

# **Physical Education**

General Certificate of Secondary Education **GCSE J586**

General Certificate of Secondary Education (Short Course) **GCSE J086**

## **Reports on the Units**

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**January 2010**

**J586/J086/R/10J**

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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 specification 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.

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## **B451 An introduction to Physical Education**

### **General Comments**

This was the first sitting of the new specification units. The only unit that was sat in this series was B451. A paper was set for B453 but no candidates sat the paper in this series.

Centres are reminded that marking schemes are used as a basis for judgements and each examiner's professional judgement is used in finally deciding the marks awarded based on a rigorous standardised procedure. A levels of response mark scheme was introduced for the first time for GCSE PE and related to the final question, question 25. The mark scheme for this final question has a number of criteria separated into levels. Level descriptors also include statements related to the quality of written communication. Centres should note that there is no longer separate quality of written communication marks; rather the quality of writing is taken into account when awarding the level that the candidate has achieved and finally the mark. The scheme also includes indicative content that is expected in the question and this content is also taken into consideration when awarding marks.

For this series there was a wide range of candidate abilities represented. It was pleasing to note that there were some candidates who were very well prepared for this examination and were at the appropriate level to be examined in this early series. There were, however, some candidates who had been entered for this examination without adequate preparation. Some centres are advised to review the series that is selected to enter their candidates and whether it is advisable for only some able candidates to be entered in the January examination and others in the summer, or to enter the whole cohort in the summer series when they may be better prepared.

Overall the specification content had been covered effectively by centres with candidates showing appropriate knowledge and understanding in many topic areas. The terminology in some of the questions that have been directly lifted from the specification confused some candidates. For example competence, pathways, aesthetic and health and well-being. Centres are advised to ensure that the appropriate Physical Education terminology is well known by candidates and that they can give examples to show the meanings behind each term.

The 'command' words used in each question were at times misunderstood by some candidates. For example some candidates merely listed points as a response to the command 'describe'. Candidates, who gave lists when asked to describe or explain, were still given some marks for their knowledge but the full range of marks was unlikely to be accessed because of the lack of description or explanation. When candidates are asked to give practical examples it is important that they give appropriate examples and do not merely list sports or the names of well-known sportsperformers.

This series is the first time multiple choice questions have been set and for the vast majority of candidates this provided a good opportunity to show their knowledge across the range of specification topics. Candidates are reminded that it is the best answer from the set of answers given that will score the mark and are advised to think carefully about each question rather than try to rush through these questions. Candidates are reminded that if they do change their mind after circling an answer in the multi-choice section, to make it clear by crossing the answer out and circling their revised selection. There was little evidence to suggest that candidates struggled to complete the paper within the time allocated.

## Comments on Individual Questions

### Section A

- Q4 Which one of the following pairs of fitness components is yoga likely to develop?**  
Many identified flexibility and cardiovascular endurance as the pair instead of flexibility and strength.
- Q7 Discrimination is one reason why some people do not participate in physical activities. Which one of the following is an example of discrimination?**  
Some candidates identified disabled pupils not choosing to participate rather than – Women not being allowed to play golf at peak times at their golf club.
- Q9 Which one of the following is the best example of a fundamental motor skill?**  
Some candidates did not know what a fundamental skill is and a range of answers selected instead of – Simple run up the pitch in football
- Q12 To show competence in physical education, which one of the following would be most applicable?**  
Some candidates were not aware of the term competence and – To select the right skill at the right time.
- Q14 One characteristic of skilful movement is that the movement is aesthetically pleasing. Which one of the following best describes this characteristic?**  
Some candidates seemed to be thrown by the term aesthetic and consequently selected a range of incorrect answers instead of the correct answer – The movement looks good.
- Q15 Which one of the following is an example of a performance goal?**  
Was often misunderstood and confused with outcome goals with the correct answer being:  
– To improve your technique.

### Section B

- Q16 Other than being aesthetic, identify two other characteristics of skilful movement, giving a practical example for each.**  
Some candidates scored well in this question. Those that scored no marks or few marks did not use characteristics that are associated with skill and some simply stated sports. The best candidates gave appropriate practical examples that illustrated the characteristic well. Those who scored few marks for the examples did not make the characteristic clear enough in their answer eg 'an example of fluency is a free kick in football'.
- Q17 Give a practical example of a warm up activity and explain why a warm up is important before exercise.**  
Most candidates could give appropriate examples of warm up activities often reflecting the excellent warm-up procedures in their lessons and for some that they had actually led warm-up activities in lessons. The explanations of why a warm up may be beneficial were generally quite good with many scoring full marks. Some of those who scored fewer marks simply repeated what was in the question eg a warm up is used to warm up the body. Although this is true it does not give the examiners evidence of understanding via an explanation. Four marks were available for this question but many candidates gave three or fewer points and were therefore unlikely to score full marks.
- Q18 Describe the possible pathways of involvement in physical activities.**  
Too many candidates merely listed possible pathways instead of briefly describing them – this led to some candidates not scoring full marks. Others had little or no understanding of

