

teacher's handbook

Version 2 April 2010



GCSE

Physical Education

J586 – Full Course
J086 – Short Course

This handbook is designed to accompany the OCR GCSE Physical Education specification for teaching from September 2009. This booklet contains the following support materials:

- Subject specific guidance
- Resource list
- Publisher partner resources
- Frequently asked questions
- Other forms of support.

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Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students' personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Physical Education specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Delivery Method and Entry Options

A flexible approach can be taken with the units in this specification which can be delivered in a number of different ways. However, one of the main considerations for centres in their approach to delivery is the terminal rule. The **terminal rule** states that candidates must take at least 40% of the assessment in the same series they enter for either Short course or Full course qualification certification. Another consideration when deciding in what combination to deliver the units is that the practical units (B452 and B454) can only be entered for in a June series.

The terminal rule does not effect the delivery method or entry order of the GCSE Physical Education Short course, as there are only two units both of which are worth a minimum of 40% (B452 is worth 60%).

When considering the use of **re-sits**, as an opportunity for the candidate to improve assessment outcomes, centres should be aware of the following:

- 1) Candidates can re-sit each unit once before entering for certification;
- 2) The terminal rule applies to re-sits. Therefore, where a Full course candidate is intending to certificate in the series they are re-sitting, they will have to re-sit a minimum of two units in that series to fulfil the terminal rule;
- 3) Where a candidate re-sits a unit in the certificating series, the mark the candidate receives in that series will be used in their overall certification, even where a previous mark is higher. This applies to both Full and Short courses.

To further clarify points 2 and 3, please see the examples below:

Point 2 - Full course Terminal Rule and Re-sits

Candidate A has sat all four units of the Full course and has automatically been entered for certification by their centre. Having received their results for all four units, Candidate A decides to re-sit one of the units (eg B451) and therefore the centre declines to accept the certification. Candidate A will be able to re-sit the unit they wish to re-sit (B451); however, they will also have to re-sit an additional unit (eg B452/3/4) as no one unit on the Full course is worth 40% of the whole certification. If candidate A re-sits only one unit then they **would not** be taking the minimum number of units (2+) in the certificating series, and therefore **would not** fulfil the terminal rule and **would not** be able to certificate.

Candidate B has sat two units of the Full course and therefore, has not yet been entered for certification. Having received their results for the two units, Candidate B decides to re-sit one of the units. Candidate B will be able to re-sit the unit they wish to re-sit either alone (if not in the certificating series) or will re-sit the unit as well as taking the other two units (if in the certificating series). This candidate would be taking the minimum number of units (2+) in the certificating series.

Therefore, where possible, centres may decide to review whether a candidate should re-sit each unit as it is sat. Where centres wait for the outcome of all four units to be received and then enter a candidate for a re-sit, the candidate will have to re-sit two of the four units to fulfil the terminal rule.

Point 3 - Full and Short course re-sits

Candidate A (above) decides to re-sit and therefore takes two of the units again, thus fulfilling the terminal rule. However, on one of the units (eg B451) candidate A is awarded a lower mark than previously received for this unit. As candidate A is certificating in the re-sit series then they will

have to use the lower of the two marks received for B451. Candidate A would only not be certificating if they intended to re-sit further units in the future.

Candidate B (above) decides to re-sit one of their units. If candidate B re-sits in the certificating series then the re-sit mark will be used in their certification. However, if candidate B re-sits before the series they certificate in then the higher of the two marks for the unit will be used in their certification.

Short course – candidate C has taken one of their units (B451) and wishes to re-sit it. If candidate C re-sits in the certificating series then the re-sit mark will be used in their certification, even where it is lower than the mark achieved for the same unit previously. However, if candidate B re-sits before the series they certificate in then the higher of the two marks for the unit will be used in their certification.

