PE

Physical Education

GCSE 2012

Physical Education

Specification

J586 – Full course
J086 – Short course

Version 1

April 2012

Accredited

OCR

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1.1   Overview of GCSE Physical Education

GCSE PE	
Unit B451 *An Introduction to Physical Education* 1 hour/60 marks	**External Assessment** Written Examination Mandatory

+

Unit B452 *Practical Performance and Analysis 1* 60 marks	**Controlled Assessment** Two practical performances from two different categories, plus Analysing Lifestyle task. Mandatory

+

Unit B453 *Developing Knowledge in Physical Education* 1 hour/60 marks	**External Assessment** Written Examination Mandatory

+

Unit B454 *Practical Performance and Analysis 2* 60 marks	**Controlled Assessment** Two practical performances from any category, plus Analysing Performance task. Mandatory

1.2   Overview of GCSE (Short Course) Physical Education

GCSE PE Short Course	
Unit B451 *An Introduction to Physical Education* 1 hour/60 marks	**External Assessment** Written Examination Mandatory

+

Unit B452 *Practical Performance and Analysis 1* 60 marks	**Controlled Assessment** Two practical performances from any two categories, plus Analysing Lifestyle task. Mandatory

1.3 Guided learning hours

GCSE Physical Education requires 120–140 guided learning hours in total.

GCSE (Short Course) Physical Education requires 60–70 guided learning hours in total.

1.4 Aims

The aims of these specifications are to:

- encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to Physical Education. They should encourage creativity and decision-making skills to enable them to plan effectively for performances and to respond to changing situations

- they should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in Physical Education must enable candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities

- become increasingly effective in their performance in different types of physical activity and roles, such as performer, leader and official

- develop their ability to engage independently and successfully in the processes of different types of physical activity

- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

1.5 Prior Learning/Attainment

Candidates who are taking courses leading to these qualifications at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

Unit B451 introduces candidates to Physical Education through three areas of study:

1. Key concepts in Physical Education
2. Key processes in Physical Education
3. Opportunities, pathways and participation in Physical Education.

The content in each of these areas of study will be externally assessed through written examination but is also relevant and applicable to the practical performances and analysis tasks undertaken in Units B452 and B454. Participation in physical activity and analysis of performance should provide candidates with opportunities for their knowledge and skills to be developed and real experiences which they can use as examples to demonstrate and apply their understanding.

It is anticipated that unit B451 would usually be taught first as it provides knowledge which underpins further study in unit B453.

Key concepts in Physical Education

The key concepts in Physical Education are:

- competence
- performance
- creativity
- healthy, active lifestyles.

Candidates should have an understanding of these concepts and be able to **define** and **give practical examples** of them in a variety of contexts relating to physical activity.

Competence – the relationship between skill, the selection and application of skills, tactics and compositional ideas and the readiness of body and mind to cope with physical activity (e.g. in hockey you need to learn how to stop and hit the ball effectively; in football to know when to concentrate on attacking and when to put your efforts into defending; in an exercise class you need to show determination to finish the class).

Performance – using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity (e.g. if you are in the school netball team then you would probably be able to run fast over a short distance and change direction well).

Creativity – exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes (e.g. you might try different techniques in the long jump).

Healthy, active lifestyles – understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual (e.g. if you participate regularly in a team sport like volleyball you are more likely to be healthy).

Key processes in Physical Education

The key processes in Physical Education are:

- developing skills and techniques

- decision making

- physical and mental capacity

- evaluating and improving

- making informed choices about active, healthy lifestyles.

Candidates should be able to **describe** and **give practical examples** of the processes and link them to School Influences on Participation (see page 13 of these specifications).

For each of the following key processes there is related content that must be covered

Process 1 – Developing skills and techniques

Fundamental motor skills and their application to physical activities:

- running – brief description of how to analyse using time

- throwing – brief description of how to analyse using distance

- jumping – brief description of how to analyse using distance

- kicking – application using practical examples (e.g. passing in football)

- catching – application using practical examples (e.g. fielding in rounders)

- hitting – application using practical examples (e.g. shooting in hockey).

Process 2 – Decision making

Identify and give examples of different types of decision making in a range of physical activities:

- invasion games (e.g. football – which pass to make, when to close down an opposing player)

- target games (e.g. golf – choice of shot based upon weather conditions or the lie of the ball)

- athletic activities (e.g. cross country – pacing your run and knowing when to speed up for the finish)

- outdoor and adventurous activities (e.g. hill walking and campcraft – deciding on a suitable time and place to set up camp for the night).

Identify and give examples of different types of decision making within different roles such as performer, coach/leader and official:

- performer (e.g. tennis – trying to read an opponent's serve)

- coach/leader (e.g. basketball – use of time-out for strategic reasons)

- official (e.g. football – assistant referee deciding if a player is in an offside position).

Responding appropriately when participating in different roles in physical activity:

- the importance of abiding by rules/codes of behaviour with applied practical examples (e.g. to stop boxing when the bell rings for the end of the round)

- the importance of etiquette and sportsmanship with applied practical examples (e.g. to shake your opponent's hand following a netball match).

Process 3 – Physical and mental capacity

The components of fitness and a healthy, balanced lifestyle:

- cardiovascular endurance/stamina - examples of how the component links to a healthy lifestyle (e.g. to be able to finish physical jobs; to not be too tired by the end of the day).

- muscular endurance - examples of how the component links to a healthy lifestyle (e.g. to be able to carry out repetitive tasks without tiring easily; to be able to finish an exercise programme).

- speed - examples of how the component links to a healthy lifestyle (e.g. to be able to perform a physical activity quickly; to get physical jobs done quickly).

- strength - examples of how the component links to a healthy lifestyle (e.g. to be able to lift and carry heavy objects safely; to be able to carry a small child or to be able to perform a dynamic physical activity such as hockey/rugby).

- flexibility - examples of how the component links to a healthy lifestyle (e.g. to be able to sustain physical activity without straining muscles; to be able to reach for things; to be able to perform demanding physical activities such as gymnastics and dance).

The importance of the warm up and cool down:

- warm up – to prepare for performance; enables flexibility; improve speed/strength of muscular contraction; reduce risk of injury

- cool down – speeds removal of lactic acid/waste products; prevents stiffness/soreness; reduces risk of injury

- apply knowledge of warm up and cool down using practical examples (e.g. to warm up by steady jogging and stretching appropriate muscle groups; to cool down by gradually decreasing work rate through light exercise).

Process 4 – Evaluating and improving

The characteristics of skilful movement:

- efficiency

- pre-determined

- co-ordinated

- fluent

- aesthetic

- candidates should understand the characteristics of skilful movement to enable them to judge the quality and effectiveness of performance

- apply by describing differences between the unskilled and the skilled participant in a range of physical activities.

Performance and outcome goals:

- candidates should be able to describe performance and outcome goals and the differences between them and be able to give practical examples of both

- performance goals – targets that are directly related to the performance or technique of the activity (e.g. to improve passing technique in rugby)

- outcome goals – targets concerned with the end result (e.g. a tennis player is trying to win the grand slam).

Assessing the body's readiness for exercise and training to plan for sustained involvement in physical activity:

- the importance of health screening, including blood pressure and resting heart rate

- measurement of body mass index (BMI)

- suitable tests for cardiovascular endurance (e.g. the Cooper 12 minute run/walk test)

- suitable tests for strength (e.g. the grip dynamometer test)

- suitable tests for speed (e.g. the 30m sprint test)

- suitable tests for flexibility (e.g. the sit and reach test)

- the validity of tests and measurements to take into account age, fitness levels and ability

- the importance of test protocols and Health and Safety considerations

- taking into account family history of relevant illnesses and lifestyle of the participant.

Process 5 – Making informed choices about active, healthy lifestyles

An understanding of the function of the seven essential components of a healthy diet and the contribution diet makes to a balanced, healthy lifestyle:

- carbohydrates

- proteins

- fats

- minerals

- vitamins

- fibre

- water

- candidates should be able to give examples of different sources of the dietary components.

Characteristics of a balanced, healthy lifestyle:

- description of characteristics (e.g. non smoking; to be active (amount according to age/ability); to follow a healthy diet including sufficient hydration; limited or no use of alcohol)

- the balanced diet – a description of positive and negative energy balance

- current recommended amounts of exercise (e.g. 1 hour 5 times per week; knowledge of different recommendations from different sources).

The effects of the following on performance and participation in physical activity:

- smoking

- alcohol

- over- and under-eating

- performance enhancing drugs (steroids; blood doping).

Measures/indicators of health and well-being:

- satisfaction with aspects of life

- frequency of positive and negative feelings

- access to green space

- level of participation in a range of activities

- positive mental health

- description of these indicators using practical examples (e.g. being satisfied with your job and social life; thinking mainly positively rather than negatively about yourself and your life; living close to a park or playing fields which you can use for exercise and leisure; being a member of a gym and enjoying regular exercise classes)

Understanding different methods of exercise and training programmes for an active, healthy lifestyle:

- circuit training

- aerobics/aqua aerobics

- spin

- pilates

- yoga

- dance exercise

- description of these methods and their benefits using practical examples.

Opportunities, pathways and participation in Physical Education

Levels of participation in sport and physical activity

Candidates should show understanding and application of patterns and trends of participation.

Candidates should have knowledge of numbers of people participating regularly in sporting activity at the recommended level (using established and reliable sources such as UK Sport).

Reason for participation (positive)

Explanation and application of these using practical examples. Candidates should demonstrate an understanding of <u>why</u> they affect participation:

- health reasons (e.g. management of stress - you might exercise to relieve tension after school or work; illness; well-being; life expectancy)

- image (e.g. you participate in weight training because body image is important to you)

- enjoyment (e.g. you join a yoga class to have fun)

- social/friendship (e.g .you join a local football team to meet people and make new friends)

- hobby (e.g. you go to aqua–aerobics as something to get involved with other than work commitments)

- parental/role model influences (e.g. you go hiking because your parents always have done and encourage you to)

- vocation/profession (e.g. you decide to become a fitness instructor as a career).

