

J086/J586 GCSE Physical Education - Unit B452 Analysing Lifestyle

Exemplar extracts

These exemplar **extracts** have been taken from work produced in the 'task production' element on the Analysing Lifestyle task. The Analysing Lifestyle task is live assessment as it is intended for use throughout the life of the GCSE Physical Education specifications (J086/J586). Therefore, we are unable to provide complete pieces of work for exemplar. This is to protect the integrity of the task.

This material is intended for use by teachers. The purpose of this material is to assist teachers in placing candidate work in the correct level.

As this material relates to live assessment, teacher's should consider carefully whether they wish to share this material (and previous year's candidate work) with candidates they are preparing for the Analysing Lifestyle task bearing in mind the following task aims:

Candidates should demonstrate their **own ability** to:

- analyse and make a judgement;
- identify areas for improvement;
- devise an appropriate action plan;
- assess improvements/action plan.

There is **no** prescribed style (template) in which the Analysing Lifestyle task needs to be presented and these extracts should not be considered as 'templates'.

Some of the aims for controlled assessment being introduced to GCSE were:

- to **discourage and detect malpractice** in assessment;
- to allow teachers to confidently **authenticate candidates' work** as that of the candidate;
- to avoid assessments that are **too formulaic and predictable**.

Centres should conduct the controlled assessment tasks with these aims in mind, and should avoid violating these aims by *leading* candidates too much.

During the task induction, centres can ensure they commit to the above by:

- instructing candidates to select their own subject – candidates can assess themselves. This way the lifestyle of each subject will be different and therefore, the analysis **of the subject by the candidate** will dictate **which** tests, areas of lifestyle, improvements and measures are considered and applied. Centres should try to avoid dictating to candidates which areas of lifestyle they should review, as this should be dependant upon the **subject being analysed**;

- reminding candidates of the theory taught to them as part of B451; of different types of tests and different methods of analysis; of different resources they can use;
- reminding candidates to be **specific** and **relevant** to their subject – if their subject has a healthy diet then this may not be the area most in need of improvement. **Remember** – not all of the areas of lifestyle need be assessed only the relevant ones;
- reminding candidates that they have four hours to research the task, conduct their tests, interview/observe/work with their subject, review their learning from B451 theory (class notes).

This extract demonstrates level 5 criteria for the reasons given in the comment boxes.

Extract 1

The Multi-Stage Fitness Test

This is also known as the bleep test or pacer test. It's used to estimate an athlete's maximum oxygen intake as it tests their cardiovascular fitness.

The test involves a synchronised audio tape that plays beeps at set intervals. There are two points, 20 meters apart and you have to continuously run, reaching the points between the beep sounds. As the test goes on, the interval between the beeps reduces, which means the athlete has to therefore steadily increase their speed in order to reach the beep. The athlete will eventually find it impossible to keep in time with the beeps, and will drop out. The level at which you drop out is your final multi-stage fitness test level. Keeping your pace steady is the key to achieving the highest level possible, because if you start too fast, you'll use up all your energy.

I scored 6.6 in the bleep test.

Flexibility

To test our flexibility we used the sit and reach test. We had to sit flat on the floor, with our legs outstretched in front of us and reach as far forward as we could. This was measured on a ruler. We had to hold the stretch for 3 seconds for it to be accurate. I scored 24cm, which is excellent for females. It's from the OCR PE for GCSE text book (HONEYBOURNE 2009).

Static strength

We tested this by holding this sitting position against a wall for as long as we can, this tested the strength in our leg muscles. I got 66 seconds.

Dynamic strength

To test this we had to lift weights and do 1 rep max to test dynamic strength in our biceps. In my right arm, I got 20 lb and on my left arm I got 16 ½ lb.

Speed

To test speed, we had to sprint 30 metres and be timed. We did this 3 times and took the best score. I got 4.23 seconds, which is average.

Flexibility was a strength of mine, which I don't feel I need to improve. I was also happy with my speed being average. Dynamic strength was also a strength of mine. Although my result in the multi-stage fitness test was a weakness as well as my static strength.

This candidate has made poor use of their time by explaining each individual test.

Where candidates feel it is relevant to explain why a particular test has been used they should focus on why they felt the test was appropriate; rather than describing the test.