Short course – candidate D has taken one of their units (B452) and wishes to re-sit it. This unit can only be entered for in a June series. If candidate D re-sits B452 in the certificating series, i.e. when they are sitting B451, then the re-sit mark will be used in their certification, even where it is lower than the mark achieved for B452 previously. However, if candidate B re-sits before the series they certificate in then the higher of the two marks for the unit will be used in their certification.

Entry Options

A further consideration for centres is whether they wish to take a 'short, fat' as opposed to 'long, thin' approach to unit delivery. Units can be taught in isolation from one another but if the centre is using a team based teaching approach it maybe that common strands of content can be picked up from the units and delivered to the candidate in a more holistic way. For example if the candidate is undertaking the Full course then there are theory strands which are covered in unit B451 and then developed in B453. These strands could be taught as a whole rather than as they feature in the two units. For example, the *Characteristics of a balanced, healthy lifestyle* in Process 5 of unit B451 could be taught together in conjunction with *Short and Long term effects of an active, healthy lifestyle* in section 3 of unit B453.

Some possible approaches to entry options are:

Full Course

Combination 1

Year 10 – 1 unit

Year 11 – 3 units

Candidates enter for unit B451 (exam) in either the January or June series of year 10 and then sit unit B453 (exam) in either the January or June series of year 11. Candidates enter for B452 and B454 (moderation) together at the end of year 11 in the June series. Candidates would enter for qualification certification in June series of year 11. This would meet the terminal rule.

Combination 2

Year 10 - 2 units (1 theory, 1 practical)

Year 11 - 2 units (1 theory, 1 practical)

Candidates enter unit B451 (exam) in either January or June of year 10 and enter for B452 (moderation) in June of year 10. To meet the terminal rule candidates would then have to enter for B453 (exam) and B454 (moderation) in the June series of year 11. Candidates would enter for qualification certification in June series of year 11. This would meet the terminal rule.

Combination 3

Year 10 – 2 units (2 theory)

Year 11 – 2 units (2 practical)

Candidates enter units B451 and B453 (exam) in either January or June of year 10. Candidates enter units B452 and B454 (moderation) in June of year 11. Candidates would enter for qualification certification in June series of year 11. This would meet the terminal rule.

Combination 4

Year 10 – 2 units (2 practical)

Year 11 – 2 units (2 theory)

Candidates enter units B452 and B454 (moderation) in June of year 10. Candidates enter units B451 and B453 (exam) in June of year 11. Candidates would enter for qualification certification in June series of year 11. This would meet the terminal rule.

N.B. Where a candidate completes units B451 and B452 and then decides not to continue on the Full course, they can be entered for Short course certification instead.

Fast track/intensive (candidates are entered for all units in one year)

Candidates enter units B451 and B453 (exam) in either January or June series. Candidates enter units B452 and B454 (moderation) in June series of that same academic year. Candidates would enter for qualification certification in the June series of that year. This would meet the terminal rule.

Short Course

The terminal rule does apply to the GCSE Physical Education short course. This is more straightforward as there are only two units both worth a minimum of 40% (B452 is worth 60%).

Combination 1 (Short course taken in one year)

As B452 can only be entered for in a June series, the only decision centres need to make is whether to enter candidates for B451 in the January or June series of that academic year.

Combination 2 (Short course taken over two years)

Candidates enter unit B451 (exam) in January or June series of year 10. Candidates enter unit B452 (moderation) in June series of year 11. Candidates would enter for qualification certification in June series of year 11.

Combination 3 (Short course taken over two years)

Candidates enter unit B452 (moderation) in the June series of year 10. Candidates enter unit B451 (exam) in either January or June series of year 11. Candidates would enter for qualification certification in either the same series in which unit B451 was entered.