Reasons for non-participation (negative)

Explanation and application of these using practical examples. Candidates should demonstrate an understanding of <u>why</u> they affect participation:

- health reasons, including disability (e.g. you stop exercising because of a heart condition)

- injury (e.g. you cannot exercise because you have twisted your ankle)

- discrimination (e.g. Stephen is reluctant to go to a dance exercise class because he does not think it is a suitable activity for males)

- peer pressure (e.g. you stop going to basketball club because your friends want you to go out with them)

- cultural (e.g. your culture may frown on you as a female participating in contact sports)

- other pressures/interests (e.g. you do not have enough free time to get involved in physical activities)

- the technological/sedentary lifestyle (e.g. you prefer playing on your games console to going to do exercise)

- lack of confidence/self esteem (e.g. you feel that you will be no good at the activity so you do not want to take part)

- lack of role model/parental support (e.g. your parents do not participate in physical exercise so you never have done either)

- lack of opportunity (e.g. there are few facilities near to your home like a leisure centre or swimming pool).

Specific social, cultural and locational reasons affecting participation

Possible positive and negative effects of the following on participation.

Explanation and application of these using practical examples. Candidates should demonstrate an understanding of <u>why</u> they affect participation:

- age (e.g. older age can affect mobility)

- gender (e.g. some activities may be traditionally male or female)

- education (e.g. being educated about the health benefits of exercise)

- family (e.g. other members of the family may not support participation)

- disability (e.g. this may limit the amount of activity that can be undertaken)

- ethnicity (e.g. you may feel discriminated against in a sports club because you are in a minority)

- religion (e.g. your religion may forbid you to compete in certain activities or at certain times)

- environment (e.g. you may not have access to open countryside for outdoor and adventurous activities)

- climate (e.g. the weather may often not be suitable for certain activities).

School influences on participation

The role of the school curriculum in promoting an active, healthy lifestyle.

Key processes and how these influence participation.

Description and application of these processes using practical examples:

- developing skills (such as motor skills, e.g. practising throwing and catching as part of school Physical Education curriculum helps you to develop skills which can be used in a variety of physical activities, allowing you to participate more often and more effectively)

- making and applying decisions (such as taking the role of an official, e.g. being the referee during a Physical Education football lesson gives you a chance to experience sport and physical activity in a different role and develop your decision making skills, which can be used in other activities too)

- developing physical and mental capacity (such as improving your speed, e.g. training to increase your running speed, allowing you to perform better in a range of physical activities)

- evaluating and improving (such as when trying to perfect a technique in a physical activity, e.g. evaluating yourself and identifying ways to improve your vaulting in gymnastic activities. Being able to identify and improve aspects of performance can make you more confident in the activity and want to continue taking part and improving)

- making informed decisions about lifestyle (such as following relevant guidance on amount of exercise and diet, e.g. learning about a balanced diet in GCSE Physical Education and deciding to eat a more balanced diet, allowing you to participate more effectively in physical activities because you feel healthier and more active).

Identification and description of pathways for involvement in physical activity

Description and application of these pathways using practical examples.

- regularly getting involved in Physical Education (e.g. attending and fully participating in Physical Education lessons that involve physical activity)

- taking part in school and community sport and dance opportunities (e.g. playing for the school hockey team)

- deciding to become a performer, leader, coach or official and working towards accreditation (e.g. taking a coaching badge in basketball)

- being involved in increasingly complex and challenging tasks and activities and reaching the highest possible standards of involvement in physical activity (e.g. training hard to get into the county netball team)

- pursuing routes into sport and physical activity through volunteering (e.g. volunteering to coach the local Scouts football team).

Unit B453 develops candidates' knowledge of Physical Education and the concepts, processes and opportunities which are covered in unit B451 through four areas of study:

1. Developing skills, techniques and motivation

2. Developing physical and mental capacity

3. Informed decision making using the principles of training and safe exercise

4. Opportunities, pathways and participation in Physical Education.

The content in each of these areas of study will be externally assessed through written examination but is also relevant and applicable to the practical performances and analysis task undertaken in unit B454. Participation in physical activity and analysis of performance should provide candidates with opportunities for their knowledge and skills to be developed and real experiences which they can use as examples to demonstrate and apply their understanding.

Developing skills, techniques and motivation

The learning of skills through a range of methods

Description and application of these methods of skill learning using practical examples:

- practice/rehearsal (e.g. to repeatedly practise your shooting in basketball)

- copying others and the use of appropriate role models (e.g. to watch a demonstration of an arabesque in gymnastics carried out by an expert gymnast)

- trial and error (e.g. to try a backhand volley in tennis and to learn from your mistakes when playing the shot).

The importance of different types of feedback

Description and application of these types using practical examples.

How each of these can motivate participants to follow an active, healthy lifestyle:

- intrinsic feedback – internal feedback about how performing a physical activity or movement feels or makes you feel (e.g. to enjoy going for a jog can encourage you to repeat the activity)

- extrinsic feedback – external feedback about performance, such as comments from a coach or instructor who is watching (e.g. your teacher praises your attempt at passing in hockey which encourages you to continue trying)

- knowledge of results (e.g. wanting to improve your score after an archery event might encourage you to practice harder)

- knowledge of performance (e.g. your coach in trampolining might give you information about your somersault technique which might encourage you to work on perfecting this in the future).

Motivation

Intrinsic and extrinsic motives to participate in different roles of performer, coach/leader and official.

Description and application of these motives using practical examples:

- intrinsic motivation – internal motives, such as fun, enjoyment or satisfaction gained from participating (e.g. intrinsic (in the role of official), enjoying umpiring a cricket game might encourage you to do it again)

- extrinsic motivation – external motives, such as wanting to win competitions, awards or prize money gained from participating (e.g. extrinsic (in the role of a leader) receiving an award for good coaching might encourage you to take a coaching qualification).

The importance of goal setting

Description and application of goal setting with practical examples:

- to optimise performance (e.g. to set a target to score 20 goals in a season to improve your performance in football)

- to ensure exercise adherence (e.g. to set a goal for improved flexibility to help you stick to your training programme)

- to control anxiety (e.g. to focus on a set goal to finish a race in a certain time to help you cope with pressure of competition).

The SMART principle

Description and application of these components with practical examples:

- **S**pecific (e.g. to target your cardio-vascular endurance in an exercise regime)

- **M**easurable (e.g. to make your target weight after your exercise programme)

- **A**chievable or agreed (e.g. To set a beginner an exercise programme that can result in success such as walking for a mile before jogging a mile)

- **R**ealistic or recorded (e.g. a beginner in badminton might be set a goal of just returning the shuttle before trying to get the shuttle into a particular area of the court)

- **T**ime-phased (e.g. the athlete might be given a target to achieve a personal best by the end of the athletics season).

Developing physical and mental capacity

The development of the skeletal system and its role in physical activity.

The different functions of the skeletal system for a healthy lifestyle:

- shape/support; importance of healthy posture

- blood cell production; importance of red blood cells for energy/minerals

- protection; importance of healthy bones to avoid injury and allow sustained involvement in physical activity

- movement/leverage; importance of levers and joints in facilitating movement

- mineral store; importance of minerals for health.

The development and maintenance of healthy joints and the ways in which different types of joints affect participation and performance in an active, healthy lifestyle.

Types of joint:

Hinge joint:

- what a hinge joint is

- knowledge of the elbow and knee as specific examples of hinge joints

- understanding of how these types of joints allow effective movement, giving practical examples (e.g. using the knee joint when kicking a conversion in rugby union)

Ball and socket joint:

- what a ball and socket joint is

- knowledge of the shoulder as a specific example of a ball and socket joint

- understanding of how this type of joint allows effective movement, giving practical examples (e.g. using the shoulder joint when bowling the ball in cricket)

Ranges of movement that are allowed by these joints and application of these using practical examples:

- flexion (e.g. at the elbow - a bicep curl in weight training)

- extension (e.g. at the elbow - drawing the arm to prepare to throw the javelin)

- rotation (e.g. at the shoulder - releasing the discus in athletics)

- abduction (e.g. at the shoulder – lifting your arms at the side during an aerobic exercise class)

- adduction (e.g. at the shoulder - holding on to your opponent in a rugby tackle)

Structure of joints, problems associated with joints and how you might avoid them through physical activity and healthy lifestyles.

Description of structure and use of:

- ligament

- cartilage

- synovial fluid.

Problems associated with joints, their causes and how you might avoid them:

- inflammation of joints (e.g. cause might be overuse and solution is to take regular breaks when exercising)

- osteoarthritis (e.g. cause might be obesity and solution might be to follow a balanced diet and to exercise regularly).

Understanding the muscular system in relation to physical performance

Identification of ways in which an active, healthy lifestyle can maintain and develop the health of muscles.

Description and application of the following muscle groups, using practical examples of how they are involved in and benefit from particular types of physical activity:

- deltoid

- trapezius

- latissimus dorsi

- pectorals

- biceps

- triceps

- abdominals

- quadriceps

- hamstrings.

The roles of muscle in movement.

Candidates should be able to describe these roles and give applied practical examples of appropriate muscle groups that are used when participating in specific physical activities:

- prime mover or agonist (the muscle that instigates the movement)

- antagonist (the opposing muscle that controls the movement)

- synergist (the muscle(s) that stabilise the movement at the joint)

- antagonistic pairs (e.g. throwing a ball involves the biceps and triceps acting as an antagonistic pair).

Role and function of tendons

- The value of healthy and efficient muscles and tendons with associated problems and how to avoid them:

- soreness

- strain

- overuse

- inflammation

- tendonitis

- how participation in an active, healthy lifestyle can avoid the above problems with applied practical examples.

