

GCE

Physical Education

Advanced GCE A2 **H554**

Advanced Subsidiary GCE AS **H154**

OCR Report to Centres June 2014

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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G451 An introduction to Physical Education (Written Examination)

General Comments:

There was ample evidence of excellent responses and excellent examination technique for the shorter questions (a-d) where candidates clearly and directly stated academically accurate points, while obeying the command words. It was clear that they had taken time to read and understand the questions and formulate answers prior to writing. All candidates should be encouraged to keep answers tight and focused on these shorter questions, as often time spent on introductions, conclusions or wordage does not directly address the question and therefore does not attract marks. Conciseness and precision of expression should also lessen the trend for going beyond the lines on the examination paper onto extra sheets.

In the extended questions (e), an increasing number of candidates showed knowledge and understanding of the generic criteria along with the need to address all parts of the question. It was insufficient theoretical knowledge and its application that limited numbers achieving Level 3.

There were few Nil Responses on the paper overall.

Evidence of poor quality handwriting is increasing. Every effort is made to read every word that is written but where answers cannot be deciphered examiners will not be able to award marks.

Candidates used their knowledge and skills appropriately to respond to the following questions:

- Anatomy & Physiology: a(ii), b(i), c(ii), d
- Acquiring Movement Skills: a, c,
- Socio-cultural studies: a(i), b(i), d(i)

Many candidates seemed to have limited knowledge and/or skills required to respond to the following questions:

- Anatomy & Physiology: c(i)
- Acquiring Movement Skills: b, d, e
- Socio-cultural studies: a(ii), d(ii)

Comments on Individual Questions:

1 (a)(i) Fig. 1 shows a gymnast in a bridge position.

Complete the table below for the gymnast's spine.

Joint Type / Movement / Agonist / Antagonist

- Responses here were variable.
- Whilst a healthy number knew the muscles of the spine and achieved maximum, half marks (2 from 4) was most common on this question.
- Marks were usually achieved for knowledge of joint type and movement of the spine, with movement of the spine being better known.
- Candidates' knowledge of the antagonist muscle was better than the agonist muscle.

(a)(ii) Name one muscle involved in the core stability of the spine.

- This question was answered accurately by a high percentage of candidates.
- The most popular response was rectus abdominus.

- (b) (i) Explain why the position held in a bridge is more stable than in a handstand.**
- This question was answered well with most candidates achieving 2 out of 3 marks.
 - Marks were generally gained from the difference in the size of the base of support and the number of contact points with the ground.
 - Fewer candidates referred to the height of the centre of mass or the central position of the line of gravity. There was evidence of confusion between these two concepts.
 - When candidates who did not get marks it was because they did not compare the bridge position with the handstand in their explanation. For example, they wrote that in a bridge you use both hands and feet and did not go on to compare with points of contact used in handstand.
- (b)(ii) Describe angular motion and give an example from sport.**
- This was a challenging question, where candidates needed to give a description and example of angular motion with reference to movement around a fixed point.
 - Descriptions were stronger than examples where many inaccurately suggested that a spinning ball in tennis shows angular motion.
- (c) (i) Give an average value for cardiac output for a performer at rest and during maximal exercise.**
- This question proved to be difficult.
 - Commonly, candidates confused the required cardiac output values with stroke volume values, heart rate or blood pressure.
 - Very few used the correct units, resulting in most candidates failing to gain marks.
- (c) (ii) Describe how the conduction system of the heart controls the systolic phase of the cardiac cycle.**
- Knowledge of the conduction system was good, resulting in most candidates gaining maximum marks on this question.
 - Candidates were strong at linking the passage of the impulse (through the conduction system) with the systolic phases of both the atria and the ventricles, linked with the corresponding movement of blood through the heart.
 - Many candidates achieved 4 marks max before the end of their answer.
- (d) Describe the mechanics of breathing for inspiration at rest.**
- This question was answered well with a majority achieving maximum marks.
 - Most candidates wrote answers in a logical order covering points 1 to 6, with many achieving 4 out of 4 before the end of their answer.
 - There were two common errors; firstly some candidates did not specifically identify that **external** obliques contract, (referring instead to obliques in general and therefore being 'too vague', while others incorrectly identified the **internal** obliques. Secondly, some candidates did not refer to the increasing **volume** of the thoracic cavity and so were 'too vague' by just writing the thoracic cavity increases.
- (e) Describe neural factors that regulate the cardiac and respiratory systems shown in Fig 2.
Using Fig 2, explain how these systems affect an endurance performer.**
- This question was reasonably well answered.
 - Candidates achieved a good spread of marks here.
 - While there were more level 1 responses than level 3, a large percentage of candidates achieved level 2.
Knowledge of the receptors was strong, with a high proportion of candidates identifying chemoreceptors, proprioceptors and baroreceptors as well as thermoreceptors.

