

# **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**

## **Report on the Units**

---

**June 2008**

**1970/71/1071/R/8**

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

This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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

© OCR 2008

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto: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

### REPORT FOR THE UNITS

<b>Content</b>	<b>Page</b>
Chief Examiner's Report	1
1970/01 1971/01 Games	2
1071/01 Paper 1	13
1970-02 1971-02 1071-02	26
Physical Education Games 1971	31
Physical Education games Short Course 1071	31
Grade Thresholds	32

# **Chief Examiner's Report**

## **General Comment**

The number of candidates taking the Physical Education examination in 2008 was 24118. Centres need to ensure that Games candidates following the 1971 specification respond from a Games perspective. Some candidates are giving examples of non-games 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 once again 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. 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. 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 2 marks. If candidates' written work is mostly accurate and fluent, then they are awarded the full four marks.

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.

## 1970/01 1971/01 Games

### SECTION A

#### Q1

**Name one major function of the skeleton that may affect performance.  
One mark for each correct response.**

Answer:

Shape/support/movement/protection/blood production/mineral store/act as levers.

*Most candidates scored well on this question with the functions well known, especially for support and movement.*

#### Q2

**Give two social reasons why people participate in physical activities.  
Two marks max. One for each correct response.**

Answer:

- Enjoyment/fun/stimulation
- To get fit/fitter
- To be healthy/healthier/life expectancy
- To make friends/be sociable/part of a group
- To feel better about yourself/increase self esteem/well being
- Increase leisure time/early retirement /unemployment/shorter working week
- A vocation/profession/semi-pro/employment

*Many candidates were able to identify at least one social reason. Some responses were deemed irrelevant because the reasons given were not predominantly social.*

#### Q3

**Identify one fitness test for flexibility.  
One mark max for a correct response.**

Answer:

Sit and reach test/goniometer/measure angle of max joint movement/recognised **measurable** test.

*A surprising number of candidates did not identify a relevant measurable test. Some candidates merely described the test but did not identify it accurately.*

**Q4**

**Give one reason why it might be important to warm up before a physical activity.  
One mark max for a correct response**

Answer:

To prevent/reduce injury/raise O<sub>2</sub> intake/prepare body/muscles for action/redirect blood/increase blood flow/raise pulse/raise breathing rate/mobilise/loosen joints/flexibility/to mentally focus/mentally rehearse/reduces fatigue/delays onset of lactic acid production/increase force/speed of muscle contraction

*Most identified the importance of a warm up, albeit currently under debate, in preventing injury. Not many gave the other reasons identified in the mark scheme.*

**Q5**

**Identify an item of personal protective equipment. Describe how this item may minimise the risk of injury when performing a physical activity.  
Two marks max. One mark for each correct response.  
ANSWER MUST RELATE TO ITEM IDENTIFIED**

Answer:

Appropriate identification of an item of personal protective equipment for a physical activity eg swim cap/nose clip/ear plugs/helmet/special clothing/squash glove/gymnastic hand guards etc.  
Description of how equipment protects  
eg helmet protects the head from possible concussion

*Most candidates were able to identify accurately an item of personal protection equipment. Many were unable to describe how this item may minimise the risk of injury when performing a physical activity. Some candidates simply described the item instead of answering the question set about how the item might minimise injury. Candidates should be reminded to take care over reading the question to understand the question requirements.*

**Q6**

**What is meant by flexion and extension when performing a physical activity?  
2 marks max. One mark for each correct response.**

Answer:

(Flexion) decrease in angle around a joint/bend arm at elbow or other flexion example.  
(Extension) increase in angle around a joint/straighten arm at elbow or other extension example.

*This was not answered well with many candidates describing a movement without referring to a joint. The best candidates referred to the angle of the joint and used an example.*

**Q7**

**Describe the function of platelets in the blood when a performer suffers a cut injury during an activity.**

**2 marks max. One mark for each correct response**

Answer:

Prevents infection/helps body to survive  
(Blood) clotting  
Limits/controls/stops bleeding/haemorrhaging.

*Many candidates identified clotting as a feature but then failed to describe how this limits bleeding and prevents infection. The best candidates gave a full and accurate answer.*

**Q8**

**Explain two ways in which feedback during practice situations can improve the performance of physical activities.**

**2 marks max. One mark for each correct response.**

Answer:

Detects errors/what is wrong  
Gives information/shows how/coaching points for improvement/improves technique  
Can motivate/encourage to improve/continue  
Reinforces correct movements/actions/tells us when things are going well  
Gives us results/knowledge of results to know where we are/how well we have done/outcome.

*This was answered either very poorly or very well. The best candidates were able to explain the detection function of feedback and what this might lead to in reinforcing or correcting movements. Some candidates gave only one way in which feedback during practice situations can improve the performance of physical activities.*

**Q9**

**Identify one example of a local authority sporting facility and explain one way in which it helps to increase participation in physical activities.**

**2 marks max. One mark for each correct response.**

Answer:

(example) sports hall/football pitches/tennis courts or appropriate example.  
(increases participation) easy to get to/accessibility/runs courses/activities/to enable casual use/lots of opportunities/cheap/cost effective/concessions/coaching available/chances to try new activities.