The effects of lactic acid:

- give applied examples of when lactic acid affects exercise and training and the ability to maintain physical activity, to enable participation in an active, healthy lifestyle.

Mental preparation

Control of emotions to enable fair play and to cope with stress.

The effects of mental preparation for performance.

Description and application of these methods using practical examples:

- relaxation (e.g. thinking calm thoughts to try and relax before taking a penalty in football)

- focusing (e.g. concentrating on the vault and shutting out the audience when vaulting in gymnastics)

- raising confidence (e.g. thinking about being successful when shooting in basketball)

Informed decision making using the principles of training and safe exercise

Description of the following short-term effects:

- respiratory rate, tidal volume and minute volume

- heart rate, cardiac output and stroke volume

- muscle fatigue; increase in temperature

- simple description of the vascular shunt mechanism (i.e. changes in blood-flow to muscles during exercise with an increase in blood flow to the working muscles)

- application of this using practical examples (e.g. when an athlete sprints some blood is directed away from internal organs and to the working muscles in the legs).

Long-term effects of an active, healthy lifestyle

Description of the following long-term effects:

- heart rate, stroke volume and cardiac output

- lung volumes and rate of recovery

- increase in strength of muscle fibres; hypertrophy; increased tolerance to lactic acid.

Exercise and training principles that affect improving health and fitness

Identification and description of:

- overload

- specificity

- progression

- reversibility

- explain and apply these principles to exercise or training programmes using practical examples.

Identification of the FITT principle and applied practical examples of how these might affect health and fitness:

- Frequency

- Intensity

- Time

- Type

- explain and apply these principles to exercise or training programmes using practical examples.

Definitions and examples of aerobic and anaerobic exercise and training

Candidates should be able to give simple descriptions of aerobic and anaerobic exercise (e.g. aerobic exercise requires the use of oxygen whereas anaerobic exercise does not require oxygen).

Candidates should be able to describe how the following types of exercise can help to develop participation and performance in an active, healthy lifestyle by using practical examples:

- circuit training

- weight training

- plyometrics

- flexibility training

- continuous training

- fartlek

- interval training.

Identifying potential hazards in a range of settings related to the role of performer, coach/leader or official

Identification and description of potential hazards to performer, coach/leader or officials found in:

- the gymnasium/sports hall/fitness centre
- the swimming pool
- playing field
- artificial outdoor areas
- court areas
- outdoor adventurous areas.

How to reduce risks and injuries

Minimising risks through knowledge of:

- correct clothing/footwear
- personal protective equipment
- health and safety procedures
- lifting, carrying and placing equipment safely
- appropriate level of competition
- warm up and cool down
- the importance of personal hygiene to avoid minor infections.

Opportunities, pathways and participation in Physical Education

Level of participation in sport and physical activity

Effects of media influences and promotional campaigns for an active, healthy lifestyle on levels of participation:

- explanation of media influences using practical examples (e.g. a television documentary may educate us to exercise more regularly)
- effects of sponsorship and availability of funds to follow an active, healthy lifestyle
- explanation of sponsorship and funding using practical examples (e.g. a local 'fun run' may be sponsored by a mineral water company).

Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle

Local and national provision – examples of levels of provision locally and nationally in different physical activities and their impact on participation.

The roles of the following in promoting participation/leading/officiating in physical activities:

- local authority

- private enterprise

- voluntary organisations (clubs)

- National Governing Bodies (NGBs)

- Olympic organisations - International Olympic Committee (IOC); British Olympic Association (BOA)

- application of their roles using practical examples (e.g. the local authority runs and maintains the leisure centre which runs keep-fit classes).

Current government initiatives to promote active, healthy lifestyles

Candidates should be familiar with a range of up-to-date initiatives, such as:

- five hours of high-quality Physical Education and sport per week

- one hour of physical activity per day

- eating five portions of fruit and vegetables per day.

What schools provide to influence young people to get involved in physical activity as part of a healthy lifestyle.

Explanation of the role of the school in promoting an active, healthy lifestyle with practical examples:

- examination courses/related qualifications (e.g. GCSE Physical Education course encourages participation in a range of activities

- extra curricular (e.g. playing for sports clubs such as football or netball teams encourages participation)

- links with clubs/agencies (e.g. the local hockey club encourages young people to be involved through Saturday morning training sessions)

- health awareness programmes (e.g. the school promotes a healthy eating programme).

2.3 Unit B452 *Practical Performance and Analysis 1* and Unit B454: *Practical Performance and Analysis 2*

The practical element of these specifications consists of two units, B452 and B454. For short course GCSE candidates, only unit B452 is required. Full course GCSE candidates will be assessed in both units B452 and B454.

Internal Assessment

Candidates are internally assessed through controlled assessment in the roles of performer and/or coach/leader or official. Candidates are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions in two chosen activities under applied conditions in each unit and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to these criteria.

In unit **B452** candidates must be assessed in two activities from **two different** activity profiles.

In unit **B454** candidates can be assessed in **any two** activities but they cannot repeat an activity in the same role that was assessed in unit B452 – i.e. they cannot be a performer in football in B452 and a performer in football again in B454, but they could be a coach in football in B452 and a performer in football in B454 or vice versa.

Candidates may only choose to be assessed in the role of either coach/leader or official once across both units B452 and B454. Therefore, if a candidate is a coach or official in either Unit B452 or B454, they must then be assessed in the other three activities undertaken in those units as a performer.

Filmed evidence of practical activities

Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for each activity assessed. In addition, all candidate marks in seasonal and off site activities must be accompanied by filmed evidence.

The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.

Access to the Enquiries about results process for units B452 and B454 is dependent upon centres having appropriate filmed evidence of the activities seen at the original moderation.

Combinations of activities across units B452 and B454

Candidates who are following these specifications as a full course GCSE cannot use the following combinations of activities:

*   Rugby Union and Rugby League
*   Life Saving and Personal Survival
*   Rounders and Softball.

For example, a candidate cannot enter Rugby League as one of their two activities in Unit B452 and then enter Rugby Union as one of their two activities in Unit B454.

Any candidate(s) using a combination of activities within or across units B452 and B454 that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

OCR GCSE Physical Education Guide to Controlled Assessment

A separate document, OCR GCSE Physical Education Guide to Controlled Assessment, is available on the OCR website to support the assessment of practical activities for these specifications.

Analysis Tasks

In addition to practical performances, in each unit candidates will be assessed in an **analysis task**.

In unit **B452** candidates are required to demonstrate their ability to **Analyse Lifestyle (AL)** in order to identify weaknesses and to plan appropriate action to bring about improvement.

In unit **B454** candidates are required to demonstrate their ability to **Analyse Performance (AP)** for one of the activities permitted on the specification. This does not have to be an activity that the candidate has been assessed in.

Special Activity Submission

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 OCR GCSE Physical Education Guide to Controlled Assessment. T**he deadline for submissions will be October 15th of the academic year in which the assessment of the activity is to take place. Submissions made after this date will not be considered.**

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.

Assessment of the Practical Performances

For the purpose of assessment, candidates are required to perform effectively under applied conditions in their selected activities:

- using tactics or techniques

- observing the rules and conventions of their activity

- candidates are required to demonstrate the above objectives within the content and context of the activities.

There are the general assessment criteria for practical performances to be used for all activities alongside activity-specific links to these criteria. Guidance on how each activity is linked to the assessment criteria is specified in the OCR GCSE Physical Education Guide to Controlled Assessment.

Centre assessors should:

- use the general assessment criteria for practical performances, which is intended to cover all activities except Coaching and Officiating

- link the general assessment criteria for practical performances to the activity-specific criteria, which is listed in the OCR GCSE Physical Education Guide to Controlled Assessment

- compare marks awarded across activities to ensure equality of marking

- use practical expertise to determine the mark awarded.

Practical Performances – approved activities

Activity Profiles	Activities
Invasion Games	Association Football
	Basketball
	Gaelic Football
	Goalball
	Handball
	Hockey
	Hurling
	Ice Hockey
	Lacrosse
	Netball
	Roller Hockey
	Rugby League
	Rugby Union
	Water Polo
Striking Games	As Cricket
	Rounders
	Softball
Net, Wall and Target Games	Archery
	Badminton
	Eton Fives
	Golf
	Racketball
	Squash
	Table Tennis
	Tennis
	Volleyball

Gymnastic Activities d Target Games	Figure Skating
	Gymnastics
	Rhythmic Gymnastics
	Trampolining
Combat Activities	Boxing
	Fencing
	Judo
	Karate
	Tae Kwon Do
Dance Activities	Required Response Dance
	Contemporary Dance
	Aerobics
Athletic Activities	Cross-Country Running
	Cycling
	Resistance Training
	Rowing
	Track and Field Athletics

Practical Performances – approved activities (continued)

Outdoor and Adventurous Activities	Canoeing/Kayaking
	Hill Walking and Campcraft
	Horse Riding
	Mountain Biking
	Orienteering
	Sailing
	Skiing
	Snowboarding
	Surfing
	Rock Climbing
	Wind Surfing
Swimming Activities	Life Saving
	Personal Survival
	Swimming
Coaching/leading Activities	The role of coach/leader is available in **all** activities as well as the role of performer.
Officiating Activities	The role of official is available in **specific** activities (see below) as well as the role of performer.

Officiating is available in: Association Football; Badminton; Basketball; Boxing; Cricket; Eton Fives; Fencing; Gaelic Football; Goalball; Handball; Hockey; Hurling; Ice Hockey; Judo; Karate; Lacrosse; Netball; Roller Hockey; Rounders; Rugby League; Rugby Union; Softball; Squash; Table Tennis; Tae Kwon Do; Tennis; Volleyball; Water Polo.

Special Activity Submission

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 OCR GCSE Physical Education Guide to Controlled Assessment (see page 31 of these specifications). **The deadline for submissions will be October 15th of the academic year in which the assessment of the activity is to take place. Submissions made after this date will not be considered.**

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.