Resources

Units B451 and B453: A resource list for teachers

Text book:

OCR PE for GCSE by John Honeybourne. ISBN: 9780340983300

Books

OCR PE for GCSE – Teacher Resource Pack John Honeybourne (2009) Hodder Education

Sport Examined - Beashel, P & Taylor, J (1996) Macmillan Education Ltd. [0-333-35435-4]

The World of Sport Examined - Beashel, P & Taylor, J (1997) Thomas Nelson & Sons Ltd. [0-17-438719-9]

Examining Physical Education - Bizley, K (1996) Heinemann [0-43-550653-6]

Fundamentals of Health and Physical Education - Eshuys, J, Guest.V, & Lawrence, J (1990) [0-435-13000-5]

PE to 16 - Fountain, S & Gee, L. (1996) Oxford University Press [0-19-913380-8]

Physical Education through diagrams - Gallagher, R, Fountain, S & Gee, L. (1997) Oxford University Press [0-19-913399-9]

Sports Science - Hawkey, R. (1991) Hodder and Stoughton [0-34-052523-1]

Sport and Physical Education, A complete guide to GCSE - Hodgson, B (1998) Hodder and Stoughton [0-34-070490-X]

PE Essentials - Neate, D (1996) Feltham Press [0-95-207432-X]

Royal Navy Action Packs

DVDs

Ten Reasons to Get and Stay in Shape BOULTON & H; ISBN DVD

Speed for Sports Performance DVD CISSIK; ISBN 9780736065252

Flexibility for Sports Performance DVD FREDERICK; ISBN 9780736064224

Strength Ball Training 2e + DVD GOLDENBERG; ISBN 9780736066976

Strength for Sports Performance DVD (RRP £19.99) HEDRICK; ISBN 9780736064217

Websites

www.ocr.org.uk Assessment related information including the specification, specimen assessment materials, sample schemes of work, lesson plans and a guide to controlled assessment.

www.curriculum.qca.org.uk/ Website providing resources, teaching guidance and ideas, information from National Curriculum teacher handbooks, and non-statutory guidelines, offered by the Qualifications and Curriculum Authority.

www.nhs.uk, www.food.gov.uk, www.direct.gov.uk, www.direct.gov.uk/en/HealthAndWellBeing/HealthyLiving/index.htm & www.nhs.uk/Change4Life Information concerning the latest government healthy living initiatives.

www.bbc.co.uk/health Features current news plus archives, guides by subject, "Ask a Doctor" inquiry feature, a searchable conditions database, message board, and much more.

www.bbc.co.uk/science/humanbody An interactive website which allows students to drag and drop muscles and bones into place. There is detailed information on muscles and bones and explanations as to their role and function.

www.bbc.co.uk/gcsebitesize A secondary school revision resource for students studying their GCSEs featuring written content, interactive content, audio, video and games.

www.teachpe.com A comprehensive Physical Education website covering all aspects of the course. Be sure to select 'intermediate' level as this website also contains a great deal of information for A-level study. This website is particularly useful for aspects of anatomy and physiology and the short and long term effects of exercise on the body.

www.educationforum.co.uk The Education Forum provides free learning resources for teachers and students. You are able to access, print and download extracts for your use.

www.volunteering.org.uk Volunteering England works to promote volunteering as a powerful force for change, both for those who volunteer and for the wider community.

www.volunteerscotland.org.uk Website promoting and facilitating volunteering in Scotland. Providing information on the social and personal benefits volunteering can bring.

www.volunteering-wales.net Website providing information about the benefits and implications of volunteering, and advice about some of the things you need to consider when volunteering.

www.volunteering-ni.org Website promoting and facilitating volunteering in Northern Ireland. Useful guide to what volunteering entails.

www.brianmac.co.uk A sports coach website which contains an expanse of material relating to methods and principles of training as well as goal setting, motivation and other psychological aspects. This is not aimed specifically at GCSE students so be aware that some of the material will be A-level standard.

www.sportsinjuryclinic.net A useful website detailing causes, symptoms and treatments for a wide variety of sporting injuries. It also has some useful diagrams of isolated muscles and their attachments.

www.abacon.com/dia/exphys/home.html Coloured diagrams of the circulatory and respiratory systems.

www.bhf.org.uk Information about how to keep your heart healthy, 3d animation of a beating heart and information about various heart issues.