*Many candidates could not identify an example of a local authority sporting facility, with some identifying private club facilities such as gyms. Those that did identify a suitable example mostly were able to explain one way in which it helps to increase participation in physical activities. Others were less successful and did not link the facility with participation.*

**Q10**

**Explain how the use of steroids improves performance. Identify two harmful effects of the use of steroids on the health of a performer.**

**3 marks max. One mark for each correct response**

Answer:

(Effect of steroids) **1 mark**

builds protein/promotes muscle growth/helps to 'bulk up'/repairs body after training stress/gives more power/potential for work/strength/power/increases recovery rate/enables you to train longer and harder/more aggressive/competitive

(harmful effects) **Max 2 marks**

changes in appearance/more facial hair/deeper voice  
impotency/infertility  
liver/kidney damage  
acne  
masks injury which leads to more injury  
high blood pressure/risk of heart disease  
psychological problems

*Many could explain how the use of steroids improves performance. Many identified muscle growth as the main resultant. Many identified heart disease and infertility as the main harmful effects of the use of steroids on the health of a performer. Some candidates gave rather vague answers related to problems with internal organs. Candidates are urged to be specific with such questions.*

**Q11**

**Concussion is an injury that can occur during a physical activity.**

**Give one symptom of concussion as an injury.**

**Describe how concussion may occur in a named physical activity.**

**2 marks max. One mark for each correct response**

Answer:

(symptoms) headache/nausea/feeling sick/  
dizziness/increase pupil size/confusion and  
any other appropriate symptom.

(Describe occasion) being hit in boxing/falling over in skiing/being hit in contact sports or any other appropriate activity.

*Some candidates did not respond to this question. Others were mostly able to identify headache or dizziness as symptoms.*

*Few described well how concussion may occur in a named physical activity, with many simply naming a sport like rugby without describing how concussion could occur. This is another example of candidates not answering the question fully enough to score marks.*



## SECTION B

### Q1

- (a) **Explain two benefits to a performer of having a strong heart muscle.**  
**2 mark max for 2 correct responses.**

Answer:

More efficient circulation/blood flow  
Increase in blood available  
More oxygen/nutrients available  
Get rid of waste products more efficiently  
To prevent heart attack/illness  
To cope with high demands of exercise.

*Some candidates were able to explain two benefits to a performer of having a strong heart muscle and included increase blood flow and oxygen available. Some candidates were unable to give two benefits and often gave a superficial response related to being fitter.*

- (b) **Briefly describe how the heart becomes more efficient as a result of regular exercise.**  
**2 marks max for 2 correct responses**

Answer:

Stronger/bigger heart  
Lower (resting) heart/pulse rate/bradycardia  
Increase in stroke volume (at rest and during exercise)/more blood being pumped out per contraction  
Increase (maximal) cardiac output/more blood pumped (per minute)

*Briefly describe how the heart becomes more efficient as a result of regular exercise. Many candidates did not give enough detail in their answers. The most able identified a higher stroke volume and cardiac output as examples of efficiency. Many others gave more blood being pumped as their answer which was not detailed enough to score full marks.*

- (c) **Top sports performers are often referred to as role models.**  
**Describe how a role model may help in learning the skills of a physical activity.**  
**2 marks max. One mark for each correct response.**

(Learning) showing the right technique/skills  
Motivates you/enthuses/encourages  
Gives you coaching/teaching points/gives good advice  
You can observe/copy their performance

*This was disappointingly answered. Many could not describe how a role model may help in learning the skills of a physical activity and relied on describing what a role model is with named examples of sports stars. The best candidates identified the motivational role and that they provide technical models to be copied.*

- (d) Identify three extrinsic motivating factors that might be important to a performer. 3 marks max for 3 correct responses.**

Financial reward/money/sponsorship /endorsements  
Rewards/badge/medal/colours/certificates/cups /trophies  
Winning/being the winner  
Fear of failure/not wanting to lose/be embarrassed  
Praise/encouragement/positive feedback  
Pleasing others  
Being famous/fame/getting recognition

*Many candidates could not identify three different extrinsic motivating factors that might be important to a performer. Most could score two marks with some not even attempting the question. Some candidates are unsure of the difference between extrinsic and intrinsic factors. Candidates should be reminded that if asked to give a number of different factors that they need to ensure that each of the factors are different so that they are not merely repeating themselves.*

- (e) Describe three ways that mental preparation aids successful performance. 3 marks max for 3 correct responses**

Answer:

Can help to relax/calms you down  
Controls anxiety  
Enables mental rehearsal/going over what needs to be done  
Helps you concentrate focus/shut out distractions  
Raises arousal level/spurs you on/encourages yourself/psyching up/I can do it  
Stopping negative thoughts  
Thinking about specific targets that are achievable  
Think about prizes/rewards /fame  
Think about strategies/techniques

*Once again many candidates were unable to describe three ways that mental preparation aids successful performance. With most scoring a maximum of two marks and many scoring a single mark because they were unable to give the required number of responses. Many identified the role that mental preparation has in controlling stress and anxiety but identified little else that was relevant.*

- (f) Describe how a school may promote participation in physical activities.**

**4 marks max for 4 correct responses.**

Answer:

PE/physical activities part of national curriculum/  
programme/syllabus/so compulsory for all  
Examination courses to achieve success  
Extra curricular activities (general)/clubs  
Educate about social, health and skills benefits  
Competitions/fixtures/inter house competitions  
Links with sports clubs/external teams  
Giving different types of sports opportunities /range of activities  
Links with local authority/sports development officers  
Celebrating/reinforcing participation/success in physical activities/so that you feel good  
/raise self-esteem

Providing facilities/equipment/resources  
Enthusiastic teachers/coaches/role models/inspiring.

