

**GCE**

**Physical Education**

Advanced GCE A2 **H554**

Advanced Subsidiary GCE AS **H154**

**OCR Report to Centres June 2015**

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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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**Advanced GCE Physical Education (H554)**

**Advanced Subsidiary GCE Physical Education (H154)**

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## Overview

Once again moderators and centres worked well together to ensure that moderations were implemented, were successful and candidates fairly treated.

The many centres who hosted moderations are to be thanked for their hospitality and for ensuring that the candidates and teachers involved had a positive and beneficial experience. The moderating team are very grateful for these centres' involvement.

As in previous years moderators were fortunate and privileged to be able to view outstanding performances by many talented candidates and interact with many well informed teachers.

The new documentation, the PEMIF, was again used by many centres and whilst it is not without its faults and frustrations it does aid centres and reduces the number of arithmetical errors made by centres. Centres will continue to be directed to use this form in future assessments. There are still a large number of errors made when transferring marks to the MS1 form and centres need to ensure that this process is carefully checked.

Practical activity assessments continue to be fairly accurate although there is still a tendency to be a little generous at the top end of the mark range by some centres. However many centres have taken on board the advice given in previous reports and are being more realistic in their assessments at the top of the mark range. Because of most centres' acceptance of the advice given by moderators and the report to centres, grade boundaries were unaltered this year.

It is, however, still worthwhile repeating the guidance given in previous years for both G452 & G454. We are in the situation where in G452 candidates who are assessed at 24 or 25, which is the top of band 2/bottom of band 1 are A grade candidates. Candidate marked at 26, 27,28,29,30 are very good candidates. In G454 the A boundary is now at the bottom of band 1, 33, and this allows us to use band 1 to differentiate amongst our Grade A candidates. This year the A \* boundary is 36. Centres should therefore be aware that candidates marked at 36,37,38,39 or 40 are exceptional candidates. This is indicated in the banded assessment criteria which state that candidates in this range will be gaining, where appropriate, representative recognition at national level. It is of concern, however, that centres appear to be reluctant to differentiate amongst these most able candidates and simply award them 40.

This often appears to be the case for candidates being assessed in activities where they may be the only candidate assessed by the centre in that activity and which does not form part of the centre's curriculum. This reinforces the need for centres to implement a robust internal standardisation process.

Some centres have included, with their G454 assessments, candidate 'profiles' outlining their level of performance/competition, successes and level of representation. This has proved to be extremely useful to moderators and centres will be encouraged to do this for each G454 candidate in future assessments.

Centre should be aware that statistically the subject does reasonably well with 31% of candidates achieving an A grade in G452 whilst in G454 17.8% achieve A\* and a further 27.5% an A.

The routes of Coaching and Officiating are now firmly embedded in the specification with centres comfortable and accurate in their assessment. Again these routes were, in the main accurately assessed and it was once again pleasing to see excellent, talented candidates selecting these routes and capitalising on the time and effort they have invested in developing their skills.

Oral responses are becoming, for most centres, accurately assessed and the process implemented well. However for some centres they continue to be a challenge. There is a need for these centres to ensure that they adhere more closely to the rubric in the Coursework Guidance booklet.

Centres are reminded that the rubric for oral responses states that ‘candidates should observe the live performance of a fellow candidate.’ This situation is replicated at moderation when candidates are expected to observe and comment on a live performance. It is a disappointment that many candidates have not developed their skills within this ‘live’ environment and do not perform the skills well at moderation.

Whilst it is acceptable for centres to create classroom situations for candidates to produce their oral responses for filmed assessment evidence, they should not lose sight of the fact that the skills which are being assessed are those of evaluating a **live** performance and creating an action plan to improve that performance. Candidates need to be better prepared in order to do this at moderation as many produce responses which do not warrant the marks which they have been given.

It should also be noted that the Coursework Guidance material indicates that ‘Candidates are assessed in their ability to produce an oral response in which they evaluate and appreciate the live effective performance of a fellow candidate (rather than that of a team.....)’ Centres should therefore note that candidates need to focus on one performer and that performer should not be an elite performer.

For the centres who continue to find the oral response and its assessment a challenge it is worthwhile repeating the guidance given previously.

As indicated above whilst it is acceptable for candidates to perform their oral response in the classroom situation for the purposes of producing filmed evidence, we should not lose sight that the rubric indicates it should be a live performance and therefore access to teaching aids e.g. white boards etc. is not really compatible with the intended context of the evaluation and response.