General Assessment Criteria for Practical Performances

Level/Mark	Descriptor
Level 1 21–25 marks	Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a high standard and advanced skills should be demonstrated in full performance conditions. Skills should be of a high standard in both isolation and whole/continuous/required performance. The candidate's performance should have a significant influence on the performance of others in activities requiring others to interact. Where applicable, candidates will be able to fulfil more than one role. Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident in decision making and performance. All requirements in the level 1 activity-specific links have been met.
Level 2 16–20 marks	Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively at a good standard and advanced skills may be being developed. Skills will be performed to a good level in isolation and only show a small decrease in effectiveness in the whole/continuous/required performance. Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover the whole activity. All requirements in the level 2 activity-specific links have been met.
Level 3 11–15 marks	Candidates will be able to perform skills that show a good level of ability in isolation. Skills will become less effective when more difficult conditions are imposed. Candidates will be able to have limited effectiveness in combining skills to produce a whole/continuous/game performance. Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will cover all the essential areas of the activity. All requirements in the level 3 activity-specific links have been met.

Level 4	Candidates will demonstrate the ability to perform skills in isolation where preventative conditions do not exist.
6–10 marks	Without interference, candidates will have the limited ability to link some skills together but the level of skill will be basic.
	As soon as more difficult conditions are imposed, the ability to perform the skill will break down.
	Knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be evident but will only cover a limited area of the activity.
	All requirements in the level 4 activity-specific links have been met.

Level 5	Candidates will demonstrate only a limited ability of the skills needed to be able to participate.
0–5 marks	Candidates will find it difficult to link skills together and will only be able to perform basic skills in isolation.
	Performance will become ineffective once progression to the whole skill/game/activity is attempted.
	Very little knowledge of applicable aspects relevant to the activity (such as rules/tactics/strategies/aesthetics/composition) will be demonstrated.
	All requirements in the level 5 activity-specific links have been met.

Activity-specific links for all approved activities are available in the OCR GCSE Physical Education Guide to Controlled Assessment (see page 31 of these specifications).

<u>**Volleyball**</u>

Level 1

Candidates will demonstrate:

- the ability to perform three touch rallies consistently in a full-sided game showing high levels of technique and effectiveness
- the ability to effectively and consistently dig, set, smash and block, selecting the correct response
- the ability to serve over-arm, showing variation in height, depth and pace
- the ability to read the game and influence others
- the ability to apply systems of play in attack and defence
- the ability to apply excellent knowledge of the rules and tactics.

Level 2

Candidates will demonstrate:

- the ability to perform three touch rallies in practice conditions (e.g. 3 v 3) consistently and in a full-sided game often so that others can participate
- the ability to set and dig effectively and consistently
- the ability to smash and block with some effectiveness
- the ability to serve over-arm but not with consistency
- the ability to anticipate the ball and usually select the correct response with effective outcomes
- some understanding of systems of play
- a sound knowledge of rules during game play.

Level 3

Candidates will demonstrate:

- the ability to perform three touch rallies in practice conditions (e.g. with a partner and with no net) consistently and in a game often so that others can participate
- the ability to set effectively; however, digging will be inconsistent
- the ability to smash and block with limited ability in isolation
- the ability to anticipate the ball and sometimes select the correct response
- the ability to serve under-arm consistently
- some knowledge of tactics when performing
- the ability to understand through performance most rules and to be able to score.

Level 4

Candidates will demonstrate:

- the ability to link more than one volley in a rally with a partner without a net but rarely in a game situation
- the ability to serve will be limited and will often not clear the net
- the ability to be able to anticipate the ball but will rarely select the correct response
- an understanding of three touch rules and basic scoring.

Level 5

Candidates will demonstrate:

- the ability to only perform the volley and dig in isolation and without a net. Only occasionally will it allow others to continue a rally
- the serve and dig will not be effective
- poor anticipation when the ball approaches
- some understanding through performance of three touch rules only.

Coaching/Leadership in Physical Activity

Candidates can choose to demonstrate their ability to coach/lead others in developing physical ability in any of the approved activities for these specifications.

Centres may wish to assess candidates in coaching/leading 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 OCR GCSE Physical Education Guide to Controlled Assessment (see page 31 of these specifications).

Candidates may only choose to be assessed in the role of **either coach/leader** or **official once** across both units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their commitment and ability in developing skills in others.

Where candidates taking these GCSE specifications are not allowed to coach/lead independently because of age restrictions they may act as assistants working under the supervision of qualified teachers and coaches. Centres must consider how to provide candidates with situations which allow them to meet the assessment criteria to the best of their ability. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups.

Candidates will need to demonstrate their ability in coaching/leading through a sustained commitment of time to coaching in a non-curricular activity as a volunteer assistant. It is envisaged that this will be for a minimum of ten weeks (one hour per week). In this time they should demonstrate the ability to coach/teach/lead others to bring about an improvement in performance.

Some governing bodies of sport have 'junior' coaching awards. Candidates may achieve coaching awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in coaching/leading activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

Coaching/Leadership Assessment Criteria

Level/Mark	Descriptor
Level 1	Candidates will be able to confidently lead, organise and coach large groups (4–10) so that improvement in performance occurs within the group being coached/led.
21–25 marks	They will be able to demonstrate skills at a high standard appropriate to the group that they are working with.
	They will show a high standard of understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address the issues. They may show the ability to apply differentiated tasks within the group.
	They will have a high standard of knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.
Level 2	Candidates will be able to confidently lead, organise and coach small groups (up to 4) so that improvement in performance occurs within the group being coached/led.
16–20 marks	They will be able to demonstrate skills at a good standard as appropriate to the group they are working with.
	They will show a good understanding of progressive skill learning. They will be able to recognise faults in performance and adapt their coaching/leading to address some of the issues.
	They will have good knowledge of safety issues and be able to recognise potential dangers and pre-empt problems by adapting their work.

Level 3	Candidates will be able to confidently lead and organise small groups (up to 4) so that improvement in performance occurs within the group being coached/led.
	They will be able to demonstrate skills at a competent level as appropriate to the group they are working with.
11–15 marks	They will show a clear understanding of progressive skill learning and be able to apply this knowledge to produce structured learning opportunities.
	They will have sound knowledge of the risks in their activity and be able to apply a safe learning environment, recognising and resolving potential problems.
Level 4	Candidates will be able to organise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.
	They will be able to demonstrate skills at a basic level.
6–10 marks	They will have some knowledge of practice conditions.
	They will have basic knowledge of Health and Safety considerations.
Level 5	Candidates will be able to supervise in a one-to-one situation and make some comments on how to improve the performance of those being coached/led.
	They will be able to demonstrate skills at a basic level.
0–5 marks	They will have basic knowledge of practice conditions.
	They will have little knowledge of Health and Safety considerations.

Officiating in Physical Activity

The demands of officiating and opportunities to officiate vary greatly from one activity to another and for these reasons OCR has limited the activities that can be assessed in this area, as indicated on the list of activities available in these specifications and the OCR GCSE Physical Education Guide to Controlled Assessment (see page 31 of these specifications).

Centres may apply for the role of official in other activities through the special activity submission procedure. Further details on the process for submitting proposals for special activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

Candidates may only choose to be assessed in the role of either **coach/leader or official once** across both Units B452 and B454.

This area enables candidates to achieve marks by demonstrating both their knowledge and understanding of rules and regulations relevant to the activity and their ability to make accurate decisions and judgements and communicate them to participants in the activity.

Where candidates taking these GCSE specifications are not allowed to officiate independently because of age restrictions they may act as officials under the supervision of qualified teachers and coaches. Centres must consider how to provide candidates with situations which allow them to meet the assessment criteria to the best of their ability. Suitable situations could be generated by candidates working with primary school children, candidates within their own centre, or youth groups. The assessment conditions should be as indicated in the criteria, with games officiated by candidates in the top two levels being played in full game conditions. These may, however, be organised within the centre, for example inter-form or inter-house fixtures.

Some governing bodies of sport have 'junior' officiating awards. Candidates may achieve officiating awards and this may be an indicator of their achievement; however, the basis of any mark will be the teacher assessment using OCR-set criteria. The gaining of any award will not provide a minimum or maximum level of achievement for GCSE Physical Education.

Further guidance on the evidence that will need to be retained to support the assessment of candidates in officiating activities can be found in the OCR GCSE Physical Education Guide to Controlled Assessment.

Officiating Assessment Criteria

Level/Mark	Descriptor
Level 1 21–25 marks	Candidates will be able to act as the lead official in organised games played in full game conditions. They will demonstrate a high standard of knowledge of all the rules/laws of the game. They will be able to communicate with authority with participants. They will demonstrate a high standard of judgement when deciding issues that could be interpreted in different ways. They will have a high level of knowledge of Health and Safety issues that apply to their role and the roles of others. They will be able to make all decisions independently.
Level 2 16–20 marks	Candidates will be able to act as the lead official in organised games played in full game conditions. They will demonstrate good knowledge of the essential rules/laws of the game and have a good grasp of the more complex rules and laws. They will be able to communicate with good authority with participants. They will demonstrate good judgement when deciding issues that could be interpreted in different ways. They will have good knowledge of Health and Safety issues that apply to their role and the roles of others.
Level 3 11–15 marks	Candidates will be able to act as assistant officials in full game conditions. They will be able to act as the lead official in small-sided games or games played in practice conditions. They will demonstrate sound knowledge of the essential rules/laws of the game and have a reasonable grasp of the more complex rules and laws. They will be able to communicate with sound authority with participants. They will demonstrate sound judgement when deciding issues that could be interpreted in different ways. They will have sound knowledge of Health and Safety issues that apply to their role.

Level 4	Candidates will be able to act as assistant officials in small-sided games or games played in practice conditions.
6–10 marks	They will demonstrate sound knowledge of the essential rules/laws of the game.
	They will be able to communicate effectively with participants.
	They will have some knowledge of Health and Safety issues that apply to their role.