*Most candidates scored two marks for describing how a school may promote participation in physical activities mostly by identifying the curriculum and extra curricular clubs and activities but many did not give the four required responses required for maximum marks.*

- (g) Explain both the positive and negative effects of sponsorship on participation in physical activity.  
4 marks max for 4 correct responses**

Answer:

(positive effects) **sub max 2 marks**

Makes you want to participate/persist/join in/motivates you  
Gives money/helps you live/financial security  
Pays for equipment/facilities/clothing  
Gives you recognition/status/makes you feel confident  
Advertises the sport/draws more people to the sport/activity  
Attracts more performers/attracts better players  
Get better/high quality coaching

(negative effects) **sub max 2 marks**

Only limited funding/can lose the funding  
Increase pressure/de-motivates/people drop out  
Takes the fun/enjoyment away/too serious  
Makes it daunting for low ability/if you think you are not good enough you shy away  
May have to wear the clothing/use the equipment even if you don't want to  
Not available for many/some groups/unfair

*The very best candidates were able to give two positive and two negative effects of sponsorship on participation in physical activity. The majority were unable to score the maximum amount of marks because they did not give enough information of these effects. Many misread the question and just identified positive and negative effects of sponsorship on sport generally and not specifically related to participation – another example of not reading the question carefully enough.*

- (h) Explain how muscles, other than the heart, become more efficient after regular exercise.  
6 marks max for 6 correct responses.**

Answer:

Makes them stronger/more powerful  
Larger muscle (fibres)/greater potential for energy production/hypertrophy  
Can go on for longer/more endurance/tire less easily/quicker recovery  
More tolerant to lactic acid  
More/greater size of mitochondria  
Increase in myoglobin  
Higher O<sub>2</sub> uptake  
Makes their contractions faster/they work faster/increase in speed  
More fast twitch fibres  
Less likely to be injured/more resilient to damage  
More energy available  
Increase in glycogen stores  
More/enlarging of slow twitch fibres

Increase in ATP/PC  
More lean muscle/less fat if exercised

*The best candidates recognised that a six mark question required more detail and gave a thorough explanation of how muscles, other than the heart, become more efficient after regular exercise. These candidates recognised the relevant physiological adaptations and scored well. Other candidates who scored moderately well identified more general factors such as being stronger and more powerful. Some of the less successful candidates gave heart related factors even though these were clearly identified as irrelevant in this question.*

**Q2**

- (a) Describe an occasion when a fast reaction is important to a performer in a physical activity.**

**One mark for one correct response**

Answer:

- To get away from opponents/competitors
- To start quickly/get a good start
- To get out of trouble
- To react quickly to changes in play/competitors/ environment during the activity/intercept ball/opponent
- To be more powerful/combine with strength

Or any practical example which illustrates the above

*Most scored the mark available although some gave an explanation of reaction time rather than answering the question.*

- (b) There are often different body types or physiques associated with certain physical activities.**

**What is meant by a mesomorph?**

**Explain how the physique of a mesomorph can help a performer be more successful in a physical activity.**

**3 marks max for 3 correct responses.**

(mesomorph) **sub max 1 mark**

Muscular/little body fat compared to muscle/can be related to confident personality (results conflicting).

(Physique can help) **sub max 2 marks**

- Keeps body stable/less likely to fall over/pushed over
- Is stronger
- More powerful in short bursts/explosive power
- Can look daunting/aggressive/intimidating

*Some candidates did not attempt this question and were clearly unprepared for somatotyping questions. Centres are reminded to cover all aspects of the syllabus and for candidates to revise all aspects.*

*The meaning of a mesomorph was beyond some who hedged their bets by describing a muscular thin person who carries a high percentage of body fat! Others were more discriminatory and identified the correct body type.*

*Without identifying the correct body type candidates were then unable to explain how the physique of a mesomorph can help a performer be more successful in a physical activity. The better candidates gave good explanations related to strength, power and stability.*

- (c) Explain the FITT principle of training.  
4 marks max for 4 correct responses**

Answer:

(max of 2 marks for simple definition)

**Frequency** – regular training/number of weekly sessions

**Intensity** – make training demanding/challenging

**Time** – have a programme

**Type** – matches the needs of the activity

*Many simply gave the definition of the FITT principle of training, rather than explaining. Candidates must take particular note of the command word in the question if they are to be successful. An explanation requires more information than a definition and the more successful candidates were able to do this. These candidates gave a good explanation including regular training with appropriate demands that follows a programme structure and that the time spent on the activity matches the needs of the activity.*

- (d) Explain why eating foods high in carbohydrates can help in the performance of physical activities.  
3 marks max for 3 correct responses.**

Answer:

Improves endurance

Provides energy for muscles/exercise

Sole use of energy if fast pace/v intensive exercise/above 95% VO<sub>2</sub> max

Turned into glycogen (by liver)/stored as glycogen (muscle/liver)

Act as a fuel reserve/store of energy

*Many candidates score a mark and some two marks for explaining why eating foods high in carbohydrates can help in the performance of physical activities. These candidates concentrated on carbohydrates giving energy but not much more. The few who scored full marks in this question referred to fuel storage and its role in helping with endurance.*

- (e) Describe four different short-term effects of exercise on the body systems during physical activity.  
4 marks max for 4 correct responses.**

Answer:

Increase breathing (rate)

Increase tidal volume/increase in volume of air either inspired or expired per breath

Increase in muscle/body temperature/increase in flexibility

Increase in delivery of nutrients/O<sub>2</sub>/CO<sub>2</sub>

Higher pulse rate/heart rate

Increase in stroke volume

Increase in cardiac output

Increase in circulation/blood flow

Muscle tiredness/increase in lactic acid

Sweating

Increase adrenaline/hormone release/action

Vascular shunt/shunting/redirecting of blood to muscles (away from organs).