<http://info.cancerresearchuk.org/> This new Cancer Research UK website is a one-stop-shop for all of your cancer information needs. It includes information on how you can live healthily, and much more.

www.talktofrank.com A to Z list of substances explains appearance and use, effects, chances of getting hooked, health risks and UK law. Includes information on peer pressure.

www.sportengland.org Detailed website relating to sponsorship in sport, includes case studies and information about how to gain sponsorship and local and national provision.

www.uk sport.gov.uk Detailed website, includes information about Lottery Funding and the latest initiatives in UK sport.

www.youtube.com Great site for clips of different sporting action and injuries. Please remember that the content on this site is not edited and therefore it is advisable to download the content in advance.

www.pponline.co.uk A useful website for training methods and principles of training. Covers sport specific and general fitness. Great video clips of training sessions. Also useful for sports nutrition and injuries.

Other forms of Support

In order to help you implement the new GCSE Physical Education Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Physical Education.



Hodder Education is producing the following resources for OCR GCSE Physical Education for first teaching in September 2009, which will be available in Spring 2009.

OCR PE for GCSE Students Book – John Honeybourne
ISBN: 978 0340 98330 0 (Available February 2009)

OCR PE for GCSE Dynamic Learning Network Edition CD-ROM
ISBN: 978 0340 98329 4 (Available April 2009)

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

OCR Training

Get Started...towards successful delivery of the new specifications

These full-day events will run from January 2009 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <http://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

What are the benefits of delivering the new specification?

Everyone involved in delivering the new specification should see a smooth transition from the previous specification. The B451 unit offers a clear progression route to B453 as well as integrating theory into a wide range of practical performances. There is now also an opportunity for candidates to learn and apply knowledge to different activity profiles and the different roles that are available within that activity such as performer, official and coach/leader. This new specification is excellent preparation for students wishing to progress to 'AS' and 'A' level Physical Education.

This specification gives candidates opportunities to:

- develop and apply their knowledge, skills and understanding of physical education through selected practical activities
- develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship
- understand the role of rules and conventions in selected activities
- promote their understanding of the health benefits and risks associated with taking part in physical activity
- develop the skills necessary to analyse and improve performance and fitness/lifestyle
- support their personal and social development through adopting different roles in selected activities when working with others.

Is there a textbook to support the course?

Yes. The chief examiner for OCR GCSE PE has written a book published by Hodder Education 'OCR PE for GCSE'. It has been written entirely for this new specification. Each chapter links directly to the topics outlined in the Schemes of Work and throughout the publication there are hints and tips relating to the requirements of the exam.

What support will I receive?

Throughout the year there will be a series of Inset events to support new and experienced teachers and to provide feedback on recent examinations.

A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950) will also be available throughout the year.

- Specimen question papers and mark schemes, available from the Publications department
- Past question papers and mark schemes (once available), available from the Publications department
- OCR GCSE Physical Education Guide to Controlled Assessment
- OCR GCSE Physical Education Sample Schemes of Work and Lesson Plans for units B451 and B453
- Cluster coursework moderation
- Individual feedback to each centre on the moderation of internally assessed work
- A report on the examination, compiled by senior examining personnel after each examination session.

What are the differences between the old specification and the new specification?

http://www.ocr.org.uk/qualifications/gcsefor2009/physical_education/changes.html

Changes

- New activities now available for assessment (including coaching and officiating)
- Improved links between OCR GCSE, A Level and Entry Level Physical Education specifications
- Less emphasis on risk assessment
- More emphasis on socio-cultural factors for participation, such as local and national provision
- Greater focus on balanced, healthy lifestyles and the impact of diet, work and rest
- Targeting physical activity for maximum effect.

What stays the same

- Moderation process
- A comprehensive list of activities available for assessment
- Covers key anatomy and physiology aspects
- Encourages an understanding of how key factors influence participation and performance
- Motivation and mental preparation
- Components of fitness
- Characteristics of skill.

Units B451 and B453

How are units B451 and B453 assessed?

