

## **Physical Education**

General Certificate of Secondary Education **GCSE J586**

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

### **Examiners' Reports**

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**J586/J086/R/11J**

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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**

A wide range of candidate abilities was again represented. Most candidates were very well prepared for this examination and most were at the appropriate level to be examined in this session. The specification content had been covered effectively by most centres with candidates showing appropriate knowledge and understanding in many topic areas.

The terminology used in some of the questions that have been directly lifted from the specification again confused some candidates. For example the terms key process; key concept; pathways. Once again, centres are advised to ensure that the appropriate Physical Education terminology is well known by candidates.

The 'command' word 'describe' was often used in questions but many candidates merely gave lists which did not give the depth of information required. Candidates who gave lists were awarded some marks for their knowledge but the full range of marks was unlikely to be accessed because of the lack of detail.

This examination paper includes multiple choice questions which were mostly answered very well by the majority of candidates. Candidates are again advised to think carefully about each question rather than try to rush through these questions. Some candidates did not answer some of the multiple choice questions and may have planned to return to them after answering other questions but did not do so. Candidates are reminded that they must check near the end of the examination that they have answered all the questions set.

There was little evidence to suggest that candidates struggled to complete the paper within the time.

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 is used for the final question, 25 (as indicated in the question paper by the "\*" next to the question number). The mark scheme for this final question has a number of criteria separated into levels. The levels descriptors also include statements related to the quality of written communication. The levels of response mark scheme also includes indicative content that is expected in the answer and this content is also taken into consideration when awarding marks.

### **Section A – multiple choice**

The multiple choice questions which candidates struggled most with were Q4 related to an outcome goal; question 7 on key processes; question 10 on key concepts and question 12, which asked for the answer that was not a reason for participating.

As noted in the introduction to this report, key concepts and key processes are clear elements of the specification which candidates should be familiar with (questions 7 and 10) and in the case of question 12, this was an example of the importance of taking time to read the question set.

**Section B – short answer questions**

**16 Give three reasons why a performer might participate in physical activities.**

Most candidates scored the full three marks indicating good preparation for this type of question. This question allowed for the listing of responses because of the command word – 'give'.

**17 Regularly being involved in school and community sport is a pathway for involvement in physical activities.**

**Describe and give practical examples of two other pathways for involvement in physical activities.**

This was poorly answered by most candidates who misunderstood the word 'pathway'. This is a clearly defined section in the specification and includes the possible pathways available with some practical examples. Some candidates gave pathways that were clearly to do with either school or community sport. The question clearly states 'other' pathways. Candidates are reminded of the need to read each question carefully and to check back to the question as they write their responses to ensure that the question set is answered effectively.

**18 Describe why young people may give up participating in physical activities when they leave school.**

The command word 'describe' is important here and some candidates merely listed rather than described the reasons for non-participation. Many candidates did describe some valid reasons but many did not offer enough to score the full six marks. Candidates are reminded that the marks indicated for the question (apart from Q25 when it is the level of response that is marked rather than the number of points made) gives the indication of the number of separate points that need to be made. In this case six reasons are required.

**19 Performance enhancing drugs are used by some performers to try and gain an advantage over their opponents.**

**Describe the effects of performance enhancing drugs on the performer.**

This was answered well by many candidates who showed good knowledge of performance enhancing drugs. It was not a requirement of the question to give both advantages and disadvantages but it was to some relief that the majority recognised the negative consequences of taking these drugs. Again those that did not score the full 4 marks available did not give four separate points with some candidates merely repeating their point in a slightly different way but not scoring further marks.

**20 Decision making is an important key process in physical education.**

**Describe two examples of decisions that might be made in each of the following roles:**

- (i) Performer**
- (ii) Coach or leader**
- (iii) Official**

This question was very well answered with the majority of candidates scoring the full six marks available. Centres had prepared candidates well in recognising the different roles in following an active lifestyle and the decisions that they may take. Those that did not score well either did not attempt the question or did not give decisions but rather described their roles thus not answering the question set.

**21 Describe five characteristics of skilful movement.**

Many candidates listed the characteristics rather than describe them and therefore did not access the full mark range. Some gave practical examples which if indicated the separate characteristics were fine but many that chose to do this often gave five different scenarios describing the same characteristic – usually to be successful or consistent.

**22 Identify four different fundamental motor skills and describe why each one is important in physical activities.**

Many candidates could identify four fundamental motor skills but did not describe their importance and many gave vague references to sport eg kicking is important in ball games. Those that gave a more specific response such as 'kicking is important in passing in the game of football' were awarded more marks.

**23 Give three reasons why it is important to show sportsmanship when participating in physical activities.**

It was pleasing to read so many responses that recognise the need of good sportsmanship and many gave three good reasons often related to respect for others and to avoid disputes and to be able to enjoy the flow of the game and for spectators also to enjoy watching the game or activity.

**24 Speed is an important component of fitness.**

**Explain, using four different practical examples, how speed can help in the performance of physical activities.**

The command word here is 'explain' and those candidates who gave reasons for their answers using words like 'because' scored well. Many however, listed some activities or described the same use of speed in a number of activities. Those that gave four examples of using speed using different practical examples scored well. Some used the same activity but explained well the way in which speed is used, for example to close an opponent down in basketball or to race an opponent to the basket for a rebound in basketball or to chase after the ball against an opponent in basketball or to get a shot away quickly before being checked by an opponent in basketball. Some offered similar scenarios using different activities and they too scored well.