*The best candidates could describe four different short-term effects of exercise on the body systems during physical activity. Many could only manage two with some not recognising that the question refers to short term rather than long term effects. The more physiological questions such as this again proved to be good 'discriminators' and only the best scored full marks.*

- (f) Explain how weight training can be used to prepare for a specific physical activity. What are the advantages and disadvantages of weight training? 7 marks max for 7 correct responses.**

Answer:

(Used to prepare) **sub max of 3 marks**

Enables body to adapt to stress

Increases strength

Increases strength endurance

Increase in speed/agility

Increases power

Increase in flexibility

Psychological/motivational factors

(Advantages) **sub max of 2 marks**

Effective in increasing fitness

Can work on specific areas of fitness/strength/muscles

Easy to do in all weathers/seasons

Easy to monitor progress

Easy to increase resistance/increase weights

Suitable for most activities/versatile

(Disadvantages) **sub max of 2 marks**

Can overdo/get injured/tear muscles/dangerous

Can be off-putting/intimidation

Too restrictive / not enough cardio-vascular work

Can bulk too much/decrease in speed/flexibility/agility

Some equipment very expensive/may not have access to equipment

Boring/repetitive

### Q3

- (a) Identify three potential hazards in the outdoor adventurous activity of rock climbing. 3 marks for 3 correct responses.**

Answer:

Height/drops

Obstacles such as rocks falling or causing tripping

Plants/undergrowth

Equipment/equipment failure

Shoes/inappropriate clothing causing blisters

Weather conditions/temperature

The failings of other climbers

- (b) Cuts and grazes are common injuries in physical activities. Describe how you would treat a cut that is bleeding.**

**2 marks for 2 correct responses**

Answer:

Use (sterile) gloves

Apply direct pressure/hold a thick pad of clean cloth over the wound/use a sterile cloth/use your hand until you can get a pad

Draw the edges of the cut together

Pressing will make the flow of blood slow down and clot

Keep the original covering on the wound/changing the covering will disturb the blood clot that has formed

Add other layers of material to the top as needed

Raise the bleeding limb above the level of his heart as you continue to apply pressure

Unless you think a bone may be broken

After the bleeding is under control, apply a pressure bandage to the wound

Keep the bandage tight enough to prevent bleeding, but loose enough to allow blood to circulate

(If direct pressure does not stop the bleeding, you may need to use) the pressure point technique

Press the main artery above the wound in order to stop Bleeding

Get medical help immediately

Always treat a (severely) bleeding victim for shock

- (c) Explain how you would minimise the risk of dehydration and exhaustion when taking part in a physical activity.**

**3 marks for 3 correct responses**

Answer:

Regular drinking of water

Regular breaks

Replace electrolytes

Intake of glucose/food/sugar

Work/train to your own level/adequate preparation/acclimatisation

Keep watching/looking after/observing others

Appropriate clothing/equipment

# 1071/01 Paper 1

## General Comments

The number of entries for this specification was 1333, slightly down on last year's entry.

Examiners reported that the level of difficulty for this paper was appropriate. Questions are differentiated in difficulty which allows the majority of candidates the opportunity to answer at least part of the paper.

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

This year there were less non-games examples given by candidates.

A total of 4 marks, over the whole paper, were available for the quality of written communication (QWC). Candidates were awarded 4 marks if there were few, if any errors in grammar, punctuation and spelling. 3 marks if there were some errors in grammar, punctuation and spelling which did not suggest a weakness in this area. 2 marks if there were several errors in grammar, punctuation and spelling which rarely affected the understanding of the answers. 1 mark if there were many errors in grammar, punctuation and spelling which sometimes affected the understanding of the answers and 0 marks if there were many errors in grammar, punctuation and spelling and the writing was unclear which affected the understanding of the answers. The majority of candidates were awarded 2 or 3 marks for the quality of written communication.

Centres are reminded that candidates should ensure that their text is legible and that spelling, punctuation and grammar are accurate so that the meaning of their answers is clear.

Centres should note that candidates who offer alternative answers to those given on the mark scheme could still gain credit as the mark scheme is not exhaustive and also candidates do not have to use the same wording as the mark scheme to gain credit.

## SECTION A

### Q1

**Name one training method that can be used to prepare for a game.  
One mark awarded for one correct response.**

Answer:

- Circuit training/fartlek/interval/weight training/continuous training/ flexibility.

**Accept:** Equivalent as long as it is a recognised method of training

*This question was poorly answered. More than 50% of the candidates answered this question incorrectly. The most common correct responses were circuit training, continuous training or fartlek training.*

*The most common incorrect responses were warm-up or running.*



**Q2**

**Give two essential components of a healthy diet.  
Two marks, one mark for each correct response.**

Answer:

Answer one of:

- Carbohydrates/sugars
- Protein
- Fats
- Minerals
- Vitamins
- Fibre/roughage
- Water

**Accept:** Only components

**Ignore:** Names of foods

*This question was well-answered across the ability range with approximately two thirds of the candidates gaining maximum marks. However, 25% of the candidates failed to gain marks. The majority of candidates knew two essential components of a healthy diet. A number of candidates referred to the need to eat 5 vegetables and fruit a day; this answer was too vague to gain marks.*

**Q3**

**Identify one fitness test for flexibility.  
One mark awarded for one correct response.**

Sit and reach test/goniometer/measure angle of max joint movement/recognised **measurable** test.

**Accept:** Only recognised and measurable test.

**Ignore:** Touching toes or any other description that is not a test.

*The majority of candidates who gained a mark for this question named the sit and reach test. This question was not well-answered by some candidates with more than 50% answering incorrectly or making no response. The question appeared to be straightforward but some candidates were unable to identify a test for flexibility.*

**Q4**

**Give one reason why it might be important to warm up before a Game.  
One mark awarded for one correct response.**

Answer:

- To prevent/reduce injury/raise O<sub>2</sub> intake/prepare body/muscles for action/redirect blood/increase blood flow/raise pulse/raise breathing rate/mobilise/loosen joints/flexibility/to mentally focus/mentally rehearse/reduces fatigue/delays onset of lactic acid production/increase force/speed of muscle contraction.