Both unit B451 and B453 are assessed by written papers. For each paper there are a total of 60 marks available.

Units B451 and B453 examinations are each 1 hour in duration and consist of a Section A and a Section B.

Section A consists of multiple choice questions (15 marks) and Section B consists of short answer questions (45 marks).

The aim of the question papers is to enable candidates to show their knowledge and understanding, apply theoretical knowledge to practical situations and to recall facts.

What areas will be covered in the exam and will there be overlap between the B451 and B453?

All areas of a unit's content may be assessed within an examination paper for that unit. Each exam will only assess content taught in the specific unit.

Does it matter what order I teach the topics in?

No. So long as you cover everything outlined in the specification for each unit you will have equipped your students with all the knowledge they need for the exam. You may wish to follow the order of topics as detailed in the Schemes of Work.

Is it still necessary for students to learn the anatomy of the heart?

The focus of the course is on healthy, active lifestyles and as such students need to learn about the effects of lifestyle on the heart. There will be **no** questions asking students to label a diagram of the heart or indicate the flow of oxygenated and deoxygenated blood. You may still choose to teach students about the structure of the heart to allow for a greater understanding of stroke volume, cardiac output and cardiac hypertrophy. The content of the OCR PE for GCSE textbook covers everything your students will need to know for the course.

What is the difference in terms of academic challenge between the examinations for units B451 and B453?

Unit B453 builds on the knowledge gained in unit B451 and challenges students to analyse and evaluate physical activity and identify actions to bring about improvement. Unit B451 has a higher weighting towards recall and selection of knowledge when answering questions. However, there is no difference in the academic challenge between the units.

When can my students sit the exams for units B451 and B453?

There are two examination series each year, in January and June both theory units (B451 and B453) will be available. Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates must take at least 40% of the assessment in the same series they enter for either the full or short course qualification certification. Centre and candidate should be aware that when re-sitting a unit in the series the candidate is certificating in, the mark the candidate receives in the certificating series will be used in their overall certification, even where a previous mark is higher.

How can I relate the theoretical units to the practical units?

Many aspects of the theoretical units link directly to the practical units.

In B451, for example, the theory taught links to the Analysing Lifestyle task (AL) in unit B452. To enhance the quality of your students' performance in the AL task you should make reference to it throughout the teaching of this unit. For example, in the AL task in unit B452 candidates are required demonstrate an understanding of the components and measures of a healthy, balanced and active lifestyle, and to produce an action plan to improve lifestyle. You could link this to the following topic areas in this unit B451:

- Assessing the body's readiness for exercise and training to plan for sustained involvement in physical activity
- An understanding of the function of the seven essential components of a healthy diet and the contribution diet makes to a balanced, healthy lifestyle
- Characteristics of a balanced, healthy lifestyle
- Measures/indicators of health and well-being
- Methods of exercise and training programmes for an active, healthy lifestyle
- Reasons for participation and reasons for non-participation
- Specific social, cultural and locational reasons affecting participation.

There are elements within the other topic areas within this unit that you could relate to the AL task.

In B453, for example, the theory taught links to the Analysing Performance task (AP) in unit B454. To enhance the quality of your students' performance in the AP task you should make reference to it throughout the teaching of this unit and take the opportunity to teach some of the content for this unit through practical activities that link to unit B454. For example, in the AP task in unit B454 candidates are required to produce an action plan using progressive practices over a limited time frame (maximum of 6 weeks) and be able to demonstrate how improvement may be measured. You could link this to the following topic areas in this unit B453:

- The learning of skills through a range of methods
- The importance of different types of feedback
- The importance of goal setting
- Mental preparation
- Exercise and training principles that affect improving health and fitness
- Definitions and examples of aerobic and anaerobic fitness.

There are elements within the other topic areas within this unit that you could relate to the AP task.

The more you relate the specifications' theory units to the practical units the easier it will be for your students to make the links, develop their understanding and be able to provide practical examples when asked for them in the exam.