**\*25 Describe the main characteristics of a balanced, healthy lifestyle.**

Many candidates had been prepared well for Question 25. The answers to this question are also assessed through the quality of written communication as part of a levels of response mark scheme. There is little need to write too much for this question but to write fluently making and developing points that are relevant to the question. The candidates who scored full marks often gave developed points about diet and exercise and also well-being as characteristics of a balanced, healthy lifestyle. For example stating that regular exercise is a characteristic but then stating that this should be at least 30 minutes per day and that balanced diet should include the main nutrients including water and that a sense of well-being includes being reasonably happy and getting enough sleep. Those who scored few marks gave answers that were just lists of characteristics or took a very narrow approach simply writing about a balanced diet. Those who scored well showed few errors in grammar, spelling and punctuation.

## B453 Developing Knowledge in Physical Education

Not many candidates sat this examination with most centres preferring to enter their candidates for this paper in the June series.

Overall the specification content had been covered effectively by centres with many 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, as was the case in the unit B451 examination. Examples included; government initiative; lactic acid; and National Governing Bodies. 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 where the specification indicates that this may be required.

The 'command' words used in each question were again 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 actual description or explanation. When candidates are asked to give practical examples (such as in question 18), it is important that they give appropriate examples, otherwise they are limited in terms of the number of marks which they can access.

This unit includes multiple choice questions and again 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 most appropriate 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.

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 is used for the final question, 25 (as indicated in the question paper by the \* next to the question number). The mark scheme for this final question has a number of criteria separated into levels. The levels descriptors also include statements related to the quality of written communication. The levels of response mark scheme also includes indicative content that is expected in the answer and this content is also taken into consideration when awarding marks.

### Section A – multiple choice

Candidates generally scored well in the multiple choice section but the questions which some struggled with were those on 'fartlek' training (question 2); effect of lactic acid (question 4); osteoarthritis (question 6); and the role of National Governing Bodies (question 8).



**Section B – short answer questions**

**16 Give three examples of current government initiatives to promote a healthy lifestyle.**

Many candidates could identify one or two initiatives but only the best candidates could give three examples. Many gave examples of a balanced healthy lifestyle rather than actual initiatives. These government initiatives are often referred to in different ways and examiners gave the marks even if the title of the initiative was incorrect but it was clear that there was reference to an appropriate initiative.

**17 Identify and describe two functions of the skeletal system.**

Candidates were asked to identify and describe. Unfortunately many candidates merely identified the functions of the skeleton and gave little or no description thus scoring few marks.

**18 The main training principles are overload; specificity; progression and reversibility.**

**Describe three of these training principles and give a practical example for each.**

This question involves two strands: describe and give a practical example. Those candidates who had been prepared well by centres had circled these 'commands' on their answer booklet and were clearly aware of the need to give both parts to score well. The poorer candidates gave inappropriate examples for example simply 'working hard' for overload or repeating the word 'specific' for specificity. Examiners are looking for an understanding of these principles as well as their recall. Candidates who had used these principles to set their own training programmes were clearly more able to put them into context and gave examples from their own experiences.

**19 The British Olympic Association is a national organisation involved in promoting sport and participation in physical activities.**

**Identify three other types of organisations that promote participation in physical activities.**

Many candidates could not identify different types of organisations. Some gave several governing bodies as examples but only scored a single mark because this only represents one type of organisation. The specification clearly states that there are different types of organisation that promote participation and governing bodies are grouped under national organisations as a type. The better candidates were able to recognise local authority, private enterprise and voluntary organisations as different types and scored well.

**20 Explain how schools might encourage an active, healthy lifestyle.**

Not surprisingly many candidates scored well in this question given that they are probably experiencing examples of encouragement first-hand in their own schools. The candidates who did not score full marks simply did not give enough separate points to score the 6 marks available.

**21 Using Fig. 1:**

- (i) Name muscle X**
- (ii) Name muscle Z**
- (iii) Identify which muscle is the agonist**
- (iv) Identify which muscle is the antagonist**

This question was answered very well by the majority of candidates who recognised the appropriate muscles and their role in the movement. Some candidates were confused between agonist and antagonist muscle action.

**22 Describe four long term effects of exercise on muscles.**

Some candidates were not aware of long term effects and consequently were unable to score well and often gave short term effects. Some listed rather than described and were therefore disadvantaged. Many candidates however showed a good awareness of the long term effects including some quite detailed answers that would not have looked out of place at GCE level.

**23 Describe ways in which you might reduce the potential risks in outdoor, adventurous activities.**

This was mostly answered well with many candidates showing they had been prepared well to identify potential risks. Those that scored few marks simply did not give enough separate points and only described one or two rather than five to score full marks. The better candidates referred to their own experiences of risk assessment in their answer and showed a detailed awareness of potential risks.

**24 Describe four ways in which continuous training can improve performance in physical activities.**

Once again the weaker candidates gave a list rather than a description and did not give enough information to score well. Most got the point about increase in stamina but only the best candidates scored the full marks and included some good points related to adaptations as well as reduction in health problems. Some confused continuous training with other types of training and scored few marks.

**\*25 Explain how you might motivate someone to follow an active, healthy lifestyle**

Many candidates scored well for this question showing a good depth of knowledge and understanding of motivational strategies as well as showing good use of terminology, for example intrinsic and extrinsic motivation methods. Stronger candidates showed a good range of strategies covering both exercise and health. The question also attracts credit for good written communication and those candidates who showed few errors in grammar, punctuation and spelling scored well. Many centres are clearly preparing candidates well for this question although there is a tendency for some of the better candidates to write too much. There is little need to write too much with succinctness winning over 'waffle', along with brief development of points and if appropriate good practical examples to show understanding.

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