As part of B451, candidates should be taught about the various tests and how to perform them. In this task candidates should be using their knowledge of these tests to make their research **specific and relevant to their subject**.

An initial discussion or questionnaire between the candidate and their subject may be a good way for the candidate to understand where to focus their research.

This candidate has acknowledged that they have used information from a textbook.

Ideally, candidates will record in their research notes the page number and details of where the information or text comes from.

When text is **directly lifted** from a source speech marks should be used to indicate this.

This candidate identifies what they perceive to be their own strengths and weaknesses; however, there are no explanations as to why these are strengths and weaknesses.

Candidates need to be linking their research to 'lifestyle'. This candidate needs to have explained why for their lifestyle **flexibility** is important and why for their lifestyle having average **speed** is acceptable.

Extract 1 continued...

The Body Mass Index (BMI)

It's a statistical measure which compares a person's weight and height. Though it does not actually measure the percentage of body fat, it is used to estimate a healthy body weight based on a person's height. Body mass index is defined as the individual's body weight divided by the square of his or her weight.

It is important to keep your optimum weight instead of fluctuating or declining rapidly. A person's weight can have a dramatic effect on their performance in different activities. Performer's that under eat often lack energy and concentration. Also their strength and stamina is likely to decline. Also, the way in which you lose the weight can affect you. For example, some performers use sweat suits, saunas and even drugs in order to lose weight quickly, these methods can lead to severe dehydration which will damage your performance.

BMI however, cannot be completely effective, it does not take into account muscle mass. For example, a body builder is likely to come under the grouping of overweight or obese due to their muscle weighing a lot. Also some people might be very short, which means their weight should be less, but this might not be the case. My BMI says I am overweight. To improve my BMI I am going to keep a balanced healthy diet.

It appears that some of the material in Extract 1 may have come from a source and has not been acknowledged.

It should be made clear to candidates that they **must**, at the very least, acknowledge that they are referencing somebody else's words or ideas.

Although this is informative it does not provide any real information with regards to the **subject or their lifestyle**.

The Assessment Objective for this analysis task requires candidates to 'analyse and evaluate ... and identify action to bring about improvement'. Candidates **need** to focus on their subject's lifestyle to achieve this.

To have made this relevant to the task this candidate needed to explain **how** this information relates to their lifestyle and explain **how** 'being overweight' affects their lifestyle and **why**.

This extract demonstrates level 3 criteria for the reasons given in the comment boxes.

Extract 2

Here is a day randomly picked out of my subject's food diary:

Date: 6 April

Breakfast: Bowl of muesli and cornflakes + coffee.

Lunch: Large salad bowl consisting of couscous with mint tuna and pepper, carrots, seeds, croutons, sweet corn and a spicy tomato sauce + coffee.

Snacks: 1 handful of spicy chilli peanuts.
chocolate mini eggs

Dinner: Jacket potato with baked beans, spaghetti hoops and cheese + squash.

(See 'research notes' for the rest of the food diary)

*Kris had a very good start to the day the cereal will keep him going for a long time, although Kris should've replaced his coffee with some water or fruit juice. This is a very well balanced lunch Kris' salad has a lot of good things going for it! It is high in carbohydrates, vitamins, minerals and fibre, these are all essential for a persons diet. Although Kris' lunch is lacking in protein and should have had some meat or fish added to it to boost the levels of protein. His dinner was very high in Carbohydrates! This is a real worry as his lunch hardly consisted of any protein whatsoever it could have been adjusted by having tuna on his potato instead of cheese. Throughout the day Kris' water intake has been very low and hasn't had enough to drink to keep him hydrated. Overall Kris hasn't had a very well balanced day and needs to up his intake of protein and Fibre.
(See 'research notes' for the rest of the food diary)*

Tip - This candidate has only reproduced **one** extract from their subject's food diary (taken from their research notes), which demonstrates the information they require.

This is a clever use of the candidate's time as typing out the full food diary would take a lot of time and would not achieve any marks.

Remember – marks can **not** be awarded to the content of the research notes.

Using an extract from the food diary, this candidate is able to demonstrate that they have a **sound level (level 3)** of understanding of the factors contributing to a healthy diet. They are able to recognise that Kris's breakfast of muesli and cornflakes will 'keep him going for a long time'.

