

Grass: Could be too long	(1)
Could be waterlogged	(1)
Could have pot holes	(1)
Could be very hard/dry/icy	(1)
Could be uneven	(1)

Animal/human waste, debris

Timber/Wooden
Could be uneven (no mark allowed if above)
Could be worn (splinters)
Litter/drink spillage etc
Could be highly waxed/polished/slippery
Unforgiving / hard

Astroturf:
Incorrect footwear may cause problems

Hard, compact surface
Unable to stop quickly
Poorly maintained

Centres have obviously done some good work with candidates for them to recognise the difference between a hazard and a surface and an injury rather than a hazard. Other candidates are very confused about what a hazard actually is and did not name the hazard but simply described the surface again or described an injury. The better candidates were very clear in their identification, which helped them in the final part of this question.

GCSE Physical Education: Principal Moderators Report 2007 (1970, 1971, 1071)

General Observations

In general the practical assessment of Performance and Analysing Performance has run very smoothly. Teachers continue to become more familiar with the syllabus, the requirements of the moderation process and the submission of marks. Inevitably those new to the syllabus make some mistakes and regrettably there are still a few experienced centres that do not check through their work which results in errors.
There is evidence of a significant increase in centres internally standardising their marks before moderation by the board. This has resulted in an increase in accuracy of marks being presented to moderators and therefore a more accurate and fair distribution of marks across all candidates. This is to be welcomed and those centres congratulated. I hope centres that have yet to adopt this procedure will develop it next year as it is a syllabus requirement.
Moderators have reported very few difficulties in organising moderation meetings which have then, on the whole, run very efficiently. The only significant problem has been when centres have arrived late resulting in reduced time for the meeting or an overrun affecting facilities and other schools.

Levels of Practical Performance

There has been an increase in the number of candidates who are being awarded marks in Levels 1 and 2. Also, no candidates were awarded marks in level 5 (1-5) and very few in Level 4. This is partly due to an increased performance by candidates in all activities seen, a greater specialisation as described in last years report and improved teaching and availability of specialised coaches and facilities.
Worryingly there are still a significant number of teachers and centres who too readily place candidates in level 1 or the top of level 2 when their performance does not justify the marks. Representation at school team level is not necessarily an automatic right to a Level 1 mark. Equally we have exceptional candidates who perform at very high levels and are working beyond the GCSE maximum.
Happily the majority of centres required no adjustment to marks reflecting their accurate application of the criteria.

Levels of Analysing Performance

This assessment objective continues to show the greatest variation in interpretation by centres. There are some that produce huge amounts of work which as a document is impressive but is far more than is expected. Equally there are centres that clearly do not focus much time on this area and the work is too brief and inaccurate.
Generally those who use a proforma (including, I am concerned to say the OCR suggestion) do not score as well as those who present their work from scratch.
There is still a lot of unnecessary, irrelevant work presented which, whilst looks good and relates to the activity, is not relevant to the assessment criteria. Equally the amount of work which has been taken directly from other sources has increased. Often there is no acknowledgement of this (a GCSE requirement) and often there is no application of the information to the specific task or performance being analysed.
Centres are directed to the additional guidelines sent to all centres in October 2005. If centres are unaware of these please contact the board.
Please note that moderation of Analysing Performance in 2008 will involve work being sent to moderators before the moderation meeting. Those candidates who can respond more favourably in a verbal way will need to provide video evidence.

Moderation Meetings

Moderators report that these continue to run well. Appreciation is expressed to centres for the prompt response to moderators, the organisation by host centres and the prompt arrival of centres, some of whom travel significant distances. Inevitably there are a few centres that need to return forms and communicate more efficiently. Candidates arrive having been well prepared and respond positively to the tasks set, their peers, staff and moderator. We would expect no less but the number of reports were pupil response has been praised is extremely pleasing.
Difficulties continue in trying to cluster centres geographically and find common activities to moderate. This problem also means that the 'old favourites' continue to be moderated activities.
Centres have become more understanding that in order to accommodate all centres that moderation meetings contain some activities that they do not offer. This is an area which I feel will become more of the norm, especially as we strive to moderate an increasing range of activities.
As moderators include less popular activities the need to internally standardise becomes more important as a relatively less popular activity may be the basis for any proposed adjustment to marks.
Centres continue to be pleased to be involved in the moderation meetings. They regard it as good inset opportunity, find it useful to look at other schools marks and moderators find their feedback useful. Centres welcome the limited feedback that moderators are allowed to give.
Only occasionally do centres become concerned over moderation judgments.
Overall host centres welcome moderators, provide excellent facilities and refreshment. I thank you on behalf of the team