Candidates need to ensure that they describe both the strengths and weaknesses of the performance in the areas of skills, tactics/compositional ideas and fitness and to justify their evaluations. The banded assessment criteria for the evaluation aspect of the response indicate:

Band 1 Accurately describes **all** the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Band 2 Accurately describes **most** of the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Band 3 Describes **some** of the major strengths/weaknesses in relation to the skills, tactics/compositional ideas and fitness of the performance observed.

Candidates who in their responses describe only one strength and one weakness in each of the three areas are therefore likely to be placing themselves in Band 3 for this aspect of their response. Centres who adopt a strategy of advising candidates to focus on one of each aspect are denying them access to the full range of marks.

Action plans, whatever aspect the prioritised weakness is from, need to include detailed coaching points, progressive practices and a timescale. If the prioritised weakness is a fitness element then it is realistic to expect the action plan to include factors such as the exercises, repetitions, sets, weights, rest intervals, intensities etc. as well as progressions.

Centres should ask the suggested opening question, which is identified in the coursework guidance material, as this reminds candidates of the structure and content of the response.

Whilst it is perhaps understandable that centres encourage candidates to apply relevant theory in their oral responses it should be made clear that at AS, within the EPIP, the only theory required is the participation and progression and health and fitness benefits of the activity observed. Other theoretical aspects applied within the EPIP, whilst not disadvantaging the candidate, will gain them no credit and can make the response more difficult for the candidate.

Centres should also be aware that in both the responses, EPIP and E & A, the assessment criteria indicate that candidates who require supplementary questioning will be placed in band 3 or band 4. This has particular implications for centres who structure their candidate responses as a question and answer session. Centres should however, be aware that using a question to redirect a candidate to an area of the response which they have missed is not construed as being supplementary questioning and should be used to help candidates meet the criteria.

Centres are also reminded that when candidates are undertaking their oral responses, particularly when filmed evidence is being produced, it is essential that the environment the response is carried out in is free from interruptions e.g. phone calls, people knocking on doors, people walking in, caretakers cleaning the room etc. This continues to be an issue when viewing centres' filmed evidence of oral responses.

When filmed evidence is being produced the quality of the sound is also an essential consideration. The moderator will need to hear as well as see in order to form a judgment as to the accuracy of the centre's assessments.

Centres should be aware that an integral part of the filmed evidence for oral responses is footage of the performance the candidate has observed which enables the moderator to form a realistic opinion of the accuracy of the candidate's response.

The oral response is a demanding aspect of the specification. Whilst it is difficult to place a time frame on oral responses as candidates talk and think at different speeds, we need to be realistic about it. Good candidates can produce a response which contains all the aspects required in sufficient depth and detail in fifteen to twenty minutes. Centres should advise candidates that, similarly to the extended answer questions in G451 & G453, there is a need to be accurate and concise as it is the quality of the response and not the length which determines the mark awarded. Centres who allow candidates to produce responses that extend to 30 – 45 minutes are placing undue pressure on candidates which is both unfair and unrealistic.

Centres should note that candidates are encouraged to make notes as they observe the performance. The oral response is part of the examination process and therefore examination conditions apply meaning that candidates should be provided with a blank piece of paper. Pre-prepared notes are not permitted.

The process is continuous. Candidates should indicate when they feel they have observed the performance for long enough and be allowed a few moments to collect their thoughts before commencing their response. They should not write out their response.

In terms of assessing the oral response centres should take into account that the A boundary is nominally at 16 for both G452 & G454 with the A\* boundary for G454 being nominally at 18. This again indicates that candidates being marked at 18, 19 & 20 are exceptional candidates. It was noticeable this year that many candidates through being well prepared by centres were delivering responses which placed them in band 1.

As mentioned in previous reports filmed evidence is becoming increasingly important to the moderation process. It is essential, therefore, that centres are aware of their responsibilities in relation to this aspect of assessment/moderation. These responsibilities can be summarised as follows:

- The need to produce and submit filmed evidence for:
  - Each and every activity assessed; evidence at the top, middle and bottom of the mark range; This should also include activities which would normally be expected to be viewed at moderation.
  - EIPs and E & As; evidence at the top, middle and bottom of the mark range: The number of candidates recorded should relate to the size of the centre's cohort but should be sufficient to enable the moderator to form a sound opinion as to the accuracy of the centre's marking. The Coursework Guidance material indicates that there should be evidence of 2 candidates at each of the points in the mark range.
  - all candidates offering coaching or officiating; 40 minutes for each candidate.
- This evidence needs to be submitted according to the following deadlines:
  - EIPs and E & As by 31 March; along with the assessments;
  - other practical activities – as requested by the moderator;
  - coaching and officiating by 31 March;
  - AS seasonal activities by 15 May along with the assessments.
- This evidence needs to show:
  - candidates in the appropriate assessment situation for the unit and the activity ie for AS invasion games competitive skill drills and small sided conditioned games (not the full game situation);
  - evidence should last long enough for the full range of skills to be viewed and a reliable decision to be made as to the accuracy of the centre's assessments;
  - candidates must be clearly identified, numbered bibs or shirts, and either introduced on the film or identified in accompanying documentation. This is essential as if candidates cannot be easily identified and linked to their assessment it renders the filmed evidence worthless
  - It continues to be a significant problem that centres produce filmed evidence particularly for team games that the candidate being assessed cannot be identified by the moderator.