Level 5	Candidates will be able to act as assistant officials in small-sided games or games played in practice conditions.
0–5 marks	They will demonstrate basic knowledge of the essential rules/laws of the game.
	They will be able to communicate with basic effectiveness with participants.

2.4   Analysis Tasks – General Guidance

In each of the two practical units in this GCSE Physical Education specification, an analysis task needs to be completed; Analysing Lifestyle (AL) in unit B452 and Analysing Performance (AP) in unit B454.

The aim of controlled assessment is to ensure that the work produced by each candidate is authentic, in their own words, reflects what they can do in a fixed period of time, and is not too formulaic or predictable. For these reasons, the only templates which can be used in these tasks are the task research booklets provided by OCR; **no other templates or pro-formas for use in either the task research or task production should be provided by centres.**

Controls

The main control elements in these tasks are **time control** and **resource control**. Full definitions of all of the controls can be found in section 4 of these specifications.

Time control:

The tasks are broken up into 3 stages: Task Induction; Task Research; and Task Production. The time limit available for the completion of each of the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in units B452 and B454 will be:

•   **Task induction (1 hour)**

•   **Task research (4 hours)**

•   **Task production (2 hours)**

Total duration is therefore 7 hours for each of the two analysis tasks.

Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those notes into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have**

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undertaken and not a first draft of the final work, which is not allowed. Centres are responsible for ensuring that each candidate has not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with what can be realistically produced within the time limit for this stage.

Resource control:

Candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep records of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session**. Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the Internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced entirely in those two hours, or cross-references can be made to identified tables, charts, etc…in the task research notes. **It is not permitted for candidates to produce material in task research and then cut-and-paste it into their task production work.**

Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) 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).

Stages of the Tasks

Task Induction (1 hour) – candidates are introduced to the task and at this stage should be familiar with the theory content of the specification that relates to the tasks. This will enable teachers to refer back to relevant lessons during the task induction session and enable candidates to consider what their aims and objectives are for the tasks.

The task induction should be completed under direct teacher supervision. To ensure that the time controls for the analysis tasks are adhered to, centres should perform the 'task induction' when they are ready for the candidates to undertake the analysis tasks and should cover the scheduling of tasks, reminding candidates of deadlines and controls which need to be met.

The content of sections 2.5 and 2.6 of this document, introducing the specific analysing lifestyle and analysing performance tasks, represent the content which the task induction should cover and these pages may be copied and used as briefing sheets for candidates and teachers. No other written information should be provided to candidates as part of the task induction other than the task research booklets produced by OCR.

Task Research (4 hours) – this will include the viewing of a performance or the observation of components of lifestyle upon which the analysis will be based and any other research that candidates may undertake to support their work.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two.

Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- data collected; tables; diagrams; photos

- notes summarising research undertaken

- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams

- reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

No part of the task research notes should be a first draft of the final work.

As part of their task research candidates may find information in their class notes, text books or on the internet which they may wish to make a note of. In this instance candidates can summarise the information in their research notes for use in the task production session(s). **Candidates must be encouraged to be selective in their research and instructed not to cut and paste or print off huge volumes of material from the internet.** In many cases this ends up distracting candidates from the actual analysis which is the focus of the task and much of the material ends up not being used.

The only resource which candidates are allowed to use in their **task production** under direct supervision is a **hard copy of the task research notes** which they have produced. The research notes should represent a summary of any relevant research which the candidate has undertaken, summarising and referencing information from other sources, and recording any data based on tests or observations which have been carried out. **Candidates are not permitted to take their task research notes in electronic format, exercise books/class notes or text books into the task production session(s) nor can they access the internet, intranet, memory sticks or any external computer files during the task production session(s)**. Candidates may use quotations in their notes, but these should be brief. Candidates should make a note of any quotation reference, in case they wish to use it in the task production.

The task research notes used to produce the final piece of work in the task production stage must be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes**.

Candidates are permitted to undertake observation and research unsupervised. This would usually be relevant where a candidate wishes to analyse a lifestyle or performance not accessible within the centre, e.g. the lifestyle of a parent, a performance in an off-site activity, or access research material not available within the centre, e.g. books from the local library.

Task Production (2 hours) – candidates use this time to write up their task under controlled classroom conditions, using only their task research notes for reference.

It is vital that candidates understand that it is the task production work which is being assessed. While the task research notes will be referred to in order to see an overview of the work done by the candidate, and they need to have conducted effective and relevant research, it is what they do with the information which they have gathered which will determine the mark awarded.

Key points to remember:

- **Do** make sure that candidates understand the time and resource controls and what they can and cannot do

- **Do** emphasise to candidates the importance of the research and data collection which they do themselves; they do not need to rely on gathering lots of information from the internet

- **Do** tell candidates to consider the relevance of the data they are collecting to the person who they are analysing

- **Do** ensure that the distinction between the work done during task research and that done in task production is clear in the presentation of the work

- **Do** refer to the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources and ensure that your candidates are aware of the importance of doing this correctly

- **Do not** provide any written information as part of the task induction other than sections 2.5 and 2.6 of this document

- **Do not** provide any templates other than the OCR task research booklet

- **Do not** allow candidates to use their task research time to do a first draft of any part of the work

- **Do not** allow candidates to have access to an electronic version of their task research notes in the task production session

- **Do not** allow candidates to have access to your centre's network, email, the internet or external files or memory sticks during the task production session.

2.5   Unit B452 – Analysing Lifestyle

Task induction (1 hour): briefing notes

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Lifestyle task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Lifestyle task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but **this should be in general rather than specific terms**. For example, you may refer to lessons where different types of fitness tests were taught and talk about options which are available but you should not prescribe which tests candidates should use, they should make this choice.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose lifestyle is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task; the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance'

section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

Aims of the Analysing Lifestyle task:

Candidates are required to analyse a person's lifestyle in order to:

1   demonstrate an understanding of the components of a healthy, balanced lifestyle and their importance and influence upon sustained involvement in physical activity

2   demonstrate knowledge of different measures of health and well-being and lifestyle indicators and methods of assessing and recording these

3   analyse data/research collected in order to make judgements about the lifestyle which they have analysed and justify what they are targeting for improvement

4   produce an action plan to improve the lifestyle area(s) targeted based upon their findings and any other research undertaken along with suggested criteria for measuring the effectiveness of the plan.

Task Research (4 hours total):

Candidates should observe and record objectively and subjectively appropriate aspects of their own or another person's lifestyle and analyse the findings, producing an action plan to improve lifestyle based upon their findings. They may also conduct any other associated research about lifestyles which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Lifestyle task research booklet.**

Through the teaching of the practical activities and the theory content of the specification, candidates should be able to identify aspects of lifestyle that impact upon performance and participation in physical activity.

Candidates may gather evidence which **could** include, but is not restricted to:

•   levels of fitness

•   diet

•   exercise levels

•   balance between work and leisure time

•   use of leisure time.

Task Production (2 hours total):

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

•   submission of the Analysing Lifestyle task research booklet

•   a profile of the person being analysed including what has been analysed and why

•   analysis of the person's lifestyle based on the data collected and any research conducted

•   a judgement on the lifestyle analysed and what is to be targeted for improvement

•   an action plan to improve the targeted area(s)

•   criteria by which any improvement could be measured

Analysing Lifestyle Criteria (AL)

Level/Mark	Descriptor
Level 1	Candidates demonstrate a detailed understanding of a range of lifestyle components relevant to the person being analysed and of the impact which they have on a person's health and involvement in physical activity.
17–20 marks	Analysis of the data/research collected will be comprehensive, relevant and demonstrate a high level of knowledge of factors contributing to a healthy lifestyle.
	Candidates make an accurate judgement about the lifestyle analysed and justify what they would aim to improve about it and why.
	Candidates produce a detailed and appropriate action plan which would bring about the targeted improvement(s). Knowledge of how to measure the effectiveness of these strategies will be of a high standard and have been considered in the design of the action plan.
Level 2	Candidates demonstrate a good understanding of a range of lifestyle components relevant to the person being analysed, and of the impact they can have on a person's health and involvement in physical activity.
13–16 marks	Analysis of the data/research collected will be relevant and demonstrate a good level of knowledge of the factors contributing to a healthy lifestyle.
	Candidates make an accurate judgement about the lifestyle analysed and give some justification of what they would aim to improve about it and why.
	Candidates produce an appropriate action plan which would bring about the targeted improvement(s). Knowledge of how to measure the effectiveness of these strategies will be of a good standard.
Level 3	Candidates demonstrate a sound understanding of some lifestyle components, and of the impact which some of them can have on a person's health and involvement in physical activity.
9–12 marks	Analysis of the data/research collected will be of some relevance and demonstrate a sound level of understanding of the factors that contribute to a healthy lifestyle.
	Candidates make a judgement about the lifestyle analysed, though it may not relate closely to the data collected.
	Candidates produce an action plan which would bring about the targeted improvement(s). Some knowledge of how to measure the effectiveness of these strategies will be evident.

Level 4	Candidates should demonstrate a basic understanding of some lifestyle components that contribute to a healthy, balanced lifestyle.
5–8 marks	Some analysis of the data/research collected will be attempted; a basic judgement on the lifestyle analysed should be made.
	Candidates should make basic suggestions about how to improve the area(s) targeted, but may struggle to produce a coherent action plan. At this level, there may be no suggestions as to how to measure the effectiveness of any action taken.

Level 5	Candidates are able to identify some of the lifestyle components that contribute to a healthy, balanced lifestyle.
0–4 marks	At this level, there will be little or no analysis of the data collected; some limited statements about the lifestyle may be made, but a judgement may not be reached.
	Candidates may make limited suggestions about what to improve about the lifestyle, without addressing how this could be done or measured.

2.6 Unit B454 – Analysing Performance

Task induction (1 hour): briefing notes

This section represents the core content for the task induction stage in which candidates are briefed as to what they need to do and this overview is repeated in the Analysing Performance task research booklet provided by OCR.