*Report on the Units taken in June 2008*

*This question was well answered across the ability range with over 90% of candidates gaining the mark available for the question. The most common response was to prevent injury.*

**Q5**

**Identify an item of personal protective equipment. Describe how this item may minimise the risk of injury when performing a Game.**

**Two marks, one mark for each correct response.**

**ANSWER MUST RELATE TO ITEM IDENTIFIED**

Answer:

- Appropriate identification of an item of personal protective equipment eg hockey goalkeeping pads/helmet/scrum cap/cricket box/shin guards/gum shield/body armour/specialist footwear etc.

Description of how equipment protects eg goalkeeping helmet to protect head from injury.

**Ignore:** Item or description unrelated to game eg hand guard in gymnastics.

**Ignore:** Description if unrelated to item (one mark only if identification of item suitable).

**Ignore:** Description if identification is incorrect

*This question was generally well answered across the ability range with 90% of the candidates gaining maximum marks. The most common responses were, gumshield to protect the teeth, shin pads to stop/reduce injuries to the shins and helmet or scrum cap to protect the head. A few students incorrectly gave examples like ankle support or knee brace as examples of personal protective equipment.*

**Q6**

**Identify a skill-related fitness component necessary for performance in a Game.**

**One mark awarded for one correct response.**

Answer:

- Agility
- Balance
- Coordination
- Speed
- Speed of reaction
- Timing
- Power
- Explosive strength.

*This question was poorly answered across the ability range with more than half of the candidates answering incorrectly or making no response. Agility was the most common correct response.*

**Q7**

**What is meant by mental rehearsal when performing in a Game?  
One mark awarded for one correct response.**

Answer:

- Going over movements in your mind
- Focusing
- Repeating actions in your mind/visualisation.

*Approximately 70% of the candidates gained the mark available for this question. The most common response was 'going over movements in your head/mind'. Several candidates made no response to this question.*

**Q8**

**Explain two ways in which feedback during practice conditions can improve the performance of Games.  
Two marks available. One mark awarded for each correct response.**

Answer:

- Detects errors/what is wrong/identify weaknesses
- Gives information/shows how/coaching points for improvement/improves technique/set goals
- Can motivate/encourage to improve/continue/confidence
- Reinforces correct movements/actions/tells us when things are going well/identify strengths
- Gives us results/knowledge of results to know where we are/how well we have done/outcome.

**Look for:** Detection, Improvement, Motivation, Reinforcement, Knowledge of results.

*This question was well answered by the majority of candidates approximately three quarters of the candidates gained maximum marks. Most wrote about feedback being used to identify strengths and weaknesses.*

**Q9**

**Give two examples of how a Games player might ensure good personal hygiene.  
Two marks. One mark to be awarded for each correct response.**

Answer:

- Washing/showering/bathing/shampooing
- Drying (thoroughly)
- Cleaning/wash clothes
- Changing clothes/appropriate clothes
- Nail cleaning/clipping
- Cover/remove piercings/jewellery

*This question was generally well answered across the ability range, with a large proportion of candidates achieving two marks. However 10% of the candidates failed to gain any marks. Most candidates referred to washing/showing and changing or washing kit. Marks were not given for answers which referred to using deodorant.*

### Q10

**Give two examples of how the training principle of overload could be used to prepare a Games player for competition.**

**Two marks. One mark awarded for each correct response.**

- Increase frequency/more often
- Increase intensity/work harder
- Increase time spent on training/work longer

**Look for:**

More often

Work harder

Longer

Any equivalents

*This question was poorly answered across the ability range with nearly 70% of candidates failing to gain any marks. A large number of less able candidates made no response. Only a minority of students gave examples of how overload was used, consequently only 10% of the candidates gained maximum marks.*

*As this question was similar to one on the 2007 paper “Explain how the principle of overload can be achieved in training and the effects it can have on performance in a named game” the poor response is difficult to understand.*

## SECTION B

### Q1

- (a) Some skills performed in Games are known as open skills. Identify one open skill. One mark is available, for one correct response.**

Answer:

E.g. passing a ball/catching a ball

**Accept:** Only Games skills that are open (BOD if borderline) or any other skill that is affected by the environment.

**Ignore:** Skills that are not Game. **Ignore:** Sports rather than skills.

*This question was generally well answered across the ability range. The vast majority of candidates achieved the mark for this question. The most popular answers were kicking a ball or catching a ball.*

- (b) Give two ways a skilful performer in Games is different to a novice.  
Two marks max for 2 correct responses.

Answer:

- Consistent/fewer mistakes
- Successful/correct movements/technique
- More efficient/(seemingly) has more time
- More adaptable/has more strategies
- More energy/fitter
- No waste of effort/economic
- More co-ordinated/fluent
- Aesthetically pleasing/looks good
- Better control

**Accept:** Descriptions of scoring etc under point for successful.  
Equivalents for each description – eg “higher level of skill”

*This was a good differentiation question. The more able candidates responded well to this question. The most common responses referred to skilful performers being more efficient, having better control, making fewer mistakes or having better technique than a novice. 34% of candidates gained two marks, 40% gained one mark and 26% either failed to gain a mark or made no response.*

- (c) Identify two examples of intrinsic motivation for performers in Games.  
2 marks max. Two marks for each correct response.