The filmed evidence needs to be in the appropriate format i.e. playable on Windows Media Player or on a DVD player, as per the guidance on the OCR Website ([http://pdf.ocr.org.uk/download/forms/ocr\\_63501\\_form\\_gce\\_form\\_cwi771.pdf?](http://pdf.ocr.org.uk/download/forms/ocr_63501_form_gce_form_cwi771.pdf?)).

As mentioned earlier in this report significant progress has been made in bringing the documentation closer to that which is relevant to the 21<sup>st</sup> century. We recognise that it is not perfect but reduces the workload for both teachers and moderators. It has also led to a significant reduction in the number of errors which often disadvantage candidates. There are no apologies for repeating that the most significant cause of errors now is the transferring of marks from the Final Practical activity sheet to the MS1 form. The MS1 form is OCR's method of entering the candidate's mark onto their system and therefore errors made transferring marks from the Final Practical Activity form to the MS1 form can affect the candidate's grade.

When completing documentation it is essential that for activities with component part marks e.g. cricket, swimming, athletics, outdoor and adventurous activities, circuit training, that all the component part marks are entered on the forms. These marks enable the moderator to relate the specific mark for that component to what they view at moderation.

Moderation is part of the examination process and centres are reminded that candidates who are requested, by the moderator, to attend moderation are required to do so. Whilst it is recognised that there may be valid reasons why candidates cannot attend it is essential that moderators are informed and that the appropriate supporting documentation is forwarded to the moderator.

Centres should note that candidates who are injured or ill and therefore cannot perform in, or attend, moderation need to submit their medical evidence to the moderator. Centres should not apply to OCR for special consideration if a candidate has been assessed but cannot attend moderation.

Centres are also reminded that they are responsible for their candidates whilst at moderation. It is, therefore, a requirement that candidates are accompanied by a teacher from their centre at moderation. Centres should also ensure that their candidates are appropriately attired and that they have the necessary safety equipment for the activities they are participating in. Candidates should be aware that part of the assessment criteria relates to the knowledge, understanding and application of the rules and regulations of the activity and not complying with these may affect the moderator's judgement of the accuracy of their centre's assessment. Moderators may refuse to allow candidates without appropriate equipment to participate in activities. It is disappointing that at some moderations this continues to be an issue. It should also be noted that it is the centre's staff who are responsible for their candidates at moderation.

The moderating team for G452 & G454 would like to take this opportunity to thank candidates, centres and teachers for all their help in making the moderation process, once again, so successful.

## G451 An introduction to Physical Education (Written Examination)

### General Comments

There were some outstanding scripts offered in response to the summer 2015 G451 examination paper, with performance overall being mixed. Encouragingly, there was almost no evidence of candidates failing to understand or misinterpreting questions. With the exception of one or two question parts, examination technique was also encouraging. So, in the shorter, a-d questions, candidates showed a clear understanding of the need to write a different point for each mark available and to obey the command word. For example from describe in:

- Qu 1bii '*Describe the changes that occur to both systolic and diastolic blood pressure during exercise*' and
- Qu2b '*Describe Whiting's model of information processing*'

to explain in:

- Qu 1c '*Explain the hormonal regulation of the heart during exercise*' and
- Qu3c '*Explain why ethnic sports such as the Highland Games are still popular today.*'

As is now well known, the 10-mark questions require longer answers and different examination technique. Here, candidates continue to show understanding of the need to meet the five generic criteria: 1. Knowledge and understanding 2. development of knowledge, 3. examples 4. technical vocabulary and 5. good quality of written communication. In these longer answers, there was a good deal of planning which helped with structuring answers.