To improve this response the candidate could have gone on to explain **why** carbs, vitamins, minerals, fibre, protein etc are essential to the well-being of a person. To take it a step further the candidate could have linked Kris' diet to any perceived weaknesses, for instance:

"Eating too many carbohydrates at lunch is making Kris feel sleepy in the afternoon and this is impacting on his productivity at work. An effect of this is that Kris is not able to finish his work on time so has to stay late or bring work home with him. This has a bad impact on the balance between work and leisure time".

Tip - As marks can **not** be awarded to the content of the research notes, you may wish to advise candidates to refer to their notes as they would an English text book. For example: "In my notes you can see the full food diary and will see that they have a similar type of breakfast, lunch and dinner each day. His lunch is always high in carbohydrates, but there is never much protein or fibre. This means that Kris is not getting enough of these essential components."

By referring to notes, rather than reproducing them candidates will save themselves valuable time which is better spent analysing the information from their notes and explaining what they are going to recommend.

Extract 3

Action plan

For my action plan, I am going to make changes to my diet. The reason for this is that my research notes show that my diet requires a lot of changes and I think this will have the biggest change on my lifestyle. My diet weaknesses are:

- 1) I have got the wrong balance between healthy foods like fruit and vegetables and unhealthy foods, like sugary snacks. (Appendix B)
- 2) I am not getting enough fibre (food diary totals)
- 3) I do take in enough energy in the morning to keep me going to lunch.

Of these three, I think not having breakfast is having the biggest effect on me as I don't take in any energy in the morning so I am tired and can't concentrate in class or perform well in my morning PE classes. Also this is making my body crave sugar because this is a quick source of energy, which means I am eating sugary snacks instead of healthy slow releasing foods. This is also one of the weaknesses of my diet. So if I sort out having breakfast first then I will begin to sort out the imbalance between snacks and fruit/veg.

Firstly, I will work on eating breakfast each day; I will start with something small, a banana, every other day. I will do this for 2 weeks and measure this in a food diary. If after two weeks I have managed to keep to this I will then start eating breakfast everyday, for 2 weeks, and measure this in a food diary.

Once I am used to eating a banana everyday I will increase this to eating a banana and some weetabix or wholemeal toast every day. This combination of foods will provide me with energy all morning, as bananas release their energy slowly. This will help improve my concentration in classes and mean that I have energy to do morning PE classes. It will also give me lots of fibre which is essential for having a healthy digestive system.

In my research I identified that I was not eating enough fruit and vegetables. As the graph in Appendix B shows I was eating on average only 1.4 portions per day - the government recommendation is for us to eat 5 portions of fruit and vegetables a day to be healthy (FSA website). The graph also shows that I am eating too many snacks. The Eatwell plate (FSA website) says we should all: "try to eat plenty of fruit and vegetables ... and just a small amount of foods and drinks high in fat and/or sugar."

If you look at my graph you can see I am eating nearly 3 times as many snacks as I am fruit and vegetables. So the second thing I am going to do is to try to meet the government recommendation to eat 5 portions of fruit and vegetables a day and to reduce the number of snacks I eat.

To do this, for around 4 weeks, I will start by just trying to eat 3 a day. I am going to start with 3 a day because if I try to eat 5 a day straight

By highlighting specific areas for improvement this candidate has been able to focus their task and aim to identify positive improvements.

This candidate is able to 'identify priorities for improvement', demonstrating that they are taking into account how to 'develop the effectiveness of (their) strategies'.

away I may find it quite hard too keep to as it is a big change in my lifestyle. This might put me off doing it and then I will just go back to my old ways. I will already be having a banana for breakfast so at lunch I will have a piece of fruit with my lunch instead of a packet of crisps and in the evening I will have a portion of vegetables or salad with my dinner. I will measure this in a food diary and then after 4 weeks I will look at this to see how I am doing. If I am managing to do this then I will then improve this by eating my 5 a day. I really like fruit smoothies so I will have one during the day and then in the evening I will have another portion of fruit instead of having a chocolate bar.

This candidate is demonstrating knowledge of the need to make some changes gradually, in this instance to prevent demotivation.