Answer:

- Enjoyment/fun/feeling good
- Reaching/aspiring to personal goals/personal best/sense of achievement/satisfaction/pride
- Being part of a team/teamwork/friendships
- Competition/beating others/being the best/wanting to win
- Fear of failure/not wanting to lose/let yourself down

**Accept:** Reward only if related to the performer's own feelings/satisfaction/pride in receiving them.

**Ignore:** Extrinsic methods e.g. getting a badge (unless the above applies)

*Candidates who did gain one or two marks were from across the ability range, however, 45% of candidates failed to achieve marks for this question. A number of candidates did confuse intrinsic motivation with extrinsic motivation and therefore failed to gain marks.*

- (d) Identify two methods of extrinsically motivating performers in Games.  
2 marks max for 2 correct responses.**

Answer:

- Financial reward/money/sponsorship /endorsements
- Rewards/badge/medal/colours/certificates/cups /trophies
- Winning/being the winner
- Fear of failure/not wanting to lose/be embarrassed
- Praise/encouragement/positive feedback
- Pleasing others/popularity/crowd/teammates
- Being famous/fame/getting recognition/status/media/talent scout

**Look for:**

Money

Other Rewards

Praise

Winning

Not wanting to lose

Pleasing others

Fame

**Ignore**

Intrinsic factors (enjoyment for themselves).

*Candidates from across the ability range were able to achieve marks for this question with over half of the candidates gaining full marks. A small number of candidates did confuse extrinsic motivation with intrinsic motivation and therefore failed to gain marks. The most popular answers referred medals, trophies, money or fame*

- (e) Describe three ways that mental preparation positively affects performance in Games.  
3 marks max for 3 correct responses.**

Answer:

- Can help to relax/calms you down
- Controls anxiety
- Enables mental rehearsal/going over what needs to be done/visualisation
- Helps you concentrate focus/shut out distractions
- Raises arousal level/spurs you on/encourages yourself/psyching up/I can do it/right mood/motivates
- Stopping negative thoughts/boosts confidence
- Thinking about specific targets that are achievable/self-evaluation/reflection
- Think about prizes/rewards/fame
- Think about strategies/techniques

**Ignore:** Preparation other than mental/cognitive

**Look for:**

Relaxation  
Lowering anxiety / arousal  
Mental rehearsal  
Focus  
Encouragement  
Stop negativity  
Targets  
Strategies

*This question was generally well answered by the more able candidates who were able to link how mental preparation could have positive affects on performance. The most popular answers were mental preparation helps a performer to focus, or think about strategies. Over three quarters of the candidates gained one, two or three marks.*

## Q2

**(a) Describe an occasion when a fast reaction is important to a performer in a Game. 1 mark awarded for one correct response.**

Answer:

- To get away from opponents/competitors
- To start quickly/get a good start
- To get out of trouble
- To react quickly to changes in play/competitors/environment during the activity
- To be more powerful/combine with strength

**Ignore:** Occasions that are non-Game.

**Accept:** Equivalent / use BOD on borderline descriptions.

**Accept:** Practical example which illustrates one/all of the responses

*This question was generally well answered across the ability range. The majority of candidates gained a mark for this question; the most popular response stated that a goalkeeper needed fast reactions to save a shot. A few candidates made non-games responses to this question, the most common incorrect answer referring to a runner needing a fast reaction to the gun at the start of the 100m.*

- (b) Give 3 different components of fitness that are not skill related. 3 marks max for 3 correct responses.**

Answer:

- Cardiovascular endurance
- Muscular endurance
- Speed
- Strength
- Power
- Flexibility
- Body composition

**Ignore:** Any components that are skill-related.

*This question was well answered by the middle and higher ability candidates. The most common responses were, cardiovascular endurance (stamina), flexibility and speed. The more able candidates referred to cardiovascular endurance, muscular endurance and either speed or strength.*

*Over one third of the candidates failed to gain a mark or made no response.*

- (c) What fitness component does the multistage fitness test evaluate? Give one strength and one weakness of the multistage fitness test. 3 marks max for 3 correct responses.**

Answer:

1 mark for fitness component:

- (cardiovascular) endurance/VO<sub>2</sub> max/stamina/aerobic capacity.

1 mark for strength:

- Easy to set up/perform/administer/good to use as baseline for further tests/against national norms/can control variables/conditions stable/good for large numbers/does not take up much space.

1 mark for weakness:

- Boring/can be affected by motivation/motivation is variable/if done outside conditions may affect/Inaccurate timing/measuring/affected by others/audience effects.

**Accept:** Stamina or equivalent for first mark/Equivalentents when marking strengths and weaknesses.

*Middle and more able candidates gained at least one mark for the first part of the question, very few candidates achieved the maximum three marks and approximately 50% failed to gain any marks at all.*



- (d) Explain why eating foods high in carbohydrates can help a Games player. 2 marks for 2 correct responses.**

Answer:

- Improves endurance/stamina/keep going
- Provides energy for muscles/exercise
- Sole use of energy if fast pace/v intensive exercise/above 95% VO<sub>2</sub> max
- Turned into glycogen (by liver)/stored as glycogen (muscle/liver)
- Act as a fuel reserve/store of energy

**Look for:**

Keep going

Energy (BOD for two marks if mixed up with keep going)

Link with intensity

Glycogen

Store

*The majority of candidates across the ability range were able to state that carbohydrates are a source of energy, therefore gaining one mark. The higher ability and a proportion of middle ability candidates gained the second mark for this question which was usually gained for a reference to 'being able to keep going' or 'improves stamina/endurance'. A small percentage of candidates failed to gain any marks.*

- (e) Describe two different short-term effects of exercise on the body systems during Games. 2 marks max for 2 correct responses.**

Answer:

- Increase breathing (rate)
- Increase tidal volume/increase in volume of air either inspired or expired per breath/increase in depth of breathing/increase in minute ventilation
- Increase in oxygen debt
- Increase in muscle/body temperature/increase in flexibility/elasticity
- Increase in delivery of nutrients/O<sub>2</sub>/removal of waste/CO<sub>2</sub>
- Higher pulse rate/heart rate
- Increase in stroke volume
- Increase in cardiac output
- Increase in circulation/blood flow
- Muscle tiredness/increase in lactic acid/strain/cramp
- Sweating/dehydration
- Increase adrenaline/hormone release/action
- Vascular shunt/shunting/redirecting of blood to muscles (away from organs)/vasodilation/go red
- Increase in O<sub>2</sub> uptake/enzyme activity
- Increase force/speed of muscle contractions

List as short term effects – some debate over whether short or long term so can accept. Only one mark for nutrients, even if more than one named. Any sense of strain or even injury BOD against muscle tiredness (one mark only) (2 marks max).