- Many candidates described the changes accurately, by referring to an increase or decrease of the relevant levels. Weaker candidates got mixed up with the changes that each one detects.
- Knowledge of the cardiac system was considerably better known than the respiratory system with many candidates identifying the cardiac control centre and linking it to affecting the firing rate of the SA node.
- With regard to the respiratory system, most candidates could identify the respiratory control centre but then omitted to differentiate between inspiration and expiration, simply linking the RCC to affecting rate and depth of breathing without mentioning the steps in between.
- While most candidates could offer a description of the neural regulation of heart rate and breathing rate, few went on to explain the effects of how an increase in both would affect an endurance performer.
- This meant that a majority of responses were level 1 and level 2, as not all parts of the question had been addressed to a satisfactory standard.
- Stronger candidates displayed a good knowledge of the positive effects of taking in more oxygen and delivering more oxygen to the working muscles of an endurance performer. Being able to 'work for longer' was another frequently offered knowledge point.
- Some high level 3 answers were evident, with most at the lower levels.

Overall

- As a whole, this A&P question resulted in candidates achieving a good spread of marks.
- There were very few nil responses.

2(a) Giving a practical example for each, explain why a skill can be classified as either self paced or externally paced.

- This was a well-answered question.
- The majority of candidates showed an understanding of self and externally paced skills with nearly all giving appropriate examples.
- The most common mistakes were omitting reference to speed or timing.
- Also mention of 'pace' was common, pace being a repeat of a key word from the question – resulting in no marks being awarded for that part of the question.

2(b) Quick reactions can be affected by factors such as the psychological refractory period.

Explain the psychological refractory period.

- This was a challenging question for candidates.
- Point 6 was most commonly accessed.
- Some candidates, although perhaps knowing vague features of the psychological refractory period, were either unclear, too vague, or had difficulty expressing themselves when attempting to explain it.
- Others didn't know about the PRP and there were many Nil Responses for this question.
- Common mistakes were writing (incorrectly) that:
 - the PRP was the time it takes to react to a stimulus when it has been given.
 - the PRP is the time it takes to respond to the second stimulus, rather than the delay in time taken to respond to the first stimulus.

Most candidates found marks hard to come by here, with just a small number achieving a max of 4 marks.

2(c) Using practical examples, describe visual, verbal and mechanical guidance. Outline one benefit of each type of guidance.

- This question was answered very well with more than half of candidates scoring 5 or 6 marks.
- The most common point omitted was the benefit of verbal guidance.
- Some students wrote about manual rather than mechanical guidance.

2(d) Describe the cognitive theory of learning. Give one example of how this theory can be applied to the learning of healthy lifestyles.

- This was a challenging question where nearly half of the candidature failed to score.
- Those who did well described key points of the theory efficiently and effectively.
- The most frequently achieved points were that the skill should be looked at as a whole or that it involved problem solving.
- Many wrote about the cognitive stage of learning rather than cognitive theory.
- The example mark was very infrequently awarded. Those who understood the concept and who included understanding, reasoning, working out, perception etc. within their attempt at an example often referred to a movement skill rather than the learning of healthy lifestyles.
- Many candidates wrote about mental rehearsal, role modelling and occasionally types of guidance.

2(e) Arousal is often linked to performance. Critically evaluate Drive theory, Inverted U theory and Catastrophe theory.

- This question differentiated well and was a good discriminator.
- Many candidates had knowledge of the three theories.
- Drive Theory – here responses often included a comment about a novice or experts. There was good understanding of weaknesses of this theory and limited strengths. The dominant response was rarely mentioned.
- Inverted U Theory – this was known well in essence, with frequent reference to a certain point rather than **optimum** point. Candidates showed good understanding of strengths of this theory. Candidates rarely explored the variables of (task type, personality, skill level).
- Catastrophe Theory - candidates often acknowledged that performers were able to recover their performance arousal levels were lowered. Candidates showed good understanding of strengths of this theory.
- On the whole, critical evaluation of the theories was limited. More detail, and / or balance in critical evaluation would have resulted in higher marks.
- There was some confusion between the terms, arousal, anxiety and motivation.
- Some candidates mistakenly wrote about drive reduction theory instead of drive theory.