Presentation of Coursework Marks

The presentation of marks varies enormously. Many centres complete their paperwork well before the deadline date (15th May). Not only do they send it in early but clearly a second person has checked the work and there are no mistakes. The amount of time this saves for everyone can not be emphasised enough and all centres are asked to adopt this practice.
More centres are producing marks using computer programmes. This helps reduce arithmetical errors. Very few centre produced programmes check that the rubric is followed, particularly that the correct combination of activities are chosen and that the Analysing Performance code matches a Practical activity.
OCR is happy to give out information of computer programmes that do not produce these errors, and centres who use them say that they represent huge savings on time.
A large number of centres presented marks where the use of the Exercise area did not follow the rubric. The two errors were, more than one exercise activity was used, or, three activities from one activity area plus an exercise activity were presented. This applied to a significant number of centres in England only.
Some centres are still not sending in an Authenticity form with their paperwork

E-mail

Much greater use of E-Mail has been used this year. This has made communication more efficient. It has reduced time, provided better contact especially for teachers who are often not able to be on the end of a phone. It also provides a contact trail if checks need to be made. It is hoped that this use will increase next year. It is not possible to send coursework marks in to moderators electronically due to the nature of the processes involved.

Video Evidence

The quality of this varied a great deal. Some centres identified candidates slowly, allowing the moderator to write down identifiers, or provided written notes to accompany the video. This helps moderators a lot. Again some videos clearly involved practices and game situations which were appropriate to the candidate and showed, clearly, their ability.

A significant number were very poor, making it difficult, sometimes impossible for moderators to arrive at a decision. This includes poor identification (in some cases none), repetitive non challenging tasks, footage from a distance etc. OCR has guidelines for the production of video evidence which centres may wish to request.
Some centres did not realise that video evidence is required for any 'off site activities'. This is for any activity that could not be reasonably moderated at the centre.

Physical Education 1970

The majority of marks still come from the more traditional sports, Football, Netball, Badminton, and Basketball. Hockey seems to have declined this year. Approximately the same number of candidates has offered swimming and athletics. Dance is more popular with an increased number of candidates offering three dances. In these cases moderators have asked for evidence that the dances are different. The increase in Hill walking and other Outdoor activities has stopped. Centres have been more accurate in marking this area although there are some who believe (incorrectly) that completion of DoE bronze automatically places them in Level 1.
There has been a huge increase in candidates offering an activity from the Exercise area. This has led to the difficulties reported before. The mandatory log of this area has not always been available and varies enormously between centres.
Candidates continue to participate in **All** the activities that are available from this specification.

Physical Education Games 1971
Physical Education games Short Course 1071

Again the traditional sports dominate the range of marks. No candidate failed to follow the rubric in choice of activities (Analysing Performance code not matching continues to be an issue)
There was an increase in the number of candidates offering softball and rounders

Issues for 2008 arising from 2007

1. Coursework Summary Form should be completed in the same order as the MS1
2. Separate rank order sheets for the three specifications are NOT needed
3. Boys and girls should be in separate rank orders
4. All forms should be or mirror the OCR official sheets. There is too much variance, causing problems in processing the marks.
5. Only one Exercise area can be used (except in Wales)
6. If an Exercise area is used the other three activities must come from a further TWO activity areas.
7. Paperwork must be sent as a complete package and not in different bits at different times
8. Moderation is to asses the accuracy of the centre marking and thus we expect to see candidates who may not offer that activity as one of their four marks.

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 the Entry Level specification generally 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 five 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 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 candidate's 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 2007.

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.

Centres submitting marks for off-site activities, such as Sailing, Horse riding and Climbing must ensure that video evidence is available to support assessment in these areas.

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 a very necessary need for many candidates at Key Stage 4.

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

Component Threshold Marks

Component	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
82Coursework 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

Component	**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
82Coursework 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

Statistics are correct at the time of publication

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

Component Threshold Marks

Component	**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

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