Units B452 and B454

Where can I find the activity criteria for each of the activities listed in the specifications?

The Activity Criteria for each activity is published in the OCR GCSE Physical Education Guide to Controlled Assessment (published September 2009). Each Activity Criteria details the skills, knowledge, assessment criteria and conditions relevant to the activity, as well as the evidence required where the activity cannot be moderated at a visiting moderation, eg off-site activities.

We would like to assess a candidate for an activity which is not on the list of activities in the specifications. Can we do this?

Yes. Centres may wish to assess candidates in an activity which is not on the approved list of activities for use in these specifications. Further details on the process for submitting proposals for special activities can be found in the Guide to Controlled Assessment for OCR GCSE Physical Education. The deadline for submissions is October 15th of the academic year in which the assessment of the activity is to take place. Centres may also apply for the option of using different roles in activities, such as the facility to assess someone as an official in an activity where that is not currently permitted.

We have a disabled candidate taking GCSE Physical Education, is there anything we should be aware of?

Where a candidate is disabled, and their disability will have an effect on their ability to perform or their performance, centres will have two routes open to them.

The first route is that centres make a submission to the OCR Special Requirements team (by no later than October 15 of the academic year in which the candidate will be assessed) detailing the adaptations they wish to make to either a) the assessment criteria or b) the activity.

The second route is that centres make a Special activity submission for a disabled activity, eg Boccia. To do this, centres must read the Special activity submission guidance and complete the Special activity submission form (available from the OCR GCSE Physical Education webpage). The form should be submitted to the GCSE Physical Education Qualification Manager at OCR by no later than October 15 of the academic year in which the activity will be assessed.

Special Requirements, the Principal Moderator and Qualifications Manager will assess the submission and inform the centre of the outcome.

Are candidates allowed to use computers during the 'task production' session(s)?

The 'task production' must be done in controlled classroom conditions. The use of computers is allowed but only for candidates who wish to word process their task. Access to the centre's network, email and the Internet is not allowed.

Candidates may wish to produce their notes using ICT; however, these notes should be printed off and checked before being taken into the 'task production' session(s).

Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' does not expose the controlled conditions to abuse. If centres cannot ensure this, then computers should not be used in the 'task production' session(s).

What notes can candidates take into the 'task production' session(s)?

All notes taken into the task production session(s) must be checked beforehand by the teacher 'supervising' the session(s). Notes should relate to, and be limited to, observation and headings only. Notes may also include a draft version of the action plan. Notes **must** not be a pre-written attempt at the task.

For the Analysing Lifestyle and Analysing Performance tasks can the 4 hours of 'task research' be a combination of time within the GLH (under teacher supervision) and time the candidates spend observing and researching information on their own? Or are the candidates expected to complete all of the 4 hours of 'task research' under direct teacher supervision?

As per the specification (quoted below), it may not be possible for candidates to undertake the 'task research' element under direct teacher supervision, i.e. if the performance they are observing is off-site or if the research books are in the local library. This is acceptable and in line with the definitions of control. However, centres do need to enforce the time controls for this element of the task. Apart from actually supervising the 'task research', an alternative way of ensuring that candidates are not taking longer than is allowed is to limit the period of time between the 'task induction' and the 'task production'. This is an example of how the three elements of the task **could** be scheduled:

Day	Element	Supervised	Total time
1	Task induction	Yes	1hr
2	Task research – preliminary research	Yes	4hrs (in total)
3	Task research – performance observation (on-site or off-site)	Yes or No	
4	Task research – final research	Yes	
5	Task production	Yes	2hrs

From the specification: "Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, etc. **Using or applying** this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure."

In addition, centres need to be satisfied that the work submitted for assessment is the candidate's own work. Where the 'task research' is not supervised, research notes need to be reviewed to ensure that this work is the candidate's own.

Centres also need to ensure that where candidates are referencing work they acknowledge this and do not present it as their own work – this is plagiarism and will be treated as malpractice.

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

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