**Ignore** 'out of breath'.

*The more able candidates were able to achieve two marks for this question. The most common responses were increased heart rate/pulse, increased rate of breathing, sweating and increase in lactic acid. Nearly 30% of candidates failed to gain any marks.*

- (f) What are the advantages and disadvantages of weight training?  
4 marks max for 4 correct responses.**

Answer:

(Advantages) **sub max of 2 marks**

- Can work on specific areas of fitness/strength/muscles
- Easy to do in all weathers/seasons
- Easy to monitor progress
- Easy to increase resistance/increase weights
- Suitable for most activities/versatile
- Easy to do interval training/enables recovery between reps

(Disadvantages) **sub max of 2 marks**

- Can overdo/get injured/tear muscles/dangerous
- Can be off-putting/intimidation
- Too restrictive/not enough cardio-vascular work/Can bulk too much/decrease in speed/flexibility/agility
- Some equipment very expensive/may not have access to equipment
- Boring/repetitive
- Requires supervision
- May be dangerous for the young

**Accept:** Equivalentents (2 max for adv and 2 max for disadvantages)

*Less than 5% of candidates gained the maximum four marks for this question. Candidates across the ability range were able to gain one mark, with a reference to an advantage of weight training. The most popular answers were increasing strength or improving fitness. Middle and higher ability candidates gained two or three marks, these marks were usually gained for references to one or two disadvantages of weight training. The most common responses stated that weight lifting could cause injury/ didn't do cardiovascular work or increased bulk.*

**Q3**

- (a) Identify two potential hazards found on grass playing fields.  
2 marks for 2 correct responses.**

Answer:

- Surface/holes/uneven/hardness
- Surface 'slippyness'
- Litter/debris such as stones/glass/needles/animal excrement
- Goalposts
- Corner flags/posts
- Other appropriate hazards identified

**Accept:** Only hazards. Only hazards related to grass.

**Ignore:** Injuries

*This question was well answered across the ability range with the majority of candidates achieving two marks. Some candidates failed to achieve two marks due to repetition, for example, they made two responses relating to litter or two responses relating to the surface.*

- (b) How would you lift and carry heavy sports equipment safely?  
1 mark awarded for 1 correct response.**

Answer:

- Carry out risk assessment/assess weight before lifting
- Lift with others/use a machine/device to help
- Follow instructions/guidelines
- Use large muscle groups to lift/bend legs/do not use straight legs
- Do not lift if injured/pregnant
- Keep back straight/head up
- Keep object/equipment close to body

**Accept:** Only if related to lifting and carrying equipment.

*The majority (over 80%) of candidates gained the mark that was available for this question. In fact the majority of candidates made more than one relevant point because they described how to lift and carry heavy sports equipment safely referring to bending legs, keeping a straight back and lifting with others. Less able candidates referred to lifting with your legs and not your back which was deemed to be too vague to gain marks.*

- (c) Explain how you would minimise the risk of injury when playing Games on a playing field.  
3 marks for 3 correct responses.

Answer:

- Protective equipment/mouthguard
- Correct clothing/remove jewellery
- Protective clothing
- Correct footwear for the surface
- No eating/chewing
- Work/play/train to your own level
- Warm up/cool down
- Follow safety procedures with handling equipment
- Follow rules/codes of the game/have referee
- Keep watching/looking after/observing others
- Check for ice/holes/debris
- Post protectors

**Look for**

Clothing

Protective

Footwear

Mouthguard

Level of ability

Warm up/cool down

Procedures/rules

Look out

Debris

Protectors

(3 max)

**Ignore** Non-Games referral

*This question was well answered across the ability range. The majority of candidates gained two or three marks. The majority of marks were gained for references to warming up, wearing the correct footwear, wearing protective equipment or protective clothing. A small proportion of candidates made reference to following rules, checking for litter, no eating or watching out for others.*

## **1970-02 1971-02 1071-02**

### **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.

The trend reported last year, of a significant increase in centres internally standardising their marks before moderation by the board, has continued. This has resulted in a further 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.

Physical Education teachers continue to demonstrate high levels of skill in assessing candidates. Where adjustment to marks has occurred it is very rarely above 2 and often this reflects the need to adjust the Analysing Performance mark and not the Practical component

### **Levels of Practical Performance**

There has still been an increase in the number of candidates who are being awarded marks in Levels 1 and 2. However this has been less significant than last year although it still is of concern. Also, no candidates were awarded marks in level 5 (1-5) and only three 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. The majority of candidates produce performances which reflect their true ability and are accurately marked

Happily the majority of centres required no adjustment to marks reflecting their accurate application of the criteria

## **Levels of Analysing Performance**

We relaxed the need for the Analysing Performance activity to match one of the practical activities this year. This now allows centres to complete the work (if they wish) earlier in the course without the concern that four other practical activities will have higher marks. This allows centres to complete the work closer to the teaching of relevant theory work or at a less congested time for the candidate.

We also required centres to send coursework to the moderator before the moderation. This has resulted in a more comprehensive moderation of the written coursework this year. 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. The quality and depth of some of the work is exceptional. Equally there are centres which clearly do not focus much time on this area and the work is too brief and inaccurate. Centres should consider that this component provides a similar percentage contribution to the final mark as one activity and allocate time and resources accordingly.