Improvements in exam technique for the shorter answer questions (a-d), would include candidates focusing on 'getting to the point' quickly without superfluous wording. Unfocused responses to a-d questions continue to result in overuse of additional objects (continuation sheets). Candidates should be reminded that all additional objects (continuation sheets) must be labelled accurately (e.g. 1bii) so that examiners can link them correctly to answers in candidates' answer booklets. When lower mark totals were evident, the key reason, of course, was lack of security with fundamental knowledge. For example in question 1b (A&P), just over half of candidates were unable to define blood pressure; in question 2c (AMS) the majority of candidates were unclear of the theory of negative transfer, and in question 3a(ii) (SCS) approximately 50% of candidates failed to offer two recall points relating to the recommended amounts of physical exercise to be healthy. Lack of sufficiently clearly expressed knowledge continues to be an issue, leading to TV (Too Vague) being stamped on responses (no marks). This was evident with descriptions of proactive and retroactive transfer (Qu 2e - AMS) and also with explanations for the continued popularity of ethnic sports (Qu 3c - SCS).

### Comments on Individual Questions

#### Question No. 1

Overall, the Anatomy and Physiology question performed well with candidates achieving a good spread of marks. All questions in this section seemed to be pitched at the appropriate level of difficulty which was evidenced through the very small number of nil responses.

**Q1ai** – Responses to this question were variable. Whilst there were a healthy number of candidates who knew the joint movement at the hip, less showed knowledge of the type of contraction and even fewer knew the antagonist muscle. The most frequently awarded marks here were 1 or 2 out of 3. Relatively few candidates achieving maximum marks here. It would be worth reminding candidates that if more than one response per box is written, the first response only will be marked/considered.

**Q1aii** – This question was answered accurately by a high percentage of candidates with over half achieving maximum marks (2). A common error was for candidates to give answers referring to the cardiovascular system rather than skeletal muscle. It is worth pointing out that in questions where a number is given in the question (in this case two), the candidate's first two answers only will be marked/ considered. Mark scheme points 1, 2, 3 and 4 were most commonly accessed here.

**Q1bi** – Just over half of the candidature accurately defined blood pressure for one mark here.

**Q1bii** – This question was poorly answered with the majority of candidates combining systolic and diastolic together and writing that both increase during exercise. Positive marking was used in this instance but meant that the majority of candidates scored 1 out of the 4 marks available. Relatively few candidates scored more than 2 marks here with the second mark coming from their knowledge of diastolic blood pressure changing little. A common error here was with candidates describing the systolic and diastolic phases of the cardiac cycle rather than the changes to blood pressure during each phase. Another (for mark scheme Pt2 - systolic blood pressure increases from **120mmHg** (at rest) to **240mmHg** (at maximal exercise)).was omitting the units (emboldened) and the starting point. The mark scheme allowed a sub max of three marks for either systolic or diastolic blood pressure.

**Q1c** – Knowledge of the release of adrenaline and its direct effect on the SA node and heart rate was good, so 2 out of 4 marks was most commonly achieved. Stronger candidates made the link with the sympathetic nervous system and increased stroke volume and/or cardiac output to achieve maximum. In lower scoring answers, candidates tended to refer to neural control and the work of the receptors and the CCC which was IRR (irrelevant)

**Q1d** – This question was either answered very well to achieve maximum marks (6), or poorly to achieve less than half marks. The mark scheme allowed a sub max of four marks for either oxygen or carbon dioxide. A characteristic of strong responses was to achieve 6 marks before the end. Here, there was good knowledge of the process of gaseous exchange and the movement of gases down a pressure gradient. When maximum marks were not achieved, it was for one of two reasons predominantly: either candidates wrote about external respiration at the lungs between the alveoli and the blood, or they only considered one of the two gases. A disappointing percentage failed to score here.

**Q1e** – This question was reasonably well answered by some, while other responses lacked the detail needed to access higher than level 1 (4 marks). There were more level 1 responses than level 3 (8-10 marks) with a large percentage of candidates achieving level 2 (5-7 marks). The question parts most confidently and accurately answered were as follows: candidates showed good knowledge of the receptors, with a high proportion identifying the role of chemoreceptors, baroreceptors and proprioceptors. Most could also identify different mechanisms to aid venous return, though fewer described how the mechanisms work.

With reference to the role of vascular shunt at the muscles and organs during exercise, most candidates could identify that there was an increase to the former and decrease to the latter but terminology was vague. For example, relatively few identified the specific role of arterioles and pre-capillary sphincters, referring instead to blood vessels, arteries or, in some cases, veins. Accurate use of the terms vasoconstriction and vasodilation was limited to the stronger answers.

With regard to venous return, while most candidates knew what venous return was, few made the link with cardiac output so missed the opportunity to write about Starling's Law. In fact this seemed to be a common theme with candidates describing, to varying degrees of success, the three bullet pointed concepts but not linking them sufficiently to the main focus of the question by explaining their effect on cardiac output. The candidates who did this, were easily able to access level 3.

## Question No. 2

Overall the Acquiring Movement skills question was well received with very few omissions and a good spread of marks achieved.