what a pathway to involvement means, even though it is a key aspect of the specification. The terminology of the specification must be shared and discussed with candidates so that they have a good understanding of each topic area. Some scored well in this question recognising the many different ways in which you can get involved in physical activities. Some misunderstood the requirements of the question and listed factors affecting involvement such as the provision of facilities.

**Q19 Identify two positive and two negative effects of the family on participation in physical activities.**

Many candidates misread this question and thought they were required to comment on how participation affected families rather than the other way round. Candidates should be reminded through practice examination questions to read each question carefully and to judge exactly what is required of them. Those that did attempt the question asked gave some excellent answers related to the support or otherwise of family members, many recognising the importance of such support and help for participation in physical activities.

**Q20 Describe how schools influence young people to get involved in physical activity as part of a healthy, active lifestyle.**

Most candidates scored some marks in this question and those that were high scoring showed real insight into how schools and in particular PE departments promote involvement by young people in physical activity. Candidates are reminded that other than for the last question (25) there is normally one mark given for each point made, that in this case has been described rather than just identified. Some candidates are only writing three or four description points in their answer and are therefore not accessing the full range of marks.

**Q21 Describe circuit training.**

Responses to this question were largely disappointing. Some candidates had a reasonable understanding of circuit training but a surprisingly large number had little or no knowledge of this type of training. Again 5 marks had been allocated but some candidates wrote very little and therefore scored few marks. The best candidates had clearly not only been taught about this training but drew on personal experience of the training to be able to give a full description of the important elements.

**Q22 One of the measures or indicators of health and well-being is access to green space – in other words open spaces for exercise. Identify three other measures or indicators of health and well-being.**

This proved to be a good discriminating question for the differing abilities of candidates. The most able gave three appropriate measures with many including emotional, fitness and health elements. Others seemed confused by the terminology used in the question and consequently either left out their answer altogether or limited their answers to fitness tests. Many candidates listed factors that affect participation such as availability of gyms and role models rather than measures of health and well-being.

**Q23 Explain how vitamins and minerals contribute to our health.**

Many candidates merged their answers and gave generic points about vitamins and minerals. Some candidates missed out their response and were clearly not prepared for the more scientific aspects of the course. Many candidates gave good descriptions of how vitamin C prevents scurvy but little else. Candidates are reminded that they should be giving four separate points for a four mark question.

**Q24 One way of assessing the body's readiness for exercise is through health screening. Identify three other ways of assessing the body's readiness for exercise.**

The terminology threw some candidates and they misunderstood the question and wrote about training rather than assessment. Others gave health screening tests which were identified in the question and were therefore not other ways of assessing readiness for

exercise. The best candidates recognised the different ways of assessing the different aspects of fitness. Some good work had clearly been done by centres in widening examples into the exercise for fitness field and included questionnaires and visual assessments. It was also evident that many have been involved in these types of assessments themselves, showing again that effective centres are applying theory to practice regularly throughout the course.

**Q25 Describe how you would evaluate and help to improve someone's performance in a physical activity.**

Some candidates scored reasonably well in this question that was marked using levels of response. Candidates score credit for knowledge and understanding but also for applying that knowledge and evaluating. The best candidates linked evaluations such as video recordings with improvements such as in technique and the use of targets that could then be reviewed. The poorer candidates were superficial in their response and gave only one way of evaluating and improving or left out one of these. The quality of communication at times along with the use of appropriate technical terminology was poor, with some candidates unable to string sentences together to make a coherent point. Better candidates wrote more fluently and showed a good understanding of how you might assess performance and improve it, often using a practical example to help them, although this was not necessarily required by the question.

## **B453 Developing Knowledge in Physical Education**

No candidates sat this examination in January 2010.



# Grade Thresholds

General Certificate of Secondary Education  
Physical Education (J586 J086)  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Max Mark	A*	A	B	C	D	E	F	G
B451	Raw	60	53	47	41	36	30	24	19	14
	UMS	40	36	32	28	24	20	16	12	8

Statistics are correct at the time of publication.

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