Candidates should **not** be provided with any additional written information as part of the task induction, or any templates for their work beyond the Analysing Performance task research booklet, which can be given out at the start of the task induction session.

Further guidance should be given to candidates verbally in the task induction session, and candidates can make notes during the task induction session. Teachers may refer back to relevant theory lessons which relate to the task content, and discuss different approaches to accomplishing the task, but t**his should be in general rather than specific terms**.

Candidates must be made aware that the work is to be their own and that they need to make decisions about the subject whose performance is to be analysed, how to go about collecting relevant data and research and the structure and content of their final work to be written in the task production session(s).

The task induction should cover the scheduling of controlled assessment sessions for the task and any internal deadlines set for the completion of the work. It must also cover the time and resource controls in place for the task, the importance of the presentation of the work making a clear distinction between that completed in the task research and task production stages; and appropriate regulations and guidance around referencing work which has come from other sources. The 'General guidance' section about the analysis tasks should be used by the teacher delivering the induction as a guide to what to cover.

Aims of the Analysing Performance task:

Candidates are required to analyse the performance of another candidate in order to:

- demonstrate an understanding of the key skills which are relevant to the activity and performer and of the strengths and weaknesses observed in the performance

- make judgements about the performance which they have analysed and justify their choice of a skill or skills which will be targeted for improvement

- produce an action plan to develop and improve the quality and effectiveness of the targeted skill(s)

- evaluate the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

Task Research (4 hours total):

Candidates should observe a performance by another candidate (a recording of their own performance may be used where there is no alternative, but this is not advised as best practice), in an activity chosen from among those permitted for these specifications.

They should analyse the performance in terms of **skill and technique**, identifying key skills which are relevant to the activity and performer, the strengths and weaknesses of the performance, prioritise a weakness/weaknesses for improvement justifying their choice, and produce an action plan to address the targeted area(s). They may also conduct any other associated research about performance in the activity which is relevant to their subject and analysis. **All data collection and research done in the 4 hours and which is intended for use in the task production must be collated in the Analysing Performance task research booklet**. The action plan should demonstrate the candidates' knowledge of the development of skills and relevant principles of training.

Task Production (2 hours total):

Candidates use the task research notes (hard copy) which they have compiled to present their findings in written format under controlled conditions. This will include:

- submission of the Analysing Performance task research booklet

- a profile of the person being analysed including an identification of the key skills relevant to the activity and performer

- analysis of the persons performance based on the data collected and any research conducted

- a judgement on the performance analysed and justification of what is to be targeted for improvement

- an action plan to improve the targeted area(s)

- an evaluation of the action plan considering what effect it should have on performance; any results which have been generated if it has been implemented; and how it could be improved.

Planning the delivery of the Analysing Performance task

Because candidates are going to base their action plan (and therefore much of their research) on the performance observed, the way in which the time is used and organised needs to be carefully considered.

There are a number of approaches, one of which could be:

A. Task induction – 1 hour: candidates introduced to task

B. Task research – 2 hours: candidates research the key skills for the activity and performer to be observed and then observe a performance

C. Task production – 1 hour: candidates produce the first part of their final work, covering the key skills for the activity, the strengths and weaknesses of the performance observed and the area(s) targeted for improvement

D. Task research – 2 hours: candidates conduct any further research and devise an action plan for the subject; may implement it (though this is not a requirement), and evaluate it whether after implementation or from a theoretical point of view

E. Task production – 1 hour: final hour to conclude their work, detailing and evaluating the action plan.

Action plan implementation?

Candidates should be encouraged to consider how they use their time most effectively here. They **do not have to implement the action plan**; any evaluation can be based upon expected rather than actual results, and some limitations in the plan may be identifiable without having to have carried it out. However, it will be beneficial to candidates' overall understanding if they can implement part if not all of the plan and this would be recommended as best practice.

Time constraints do not necessarily mean that the action plan cannot be implemented. For example, candidates could ask the person doing it to record the outcomes and give them feedback so that they do not use all of their research time just observing. One approach may be to only watch the last session in order to help judge any improvement.

Focus on skill improvement

The focus of the analysis in this task should be on skills and skill development, rather than fitness issues. In some circumstances, components of fitness and characteristics of skilful performance are intrinsically linked. In some activities (e.g. dance or gymnastics) it may be suitable to look at an aspect of fitness as part of the action plan, however for this to meet the criteria and be credit-worthy the following should be considered:

•   there needs to be explanation/justification as to the specific relevance of the component of fitness (and the exercise(s)) being proposed and how they will impact on the skill targeted

•   the component of fitness cannot be the sole focus of an action plan, but it may be one part of the measures taken to improve the skill

•   as a rule, where there are clear skills which can be observed rather than components of fitness then these should be the focus of the analysis.

Analysing Performance Criteria (AP)

Level/Mark	Descriptor
Level 1 17–20 marks	Candidates demonstrate detailed understanding of most of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance. Candidates make an accurate judgement about the performance analysed and justify which skill (or skills) will be targeted for improvement. Candidates produce a detailed and appropriate action plan to improve the targeted skill(s) which demonstrates a high level of understanding of training principles and the development of skills. Evaluation of the action plan is of a high standard, showing knowledge of how to measure the effectiveness of training and making relevant suggestions as to how it could be improved.
Level 2 13–16 marks	Candidates demonstrate a good understanding of a range of the key skills which are relevant to the performer being analysed and accurately assess the strengths and weaknesses of the performance. Candidates make an accurate judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement. Candidates produce an appropriate action plan to improve the targeted skill(s) which demonstrates a good understanding of training principles and the development of skills. Evaluation of the action plan is of a good standard, showing some knowledge of how to measure the effectiveness of training and making some suggestions as to how it could be improved.
Level 3 9–12 marks	Candidates demonstrate a sound understanding of some of the key skills in the activity being analysed and assess some of the strengths and weaknesses of the performance, though not always accurately. Candidates make a judgement about the performance analysed and give some justification for the choice of skill (or skills) which will be targeted for improvement, but this may not relate closely the performance observed. Candidates produce an action plan to improve the targeted skill(s) which demonstrates some understanding of training principles and the development of skills. Some evaluation of the action plan is attempted, making some suggestions as to how it could be improved.

Level 4	Candidates demonstrate a basic understanding of some of the key skills in the activity being analysed and make some attempt to assess strengths and weaknesses of the performance, though often not accurately.
5–8 marks	Candidates make a basic judgement about the performance analysed and choose a skill (or skills) in the performance which will be targeted for improvement without justifying why; this may not relate closely the performance observed.
	Candidates produce a basic action plan to improve the targeted skill(s), but which demonstrates limited understanding of training principles and the development of skills.
	Basic statements are made about the action plan, which may include limited suggestions as to how it could be improved.
Level 5	Candidates are able to identify some of the key skills which are relevant to the activity being analysed; little or no attempt to assess the strengths and weaknesses of the performance.
0–4 marks	Some limited statements about the performance may be made, but a judgement may not be reached.
	Candidates may make limited suggestions about what to improve about the performance without addressing how this could be done or measured.

3.1 Overview of the assessment in GCSE Physical Education

For GCSE Physical Education candidates must take:

GCSE Physical Education (J586)

Unit B451: *An Introduction to Physical Education*

20% of the total GCSE marks

External assessment

1 hr written paper

60 marks

This unit will be assessed through a written examination which contains two sections.

Section A is multiple-choice questions worth 15 marks.

Section B is short answer and extended response questions worth 45 marks.

Candidates answer **all** questions.

Unit B452: *Practical Performance and Analysis*

30% of the total GCSE marks

Controlled assessment

60 marks

This unit is internally assessed and externally moderated.

This unit will be assessed through controlled assessment.

Two practical performances from two different activity areas. Practical performance will be assessed continuously.

An Analysing Lifestyle Task (AL). The task will be assessed using the following time controls:

Task induction – 1 hour

Task research – 4 hours

Task production – 2 hours (under supervised conditions).

Unit B453: *Developing Knowledge in Physical Education*

20% of the total GCSE marks

External assessment

1 hr written paper

60 marks

This unit will be assessed through a written examination which contains two sections.

Section A is multiple-choice questions worth 15 marks.

Section B is short answer and extended response questions worth 45 marks.

Candidates answer **all** questions.

Unit B454: *Practical Performance and Analysis*

30% of the total GCSE marks

Controlled assessment

60 marks

This unit is internally assessed and externally moderated.

This unit will be assessed through controlled assessment.

Two practical performances from any activity areas.

Practical performance will be assessed continuously.

An Analysing Performance Task (AP) for one activity. The task will be assessed using the following time controls:

Task induction – 1 hour

Task research – 4 hours

Task production – 2 hours (under supervised conditions).

3.2   Overview of the assessment in GCSE Physical Education: Short Course

For GCSE (Short Course) Physical Education candidates must take:

Candidates taking the GCSE (Short Course) in Physical Education will need to be entered for Unit B451 and Unit B452. The scheme of assessment for these units is contained within Section 3.1.

GCSE (Short Course) Physical Education (J086)

Unit B451: *An Introduction to Physical Education*

40% of the total GCSE (Short Course) marks

External assessment

1 hr written paper

60 marks

This unit will be assessed through a written examination which contains two sections.

Section A is multiple-choice questions worth 15 marks.

Section B is short answer and extended response questions worth 45 marks.

Candidates answer **all** questions.

Unit B452: *Practical Performance and Analysis*

60% of the total GCSE (Short Course) marks

Controlled assessment

60 marks

This unit is internally assessed and externally moderated

This unit will be assessed through controlled assessment.

Two practical performances from two different activity areas. Practical performance will be assessed continuously.

An Analysing Lifestyle Task (AL). The task will be assessed using the following time controls:

Task induction – 1 hour

Task research – 4 hours

Task production – 2 hours (under supervised conditions).