**Q2a** – This question on abilities differentiated very well, with the percentage of candidates scoring at each mark point being well distributed between 0-4. Once candidates had achieved their two marks for characteristic of gross and psychomotor abilities, they generally achieved all four marks as they were able to give accurate examples of each.

When candidates did less well, it was often because they responded with synonyms of words from the question, such as innate, enduring and others for example genetic, stable or inherited. Some gave examples of running rather than specific named abilities such as '*coordination*'. Others were Too Vague (TV) in their use of terminology for psychomotor abilities, referring to thinking, or mental or 'to do with the mind' instead of to information processing or judgement, for example.

**Q2b** – This question also differentiated well, with candidates scoring 0-5 marks being comparatively evenly distributed. Over a quarter of the candidature scored five marks max here. In general, the correct order of the model was understood, and there was very almost no confusion between Whiting's model (examined here) and Welford's (also on the specification). The most comment elements visited and described for five marks were: input, sense organs, perceptual mechanisms, translatory mechanisms and feedback. Weaker candidates hit point 1 (input) and point 8 (feedback). Very few ventured to points 3 (central mechanisms), 9 (environment) or 10 (body boundary).

**Q2c** – Candidates found this question very challenging (they had to ***explain, giving practical examples, how positive reinforcement, negative reinforcement and punishment can be used to promote a balanced active and healthy lifestyle***). Just a small percentage of candidates achieved four, five or six marks max with nearly three quarters getting two or fewer.

The mark scheme required candidates to give an action (e.g. for positive reinforcement '***give praise***') and due to the command word a linked ***explanation*** ('***which will motivate / or which will strengthen the SR bond***'). Candidates frequently gave actions without explanations so couldn't access points 1,3 and 5. Positive reinforcement was understood better than punishment, and negative reinforcement was commonly misunderstood.

While some gave model BAHL examples, many offered sporting examples instead (e.g. 'praise a player when they score in football') so couldn't access points 2,4 or 6. Acceptable BAHL examples would have been '***praise a child for healthy eating***' (pt 2 positive reinforcement), '***remove criticism when young person starts an exercise programme***' (pt 4 negative reinforcement), '***take away Xbox if young teenager 'caught' smoking***' (pt 6 punishment)

**Q2d** – This question performed well, and answers were encouraging, with over a quarter of candidates scoring five marks max. In contrast, just under 20% didn't score. Points 1, 2, 7 were most commonly accessed. When candidates did less well it was often because they failed to state that skills could (closed loop) or could not (open loop) be adjusted **during** performance, or that for closed loop control kinaesthetic or internal feedback was used (rather than just feedback which was marked TV). The mark scheme allowed a sub max of three marks for either open loop or closed loop control.

**Q2e** – Most candidates were able to describe the five types of transfer on the Acquiring Movement Skills specification (positive, negative, proactive, retroactive and bilateral). When confusion was evident it was between proactive and retroactive transfer. Examples of the different types of transfer were usually sufficiently strong to gain credit. Candidates who successfully attempted to answer the ‘second’ part of the question, that is, to critically evaluate the impact of the different types of transfer on the learning of movement skills most often hit points 7 & 22 (saving or ‘wasting’ time), Pt 15 (bilateral transfer valuable in some team games), and occasionally the evaluative point that transfer links with or supports schema theory. That said, few candidates ventured beyond describing the types of transfer and so limited themselves to a low level 2 mark.

## Question No. 2

Overall the socio-cultural studies question was well received with hardly any omissions and a good spread of marks.

**Q3ai** – This straightforward question was answered well by most candidates, with over half scoring two marks max. Having stated that, just under 15% of candidates failed to score. All mark scheme points apart from 6,7 and 9 were awarded equally frequently.

**Q3aii** – This two mark question examined the recommended amounts of physical activity needed to be healthy and had a similar outcome profile to question 3ai with just over half of candidates gaining 2 marks max. These clearly and efficiently stated the learned figures for Points 1 and 3. Points 2 and 4 were much less frequently awarded. The most frequently stated answer was ‘**5 x 30 minutes for adults** (though stating for adults was not a requirement), **and an hour a day for children** (stating children was needed). The need to check the number of marks available and to state (at least) that number of different points was missed by some. These candidates gave a one point response, and so limited themselves to half marks.

**Q3bi** – Candidates’ knowledge and understanding of the benefits of outdoor recreation was stronger than their ability to offer linked examples. Examples could be given marks only when linked to the stated benefit. For examples ‘**you can gain leaderships skills**’ pt 5 benefit by ‘**leading a group of hill walkers**’ (pt 6 example). In terms of examination technique, candidates needed to obey the command to state **two** benefits (and understand that examiners would only consider/mark the first **two** attempts).