Where centres have been scaled it has often been because candidates have not related ways to improve to the identified weakness. Good candidates have identified a number of strengths and weaknesses; have made correct judgements on which one affects the performance the most and provided progressive practices within a time frame to improve performance. Generally those who use a proforma 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 it looks good and relates to the activity, is not relevant to the assessment criteria. Equally there is still work which has been taken directly from other sources. 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.

Candidates who analyse a game tend to find it easier than activities from other activity areas. **Centres are directed to the additional guidelines sent to all centres in October 2005. If centres are unaware of these they are available on the GCSE PE are of the OCR website.**

Candidates can provide a verbal response as an alternative to written work if this is desirable. Filmed evidence **MUST** be provided to justify their mark in such cases.

## **Internal Standardisation**

This is an essential part of the moderation process. It is vital that one person has a responsibility for overseeing all marks. In an increasing number of cases the marks from a centre have been assessed by a number of people. Sometimes this includes centre staff from PE and other departments (dance and outdoor activities being the main examples) and outside agencies.

Centres **MUST** internally standardise marks to ensure:

- That candidates within an activity are in the correct rank order;
- That the mark range is correct;
- That the mark ranges of all activities compare with each other correctly.

There is still an issue of using representative achievement (e.g. playing at County level) and using governing body awards as a benchmark to awarding marks. Because the standard of representation varies so much between activities and across the country within an activity it is not a method which can be used as solely an assessment criteria. Achieving the RLSS Bronze Medallion or the Bronze DoE award is not automatically a high level 1 mark (or even in some cases any level 1 mark). Governing body awards tend to be pass/fail. GCSE is graded by a mark scale which requires a greater degree of differentiation.

### **Moderation Meetings**

The use of email to organise the moderation has proved in most cases a much more efficient method than using letters. Only a few centres have experienced difficulties and, in the majority of moderations, centres have had more notice this year. The use of group emails has made the process much more efficient even if it makes it less personal.

Moderators report that visits 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 which need to return forms and communicate more efficiently, however these seem to be much fewer this year. 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 where pupil response has been praised is extremely pleasing and even higher this year.

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 moderation team.

### **Coursework Paperwork**

The presentation of marks varies enormously. More centres have completed their paperwork well before the deadline date (15<sup>th</sup> May) compared with last year. This is partly due to the realisation that paperwork can be completed before moderation and the fact that Easter was so early. 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 cannot be emphasised enough and all centres are asked to adopt this practice.

Thank you to all centres which spend the time to ensure that everything is accurate. More centres are producing marks using computer programmes. This helps reduce arithmetical errors.

## *Report on the Units taken in June 2008*

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.

The number of centres presenting marks where the use of the Exercise area did not follow the rubric was much lower this year. 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 is now the main form of communication. This has made communication much more efficient and in nearly all cases has been problem free. 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.

The exchange of CW Amends electronically has proved very successful

It is not possible to send coursework marks in to moderators electronically due to the nature of the processes involved. This is an area which is being currently investigated for the new syllabus.

### **Video Evidence**

Some centres do 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. This is to ensure that all activities can be moderated. All activities regardless of where and by whom they are marked must be able to be moderated. Some centres felt that it was reasonable to moderate a school based activity marked by staff but not an offsite activity marked by staff, which is clearly unfair.

The quality of filmed evidence 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.

Please write candidate identifiers on the rank order sheets.



### **Physical Education 1970**

The majority of marks still come from the more traditional sports, Football, Netball, Badminton, and Basketball. Approximately the same numbers of candidates have offered swimming and athletics. The increase in Hillwalking and other Outdoor activities that remained constant last year has increased again. Softball seems to be more popular this year. 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 further 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

There was a further increase in the number of candidates offering Softball and Rounders

#### **Issues for 2009 arising from 2008**

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 assess the accuracy of the centre marking and thus we expect to see candidates who may not offer that activity as one of their final four marks;
9. It is appreciated when centre staff include their personal email address as this greatly assists communication. This is only available to the allocated moderator and is not centrally held by OCR or given to anyone else.

# Grade Thresholds

General Certificate of Secondary Education  
Physical Education (Specification Code 1970)  
June 2008 Examination Series

## Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 Written Paper	80	68	63	58	49	40	32	24
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

## Specification Options

### Overall

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	179	165	151	138	117	96	76	56
Percentage in Grade		4.75	16.26	24.04	21.02	21.55	8.84	2.69	0.68
Cumulative Percentage in Grade		4.75	21.01	45.05	66.07	87.62	96.46	99.15	99.83

The total entry for the examination was 17300

Statistics are correct at the time of publication.

**General Certificate of Secondary Education  
Physical Education: Games (Specification Code 1971)  
June 2008 Examination Series**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01 Written Paper	80	68	63	58	49	40	32	24
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

**Specification Options**

**Overall**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	179	165	151	138	117	96	76	56
Percentage in Grade		1.84	9.11	19.11	21.51	28.57	13.12	4.89	1.50
Cumulative Percentage in Grade		1.84	10.95	30.06	51.57	80.14	93.26	98.14	99.83

The total entry for the examination was 6700

Statistics are correct at the time of publication.

**General Certificate of Secondary Education (Short Course)  
Physical Education: Games (Specification Code 1071)  
June 2008 Examination Series**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01 Written Paper	50	42	36	31	27	24	21	18
02 Coursework	60	52	46	40	34	28	22	16
82 Coursework c/f	60	52	46	40	34	28	22	16

**Specification Options**

**Overall**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	181	163	145	128	111	94	78	62
Percentage in Grade		0.99	7.51	14.72	24.43	23.07	16.39	7.66	3.49
Cumulative Percentage in Grade		0.99	10.95	30.06	51.57	80.14	93.26	98.14	99.83

The total entry for the examination was 1318

Statistics are correct at the time of publication.

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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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

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



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

© OCR 2008