3.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A*–G. Candidates achieving less than the minimum mark for Grade G will be recorded as unclassified.

3.4 Assessment Objectives (AOs)

AO1	Recall, select and communicate their knowledge and understanding of physical activity
AO2	Apply skills, knowledge and understanding in physical activity
AO3	Analyse and evaluate physical activity, and identify action to bring about improvement.

3.4.1 AO weightings – GCSE Physical Education

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B451: *An Introduction to Physical Education*	14.3	–	5.7	20
Unit B452: *Practical Performance and Analysis*	–	25	5	30
Unit B453: *Developing Knowledge in Physical Education*	9.3	–	10.7	20
Unit B454: *Practical Performance and Analysis*	–	25	5	30
	23.6%	50%	26.4%	100%

3.4.2 AO weightings – GCSE Physical Education: Short Course

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit B451: *An Introduction to Physical Education*	28.6	–	11.4	40
Unit B452: *Practical Performance and Analysis*	–	50	10	60
	28.6%	50%	21.4%	100%

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as **unclassified** (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
30%	60	54	48	42	36	30	24	18	12	0
20%	40	36	32	28	24	20	16	12	8	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark(s) for the controlled assessment(s) to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.6 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.6.1 Grade F

Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.

They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.

They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.

They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

3.6.2 Grade C

Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.

They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.

3.6.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.

They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.

They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.

3.7 Quality of written communication

Quality of written communication is assessed in units B451 and B453 and is integrated in the marking criteria of the questions marked with an asterisk (*) as detailed on the cover of the examination papers.

Candidates are expected to:

• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

• present information in a form that suits its purpose

• use an appropriate style of writing and, where applicable, specialist terminology.

4.1 The Controlled Assessment Units

Units B452 and B454 have been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the centre assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

4.2 Task Setting

4.2.1 The OCR approach

OCR will assume a limited level of control in relation to the setting of tasks. Teachers will be able to design their own tasks according to the assessment criteria and activity-specific links provided by OCR. In order to enable candidates access to the full range of marks, centres will have to generate tasks that offer them scope to demonstrate the skills and techniques that the criteria and activity-specific links require.

For the Analysing Lifestyle and Analysing Performance Tasks (AL and AP) in Units B452 and B454, respectively, candidates should produce written work that enables them to meet the assessment criteria and guidance provided.

4.2.2 Using Controlled Assessment tasks

Centres should generate tasks of suitable pitch and challenge to enable candidates access to the full range of marks as indicated in the assessment criteria and activity-specific links. For example, this may mean an Outdoor and Adventurous activity taking place in a suitable environment and/or over a stipulated period of time.

4.3 Task Taking

4.3.1 The OCR approach

For GCSE in Physical Education, OCR will assume a medium level of control. The task-taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

4.3.2   Definitions of the controls

(a)   **Authenticity control**: Candidates will complete all work for assessment under direct teacher supervision except where the activity is off-site and/or is under the supervision of a specialist coach. In these instances it is the responsibility of the Head of Physical Education at the centre to provide the OCR criteria for the activity to the specialist over-seeing the assessment and to communicate with them about the assessment. The teacher needs to have sufficient input to be able to conduct internal standardisation of all marks awarded, including those in activities that may have been assessed partially or entirely using outside expertise.

For the Analysing Lifestyle (AL) and Analysing Performance Tasks (AP) in Units B452 and B454, respectively, candidates may conduct their research independently but should produce their written work under direct teacher supervision in the task production stage. The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b)   **Feedback control**: Feedback to candidates will be encouraged but tightly defined. Within GCSE in Physical Education, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

*   exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

*   exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

*   ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures

*   have one member of staff who is responsible for all GCSE Physical Education marks, ensuring that comparability across all activities, all candidates and all persons awarding marks is achieved.

(c)   **Time control**: Where time control is appropriate for a physical activity within the specification, it is stipulated in the activity-specific links in the OCR GCSE Physical Education Guide to Controlled Assessment.

The time controls for the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454 will be:

*   **Task induction (1 hour)**

*   **Task research (4 hours)**

*   **Task production (2 hours)**

Total duration is therefore 7 hours for each of the two analysis tasks.

Controlled assessment work should be completed within the time limit and supervised and marked by the teacher. Some of the task research work may be undertaken outside the centre. This allows the candidates to make notes on performance or observations and conduct other related research with limited control and take those notes into the controlled task production environment. **Centres must ensure that these research notes are the candidates' findings from the research which they have undertaken and not a first draft of the final work, which is not allowed**. Centres are also responsible for ensuring that each candidate has

not exceeded the 4 hours allowed for the task research stage and must be satisfied that the research notes produced are consistent with the time limit for the work.

(d)   **Collaboration control**: Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. In some team or group activities, the performance of other candidates may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of candidates. This is also true of the Analysing Performance task where a candidate may be analysing the performance of another candidate rather than their own performance.

(e)   **Resource control**: Access to resources will vary depending upon the location of the centre. Centres may use external venues/facilities/coaches for the assessment of performance of physical activities where available and appropriate.

In the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in Units B452 and B454, candidates are allowed to use ICT to research their task. Candidates should be made aware that they should keep notes of their sources (such as website addresses) if they wish to refer to them in their task production. Candidates are allowed to word process their task research notes, however only hard copies of these may be taken into the task production session(s). **Word processed task research notes should be printed off and checked by the centre before being taken into the first 'task production' session**. Where a centre divides up the 2 hours allowed for task production into more than one session, the task research notes must be kept securely by the centre in between these sessions.

The task production session(s) will take place in controlled classroom conditions. As a centre you may wish to allow your candidates to word process their task using ICT; however, **access to task research notes in electronic format, your centre's network, email, the internet and external files or memory sticks is not allowed during the task production session(s).**

Any item which forms part of the 'task production' final write up must be produced from scratch in those two hours, or cross-references can be made to identified tables, charts, etc in the task research notes. **It is not permitted for candidates to produce such material in task research and then cut-and-paste it into their task production work**.

Centres are responsible for authenticating the work of their candidates and must ensure that the use of computers in the 'task production' session(s) 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).

4.3.3   Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

4.3.4   Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness preventing a candidate from completing their practical performances for either Unit B452 or B454, the centre still has evidence of attainment up to that point.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this is the case it will be clearly identified within the particular unit.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.3.5   Presentation of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks.

For the practical performances, any activity that could not be reasonably moderated at the centre is defined as being 'offsite'. Centres must provide filmed evidence of all **offsite marks** that are entered by candidates. This should be in CD Rom or DVD format.

Candidates need to be very clearly marked and the film accompanied by a written rank order (or appearance order) with marks and identifiers on it.

Where description of the environment is relevant please include this (e.g. type of slope in skiing).

Centres must also keep filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) **for each activity assessed** so that, in the event of a visiting moderation not being possible, the accuracy of the marks awarded can still be assessed. The filmed evidence should demonstrate that the candidates have performed the range of skills appropriate for the marks awarded.

For the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks, candidates must observe certain procedures in the production of Controlled Assessments.

Candidates are allowed a total of 4 hours to complete any research and observation for the task, whether done independently, within the centre in scheduled sessions, or a mixture of the two. Candidate evidence will be a set of research notes presented in the task research booklets produced by OCR, which will be the sole source of reference material when completing their task production. The task research notes may contain information such as:

- data collected; tables; diagrams; photos

- notes summarising research undertaken

- Analysing Lifestyle or Analysing Performance action plan ideas/outlines/diagrams

- reference details for quotes, sources and ideas which the candidate may wish to use in their task production.

No part of the task research notes should be a pre-written attempt at the task.

The task research notes used to produce the final piece of work in the task production stage **must** be kept and submitted as part of the final work and there must be a clear distinction as to what are the research notes and what is the final task production work. **At moderation the moderator will expect to see not only the final task production work but also the task research notes**.

- any material taken from other sources must be suitably referenced in accordance with the Joint Council for Qualifications (JCQ) guidelines regarding referencing of sources.

Further guidance on what should be submitted for each of the specific analysis tasks can be found in section 2.3 of these specifications and in the OCR GCSE Physical Education Guide to Controlled Assessment.

4.4 Task Marking

4.4.1 The OCR approach

For GCSE in Physical Education, OCR will assume a medium to high level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking criteria and guidance and moderated by the OCR-appointed moderator. For these GCSEs in Physical Education, external moderation will take the form of visiting moderation supported by written work produced in the analysis tasks and filmed evidence of candidate performance where requested.

4.4.2 Applying the assessment criteria

The starting point for marking the tasks is the assessment criteria within each unit and for each task/activity. These contain details of the skills, knowledge and understanding that the candidate is required to demonstrate in each level of attainment. For the practical performances there are generic criteria that are to be used in conjunction with activity-specific links. The roles of coach and official have specific criteria of their own, as do the Analysing Lifestyle and Analysing Performance Tasks.

4.4.3 Use of 'best fit' approach to marking criteria

Each practical performance and the Analysing Lifestyle and Analysing Performance Tasks should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded

- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit(s), then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.4.4 Assessing 'off-site' activities

Off-site activities are those that are usually taught outside the curriculum and often involve only a few of the candidates from the centre.

Filmed evidence is required for all activities that **would be difficult to moderate by a centre visit**.

There will be some centres that have specialist facilities for certain sports but below is a list of those activities that would normally require filmed evidence:

Archery

Canoeing/Kayaking

Figure Skating

Horse Riding

Ice Hockey

Judo

Karate

Mountain Biking

Roller Hockey

Rock Climbing

Sailing

Skiing

Snowboarding

Squash

Surfing

Tae Kwon Do

Windsurfing

Cross Country, Golf, Hill Walking and Orienteering are not easily recorded to give useful assessment information. Other supporting evidence is needed (tournament cards, competition results, route/expedition planning) for these activities.

Teachers do not have to film the performance themselves but do need to advise the filmmaker (coach/parent) of the required content to allow effective assessment.