The most common outcome by far was two marks from four here. On either side of that, more gained 3 or 4 than 0 or 1 marks. Pt 3 (personal benefits along with stress relief, confidence, character building and more) and Pt 15 (aesthetic appreciation along with respect for the natural environment, sense of adventure and more) were the most commonly awarded.

The most common snags were:

- 1) offering two points within the aesthetic mark scheme group (point 15), and
- 2) giving examples from physical recreation rather than from outdoor recreation, such as ‘playing football in the park’.

**Q3bii** – Approximately a quarter of the candidature scored two marks max in this question where good examination technique was an unqualified benefit. Having read the question, candidates needed to think carefully and offer just two answers, each of which needed to be a comparison. Point 1 was most commonly awarded (‘**Outdoor education is for learning, whereas outdoor recreation is for enjoyment**’ – for one mark). The other most commonly awarded points were 2 (‘**outdoor education takes place in school time, but outdoor recreation is in leisure time**’ – for one mark), and Pt 3 (‘**outdoor education needs specialist staff, but outdoor recreation doesn’t**’ – for one mark). It is worth continuing to remind candidates that as a rule of thumb they should not repeat the key words from elements of the question – so ‘**Outdoor Education is for education**’ would be REP (repeat) and no credit / mark.

**Q3c** – This question on the popular topic of ethnic sports differentiated well. Most candidates made a strong and deliberate effort to obey the command word, that is, to explain their identified points. Even so, more candidates scored 0-2 than 3-5 here. This was usually due to offering a muddled grouping of identified points (such as traditional, local, annual, rural, social) with a ‘catch all’ explanatory statement or two, which linked to just one of their listed points and thus limited scoring capacity.

**Q3d** – On this five mark question, a sub max of three marks was available for advantages or disadvantages, and it differentiated very well. Approximately 50% of the candidature scored 0-2 marks and 50% scored 3-5 marks here. Between 5-10% scored 0 and a very similar percentage scored 5 marks max. The most commonly awarded points were 1,2,3,5 (advantages) and 8,9,11 (disadvantages).

**Q3e** – This extended answer, needed candidates to discuss the commercialisation of the Olympic Games since 1984 (with background discussion being credit worthy), and to explain how the Olympic Games can be a vehicle for nation building.

In addition to the generic criteria referenced in the introduction to this report, a balance between the two elements of the question was one indicator of a level three (8-10 mark) response. Other key characteristics of high level two and level three responses were the detail offered and variety of knowledge points made, along with associated developmental points. The most common points offered in response to the first part of the question were naming Peter Uberroth (though often being unsure of his role), and an awareness of the impact of sponsorship with examples such as Coca-cola or MacDonal’d’s. In terms of background discussion, the most commonly offered knowledge was of the financial disaster linked with the Montreal Olympic Games of 1976. In response to the second part of the question, points 14-18 were offered equally frequently.

A noticeably greater number of responses were in level one rather than in level three. A common weakness when answering this question was a ‘tailing off’ of answers (possibly evidence of poor time management), lack of sufficient content, and a predominant focus on listing legacy benefits (such as improved transport, infrastructure or housing), rather than visiting a more varied spread of possible mark scheme points.

## **G453 Principles and concepts across different areas of Physical Education**

### **General Comments**

In this series, most candidates who sat this examination were well prepared, although some need to ensure that they manage their time more effectively when answering each question. Too many candidates seemed to run out of time, their last response, at times, seemed to be rushed or incomplete. The majority of candidates fulfilled the requirements of the paper's rubric.

This A2 paper is designed to test not only the knowledge and understanding related to Physical Education theory but also applied knowledge, including the ability to critically analyse and evaluate Physical Education material from the studied topic areas. The majority of candidates chose the questions on Historical Studies, Sports Psychology and Exercise and Sport Physiology and relatively few candidates attempted the Comparative Studies question and, even fewer, the Biomechanics question.

The quality of written communication was again good, with many candidates writing effectively for the extended 20 mark questions, often showing a good understanding of the requirements of each question. The handwriting of a minority of candidates is at times difficult to decipher and this makes it difficult for examiners to assess the written response. Some candidates who scored less well on the extended questions, as in previous series, showed a lack of effective planning and often including material irrelevant to the requirements of the question.

### **Comments on Individual Questions**

#### **Historical Studies**

1.