By doing this I will reduce the amount of snacks I eat which are 'high in fat and/or sugar' and increase the amount of fruit and veg I eat. These are a good source of vitamins – vitamins "are vital in the production of energy ... and the prevention of disease" (OCR PE for GCSE, John Honeybourne, pages 87 and 88). As you can see from my questionnaire (in my research notes) I am often off school poorly so having more vitamins in my diet may help prevent me getting ill so often.

This candidate clearly understands the need to acknowledge ideas and quotations from sources.

The second area for improvement I identified when doing my research was my flexibility. As you can see from Appendix A I scored <3 which this table from the Brianmac website says for a 16-19 year old female is poor:

Gender	Excellent	Above average	Average	Below average	Poor
Female	>15	12-15	7-11	4-6	<4

My poor flexibility means that I cannot do a lot of every day tasks without the risk of hurting my back. It also shows that I am not doing enough exercise as if you do a lot of exercise you are more likely to have better levels of flexibility (OCR PE for GCSE, John Honeybourne, page 74).

Again this candidate is demonstrating knowledge of the importance of some improvements needing to be made gradually.

To improve on this, I will set myself an outcome goal of achieving 7cm on a sit and reach test, this is 4cm further than my result now. To do this I am going to have to set some smaller goals as I will have to slowly improve my flexibility else I could push myself too hard and injure myself.

They have been able to identify two different reasons for this:

- 1) Motivation;
- 2) Safety.

I am going to warm up and stretch everyday, firstly for 5 minutes. I will do this for 1 week. After 1 week, I will measure my flexibility again with a sit and reach test. I would expect to see my score improve but only slightly. I will then continue to increase the time I to warm up and stretch everyday for 5 more weeks:

Week 2	6 minutes
Week 3	7.5 minutes
Week 4	10 minutes

Therefore, demonstrating the ability to 'plan appropriate strategies ... and develop the effectiveness of these strategies'.

After each week I will re-measure my flexibility by doing the sit and reach test. In weeks 5 and 6 I will still only do this for 10

minutes but I will make the stretches I do harder. After each week I will re-measure my flexibility by doing the sit and reach test. By week 6 I expect that I will have reached my goal of being able to score 7cm. This will mean that I have average flexibility.

Finally, I will work on speed; I will rehearse my speed techniques at slower movement and then take them to faster. To improve it, I will set myself an outcome goal of getting 4.5 seconds on a 30m sprint test. To do this I will run 30m sprints 3 times a week for 1 month, and after 1 month I will do a final 30m sprint test, and see if my speed is improving.

My exercise is at its average amount, to maintain this, I will carry on doing the exercise I am currently doing and my improvement goals. This way I will be on my way to achieving a healthy, balanced lifestyle.

Conclusion

The areas I have looked to improve on include: eating my five a day, eating breakfast, improving flexibility and improving speed. Doing all of these will increase my energy levels, which my activity log showed was a weakness in my lifestyle. By increasing my energy levels I will be able to concentrate more in class and will want to take part in more physical activities. When I filled out the questionnaire I wrote I didn't feel happy 'often' and that I 'rarely' wanted to do physical activity. By giving myself more energy this will increase my positive feelings and this should lead to me wanting to do more and to feeling better about myself. It will also reduce the risk of becoming ill, which means I won't have to have as many days off school. Overall by selecting these certain areas to improve on, I believe that at the end of my action plan I will have achieved a more healthy, balanced lifestyle, I will feel happy and more positive and will be sick less. If this happens then I will have improved the weaknesses I found out.

Although a conclusion is not essential, this candidate has used it to bring the task back to its starting point – which was trying to improve identified weaknesses.

These are extracts from the candidate's research notes.

Research notes should be submitted as Appendices to accompany the work produced by candidates in the 'task productions sessions'. This will allow centre staff and moderators to assess the relevance of both the identified strengths and weaknesses and the suggestions for improvement.

Candidates may reference their notes to save them reproducing the information in their task production session.

Appendices

Appendix A - fitness test results

Health related component of fitness	Fitness test	Result
Cardiovascular	Multi-stage fitness test	9.4 VO2 max: 44.3 Rating: Superior
Muscular endurance	Abdominal curl conditioning test – Sit up test	4 Rating: Good
Speed	30m sprint	4.89 Rating: Average
Flexibility	Sit and reach test	<3 Rating: Poor

Appendix B