Candidates need to be clearly identified.

The evidence shown on the footage needs to provide visual evidence to support the mark.

Staff responsible for GCSE PE must (with advice from a coach if appropriate) assess and apply GCSE standards to award the mark. Due attention should be made to compare the performance in off-site activities to those that have been marked at the centre.

All footage must be accompanied by a rank order sheet for each activity, which includes the:

- candidate name
- centre mark
- candidate identifier (this may be a bib with position or number on it, or kit of a particular colour).

Please ensure that the evidence is presented on **CD or DVD** (with play software if necessary).

4.4.5   Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidates being disqualified from the unit or having marks deducted for a specific element of the assessment. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate must sign a declaration to this effect.

Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received by OCR.

4.4.6 Internal standardisation

It is essential that all internal assessors, working in the same subject area, work to common standards. Each centre is required to internally standardise assessment across different activities that have been taught by different members of staff to ensure that all candidates are fairly assessed. This fairness applies to comparisons between candidates and relative fairness and ability between activities. Usually, the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

When conducting internal standardisation of marks it is important to consider whether candidates who have been awarded the same mark in different activities are both as good as one another in those activities. The extent to which they fulfil the assessment criteria should be the same if they have been awarded the same mark; that is to say, a footballer awarded a mark of 20 should be as good at football as a candidate awarded 20 for dance is at that activity.

The assessment of the Analysing Lifestyle and Analysing Performance Tasks should also be internally moderated to achieve a consistent standard of assessment across the two tasks.

4.4.7 Moderation

All work for Units B452 and B454 is marked by the teacher and internally standardised by the centre. Marks are then submitted to the moderator, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR and the moderator. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Moderation is by means of cluster groups based as far as possible on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of the Analysing Lifestyle and Analysing Performance Tasks will be also be moderated.

Centres are required to have filmed evidence of a sample of their candidates across the range of marks awarded (e.g. highest, middle and lowest marks) for each activity assessed. The filmed evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark that they have been awarded.

4.4.8 Moderation administration

Centres should make estimated entries with OCR for the practical units B452 and B454 in the autumn term of the academic year in which assessment and moderation is to take place.

Centre will be sent documentation associated with moderation planning in November of the autumn term based upon these estimated entries.

Included in this dispatch will be a Visit Arrangement Form (VAF). Centres use this to provide OCR with information for use when planning their moderation visit.

At the standardisation meeting for OCR GCSE Physical Education moderators, the Visit Arrangement Forms for the centres that have been allocated to each moderator are distributed.

Moderator refers to Visit Arrangement Forms and contacts centres with proposed dates for moderation.

Moderator confirms time, venue and activities for moderation. At this point the moderator also requests for a sample of analysis tasks to be sent. Moderator reviews the centres marking of the analysis tasks and provides feedback at the moderation visit.

Centre attends with candidates across a wide ability range as possible. Candidates should be clearly identified with bibs. Centre provides rank order sheets for all candidates taking the moderated activities.

Candidates are observed participating in appropriate activities so that the moderator can judge whether the centre marks are in line with the criteria.

It is important that centres make estimated entries in order that they can receive early documentation such as the Visit Arrangement Form and be allocated a moderator.

4.5 Minimum requirements for controlled assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

4.6 Minimum requirements for special consideration

There is a minimum controlled assessment requirement before special consideration can be given. In each of the controlled assessment Units (Unit B452 and Unit B454), candidates must have been assessed in at least one practical activity and also completed the Analysing Lifestyle (AL) and Analysing Performance (AP) Task. If a candidate cannot then complete the assessment in a second activity due to injury or illness OCR will consider an application for special consideration.

4.7   Deadlines for the submission of marks to the moderator

Final marks are submitted to the moderator by centres prior to moderation visits for the majority of practical activities, for moderators to then select specific candidates for moderation.

Deadlines for the submission of final marks to the moderator are:

- **15 March** for the majority of marks

- **1 May** for 'seasonal' activities and Analysing Lifestyle and Analysing Performance

- the 'seasonal' activities are:

  - Cricket

  - Hill Walking and Campcraft

  - Rock Climbing

  - Rounders

  - Skiing

  - Snowboarding

  - Softball

  - Tennis

  - Track and Field Athletics

- **ALL** candidate marks in activities other than for those seasonal activities listed above must be sent to the moderator by 15 March, prior to moderation

- **ALL** candidate marks in seasonal activities must be accompanied by filmed evidence if submitted for the later deadline of 1 May

- visiting moderation period is **15 March – 15 May**.

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Physical Education specification
- specimen assessment materials for units B451 and B453
- guide to controlled assessment
- task research booklets for Analysing Lifestyle and Analysing Performance (B452 B454)
- assessment grids for Analysing Lifestyle and Analysing Performance (B452 B454)
- teachers handbook
- sample schemes of work and lesson plans B451 and B453.

5.2 Other resources

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

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.

5.2.2 Endorsed publications

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.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Physical Education specifications.

active results

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data vailable from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.4.2 OCR 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 and free access to candidate information at your convenience.

Sign up on the OCR website.

6.1 Equality Act information relating to GCSE Physical Education

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in these specifications are in line with Ofqual GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	All written and practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
Modified question papers	Y	All written examinations
Extra time	Y	All written examinations

6.2 Arrangements for candidates with particular requirements (including special consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- At least 40% of the assessment must be taken in the examination series in which the qualification is certificated

- Candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of these specifications GCSE Physical Education J586 and GCSE (Short Course) Physical Education J086 (September 2011 version) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1   Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Physical Education J586 certification is available in June 2014 and each June thereafter.

GCSE Physical Education (Short Course) J086 certification is available in June 2014 and each June thereafter.

	Unit B451	Unit B452	Unit B453	Unit B454	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

GCSE Physical Education J586 and GCSE Physical Education (Short Course) J086 certification is available each June thereafter.

7.2   Certification rules

For GCSE Physical Education and GCSE (Short Course) Physical Education, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Physical Education and GCSE (Short Course) Physical Education can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) Physical Education and decide to move on to

GCSE Physical Education will need to re-take all of the GCSE (Short Course) Physical Education units alongside the additional units required for GCSE Physical Education. The new results for the units that have been re-taken will then be used to calculate the GCSE Physical Education grade. Any results previously achieved cannot be re-used.

7.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used

Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For GCSE Physical Education controlled assessment units B452 and B454, **estimated entries** are used as the basis for allocating a moderator, so it is important that all centres intending to enter candidates in the June series provide estimated entries as well as final entries.

Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
B451	01	Written Paper	An Introduction to Physical Education
B452	01	Moderated via visiting moderation	Practical Performance and Analysis 1
B452C	80	Carried Forward	Practical Performance and Analysis 1
B453	01	Written Paper	Developing Knowledge in Physical Education
B454	01	Moderated via visiting moderation	Practical Performance and Analysis 2
B454C	80	Carried Forward	Practical Performance and Analysis 2

7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Physical Education certification code J586

- GCSE (Short Course) Physical Education certification code J086.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant Enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk

7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 7210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

Other information about GCSE Physical Education 8

8.1 Overlap with other qualifications

There is no significant overlap between the content of these specifications and that for other GCSE qualifications.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

These specifications provide progression from the Entry Level Certificates in Physical Education (3980).

8.3 Avoidance of bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for* Physical Education. All documents are available on the Ofqual website.

8.5 Language

These specifications and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These specifications offer opportunities which can contribute to an understanding of these issues in the following topics.

Issue	Opportunities for developing an understanding of the issue during the course
Spiritual issues	Spiritual development, through helping candidates gain a sense of achievement and develop positive attitudes towards themselves.
Moral and ethical issues	Moral development, through helping candidates gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions, accept authority and support referees, umpires and judges.
Social issues	Social development, through helping candidates develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork and considering the social importance of physical activity, sport and dance.
Legislative issues	Helping candidates appreciate that physical activity and sport contributes to the health of the nation, resulting in initiatives and legislation from different levels of government to encourage greater participation.
Economic issues	Helping candidates appreciate that resources can affect access and involvement in physical activity and sport, and that a range of different organisations seek to address this through local and national provision.
Cultural issues	Cultural development, through helping candidates experience and understand the significance of activities from their own cultures, recognise how activities and public performance gives a sense of cultural identity and consider how sport can transcend cultural boundaries.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

These specifications support these issues, consistent with current EU agreements, as outlined below.

Sport and Physical Education has a European and global dimension and candidates should be encouraged to discuss aspects of this dimension, if relevant, when considering their involvement in practical activities. Opportunities obviously exist through sport for the interaction of candidates from different social and cultural backgrounds. This process should be encouraged and will help to cement relationships and friendships.

8.8 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B451	✓	✓			✓	✓	✓		✓	✓	✓	✓
B452	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B453	✓	✓			✓	✓			✓	✓	✓	✓
B454	✓	✓	✓	✓	✓	✓	✓	✓				

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website. A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. These specifications provide candidates with a wide range of appropriate opportunities to use ICT in order to further their study of Physical Education.

Opportunities for ICT include:

• gathering information from the internet and CD-ROMs

• gathering data using sensors linked to data-loggers or directly to computers

• using spreadsheets and other software to process data

• using animations and simulations to visualise ideas

• using software to present ideas and information on paper and on screen.

8.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

✔ Bookmark **www.ocr.org.uk/gcse2012**

✔ Be among the first to hear about support materials and resources as they become available. Register for email updates at **www.ocr.org.uk/updates.**

✔ Book your inset training place online at **www.ocreventbooker.org.uk**

✔ Learn more about active results at **www.ocr.org.uk/activeresults**

✔ Join our physical education social network community for teachers at **www.social.ocr.org.uk**

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit **www.ocr.org.uk/centreapproval** to become an approved OCR centre.

www.ocr.org.uk/gcse2012

Contact us

Keep up to date with the latest news by registering
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