- a. Many candidates answered this question well and accurately outlined the objectives of the 1933 Syllabus. A minority of candidates gave responses related to the 1902 model course or wrote too generally about only one objective and therefore scored low marks. Most candidates could identify one valid reason why this Syllabus was replaced in the 1950's.
- b. Many candidates gave outlines of appropriate types of activities associated with rural pre-industrial community sports festivals, showing good awareness of a range of different activities. Others wasted valuable time in giving descriptions about why these activities were popular. Candidates are reminded to stick to the requirements of the question so that the limited time available is used well. The most successful candidates could state one pre-industrial activity that was taken into the public schools and adapted but too many did not then link this to a named athletics event.
- c. Most candidates scored well for this question and described well how technical developments of football had changed from stage one to stage three, but fewer candidates described how values had changed between these stages. The most successful described features at stage one and then directly compared with features of stage three.
- d. Candidates generally responded well to this extended question. Candidates are also assessed on their quality of communication and it was pleasing to note that many candidates now write in clear, concise paragraphs and construct their answer coherently. This twenty-mark question demands an extended answer and the levels mark scheme includes a judgement on the quality of written communication.

The higher scoring candidates explained how both the increased time and improved transport affected the emergence of rational recreations from 1850 to today. These candidates made key points related to an increase in free time and how this directly affected rational recreations. Their answers stuck to the time period stated in the question and they included material that related directly to the two variables of free time and transport, rather than using irrelevant material from early pre-industrial Britain.

Those candidates who scored less well wrote extensively about pre-1850 including irrelevant material that gained little credit. Other lower scoring candidates wrote about other factors affecting rational recreations and if unrelated to free time or transport again scored little credit. Candidates are reminded to keep referring back to the requirements of each question to check that they are including relevant and accurate information.

## Comparative Studies

### 2.

- a. This question was well answered by the majority of candidates who showed a good understanding of the popularity of Australian Rule Football. Many could outline well the reasons behind the popularity of this distinctly Australian sport. Those that scored less well only gave one or two reasons that consequently only attracted one or two marks. Candidates should be aware that for a five-mark question then at least five suitable points should be made to score the marks available.
- b. Most candidates could outline well the Australian cultural values that impact on participation, although a few candidates only gave short, often single word points that cannot be given the credit that a more descriptive approach would attract. For example merely stating 'bush culture' will not attract credit but linked to the impact – for example showing determination/courage – will gain credit as an outline. The vast majority of candidates were able to describe one cultural value that originated from the country's relationship with the UK.
- c. This was answered well by the majority of candidates who showed a good understanding of strategies that encourage mass participation in the USA. Good accounts were given of USA initiatives such as 'Little Leagues' and community provision such as 'midnight leagues'. Those that scored less well with their description of strategies were those that misread the question and related strategies to excellence and elite sport. In the second part of this question, the requirement was to explain why opportunities for mass participation are considered fewer in the USA than the UK, and many explained well about the greater emphasis on elite sport in the USA compared with the UK's more participatory emphasis. Only the very best candidates gave more than this to score high marks with these better candidates referring to funding, schools and the roles of national governing bodies in encouraging mass participation.
- d. In this 20-mark question, many candidates showed good knowledge and understanding of the cultural factors that impact on excellence in sport in the USA and to a lesser extent the UK. The higher scoring candidates compared directly cultural factors including historical, geographical, social and cultural values. These candidates made a point about the USA and then directly compared this with the UK. They did not limit their answers to 'lombardism' versus the participation ethic, but used a wider, more comprehensive coverage of cultural factors. Those that scored less well often gave some valid information about the UK but did not then compare with the UK. It is evident that many candidates have been taught extensively about the systems and cultures of other countries but often show a limited awareness of cultural factors of the UK.

## Sports Psychology

3.

- a. Candidates often struggled to describe accurately the two named approaches to personality theory. The all-important elements of copying/imitation and reinforcement were often omitted for social learning, but the interactionist approach was generally well described. Many identified that interactionist is a mix of social learning and trait approaches, but they did not score marks unless they then went on to describe the relationship between genetic disposition and situational aspects – key features of this approach.
- b. Candidates who obeyed the question command to use practical examples generally scored well and explained well why people adopt different attitudes towards a healthy lifestyle. Many used the triadic model as a basis for their explanation but too many got sidetracked and explained unnecessarily the process of cognitive dissonance. When practical examples were used, they were mostly relevant and detailed and often gave an excellent exemplification of the theoretical point being made.
- c. Again, this question demanded practical examples – and most gave them and they were more often than not relevant and detailed. Those that scored well for this question, chose a wide range of reasons that were underpinned with instinct, frustration aggression hypothesis, aggressive cue hypothesis and social learning theory. Too many chose examples that were merely repeating the frustration theory and therefore were unable to score high marks. In past examination series too many candidates have ignored the demand for practical examples and it is pleasing to note that most candidates understand the need to exemplify their answer with relevant and well-written practical examples.
- d. Most candidates were able to describe competently the methods that might be used to raise self efficacy for the second half of this question. The best candidates developed each point accurately and often used relevant practical examples and well-argued opinion. These candidates often used Bandura's model of self efficacy as a basis for their answer.
- e. For the first part of this question, candidates were expected to use one example and then explain Vealey's model of sport confidence. Many candidates chose to simply explain each aspect of the model without referring to how each aspect linked with another – in other words, how the model can be applied. The better candidates not only 'set their stall out' by explaining each element but also why each element is connected, with the best referring to how subjective outcomes can eventually affect in different ways state sport confidence. These candidates were able to use a single example and trace how the objective sport situation linked with all other aspects of the model. Candidates are reminded that such models provide cues for relationships between each element of the model rather than those elements being isolated.

## Biomechanics

4.

- a. Many candidates could define impulse but some candidates seemed to have difficulty trying to explain the graph, merely giving a description of the graph.
- b. Most candidates could use the diagram to draw a parallelogram of forces to show how to resolve the net force. Candidates described the flight path of the fast moving shuttle but often failed to explain why the path was shortened. This may have indicated a lack of required knowledge or a misunderstanding of the question. Some candidates misinterpreted the question and explained the flight path rather than explaining the effect of resultant force.

- c. Many candidates were able to define the moment of inertia and explained well the factors that affect the moment of inertia of a rotating body. However, the second part of this question was less well answered and many candidates could not give a detailed explanation of why a runner has a flexed knee during the recovery phase of the stride action.
- d. This was well answered by many candidates who addressed all the parts of this question. Weaker candidates omitted parts of the question and consequently could not access the higher mark bands. Candidates are reminded to answer all parts of the question and to check their answers after completion to identify whether they have addressed all parts of the question.
- e. Most candidates showed an appropriate sketch graph of speed against time for the swimmer, but some candidates were unable to do the calculations related to the average acceleration of the swimmer and the average net force acting on the swimmer. A significant minority did not use the appropriate units for their calculations. Most candidates gave an accurate account of Newton's Laws of Motion to help their explanation of the graph, although many simply focussed on one law for each stage of the graph or were too superficial in their explanations. Candidates often gave an analysis that was too brief and under-developed to show appropriate methods used by performers to minimise air resistance, fluid friction and drag. The better candidates analysed well and applied theory to practice throughout.

### **Exercise and Sport Physiology**

#### **5.**

- a. Most candidates could define the term aerobic capacity accurately with centres obviously preparing candidates well for questions related to definitions and the vast majority scored the mark available for this definition.

The second part of this question was also answered well by most, with three clear and accurate factors identified that affect an individual's VO<sub>2</sub> max. Others identified many more than three factors, with initial factors being inaccurate. Centres should remind candidates that when a specific number of responses are required then examiners would only mark up to that number. Therefore, if three factors are required, only the first three responses are marked.

- b. The high scoring candidates described in detail an interval training session aimed at improving aerobic capacity. These candidates referred accurately to work duration, intensity and work: rest ratio. Lower scoring candidates were too general in their response to gain marks and often did not refer to an individual session demanded by the question.

The second part of the question was generally poorly answered with candidates showing their knowledge of adaptations but rarely applying these to a balanced, active and healthy lifestyle as demanded by the question.

- c. Many candidates showed a good awareness of the effects of RhEPO on performance and the better candidates responded well to the command word 'discuss' and gave both positive and negative effects. A minority of candidates related their answer to blood doping or the muscle-building use of steroids. Many candidates scored full marks for this question, recognising the benefits on performance but also the considerable drawbacks related to cheating and impacts on the health of the performer.

- d. This question required an extended answer and is marked using a levels mark scheme that takes into account the quality of written communication. The top-level candidates' responses were characterised by good planning and covered all areas of the question thoroughly. Those that scored well addressed in detail all three question variables. These candidates explained in detail the factors that affect explosive strength with each point being developed. The weaker candidates simply gave short lists of factors such as age and gender with little to state why expected in an explanatory response.

The higher scoring candidates then went on to give a detailed six week training programme with appropriate application of training principles, periodisation and details of frequency and intensity aimed at improving explosive strength. Weaker candidates gave a superficial description, with some inappropriately applying the training to aerobic fitness.

The last part of the question demanded that candidates explain how the stated programme would improve health and fitness. The better candidates again wrote in some detail and gave a good account, applying theory to practice and including information on health benefits as well as physical benefits. The top candidates addressed each part of the question well and wrote succinctly without straying from the requirements of the question. The weaker candidates showed poor planning and often gave irrelevant material. A significant minority of candidates seemed to rush this question or failed to finish their answer, indicating poor time management.

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