Overall

- As a whole, this question resulted in candidates achieving a fairly good spread of marks from 3-25.
- Evidence of Nil responses on b and d.

3(ai) Define Physical Education.

- This was a very well answered question on the whole.
- The mark scheme allowed over half of the candidates to get the mark here, even though many found their definition difficult to express in words.
- Many candidates suggested that PE 'is a compulsory part of the national curriculum' which was not considered to be a definition of the subject.

- 3(aii) Physical Education has many benefits such as improved health and fitness. Identify three other possible benefits of Physical Education and explain how each can be achieved.**
- This application of knowledge question was not answered particularly well.
 - There were a number of challenges here:
 - to **explain** exactly how certain benefits could be achieved in/through PE.And to obey the rubric of the question, and so;
 - ensure that **three** clear benefits were identified and then explained;
 - to omit any reference to health or fitness (or aspects/elements of either, such as stress relief).
- 3(bi) The sports development pyramid has four layers as shown in Fig. 3. Name and describe layers 2 and 3 in Fig. 3.**
- This question was very well answered with over half of candidates scoring maximum marks.
 - Naming each of the two levels was usually accurate.
 - The most common description of participation was school or club or extra-curricular.
 - The most common description of performance was regional or country level.
- 3(bii) Name and describe the role of one national organisation in the UK that supports elite performers at the top of the sports development pyramid**
- UK Sport was the most commonly named organisation for one mark.
 - Most candidates then incorrectly linked UK Sport to the work of the National Institutes (e.g. EIS).
 - Sport England was frequently (inaccurately) suggested as a key organisation that supports elite performers.
- 3(ci) The first modern Olympic Games were in Athens in 1896. Describe the background to the modern Olympic Games.**
- This question differentiated well, resulting in a good spread of marks.
 - All mark scheme points regularly achieved.
 - Candidates needed to ensure that they answered this and the next question in order, rather than mixing up their knowledge and compromising marks for either.
- 3(cii) Describe the early aims and philosophy of the modern Olympic movement.**
- A fairly equal spread of marks from 0-3 here.
 - As in 3c(i), candidates needed to ensure that they stuck to aims and philosophy here, rather than returning to background in previous question.
- 3(di) Explain deviance in sport.**
- This proved accessible to a majority of candidates.
 - Those who failed to score suggested that deviance was ‘bending’ the rules (rather than seriously breaking them).
- 3(dii) Compare the possible effects of sportsmanship and gamesmanship on sporting situations.**
- This proved to be a challenging and low scoring question, due to poor reading of the question and poor exam technique rather than lack of knowledge of sportsmanship and gamesmanship.
 - To get marks, candidates had to obey the command word (compare) and stick to the question focus (**effects of** sportsmanship and gamesmanship).
 - Most gave accurate definitions/explanations of each concept (with no reference to effects), and so did not score marks.

- Those who stuck to the focus and wrote about effects didn't directly compare them.
- Some confused deviance, gamesmanship and sportsmanship.

3(e) Explain the nature of sport in the USA.

- There were some excellent responses to this question which showed a broad knowledge base, sound development of knowledge and interesting contemporary examples.
- This question tested a spread of abilities with nearly half of candidates achieving in level 2.
- Some marks could be accessed through recall of key facts.
- Most were able to identify the American Dream, Lombardianism and commercialism.
- Capitalism was often mentioned, but not developed along with the term 'franchise'.
- 'Win ethic' was commented on by most candidates and in some cases developed well. Sometimes it was repeated several times or developed beyond its credit worthiness.
- Nearly all students seemed to mention the Superbowl and the violent nature of American Football.
- This was a comparatively 'open' question without definite question parts. This may have contributed to limited structure in some responses.
- The general / background of the USA and where American sports had come from was not typically included in responses.

Overall:

- This question produced a range of candidate scores from 3-25 marks out of 30

G452 and G454

The positioning of the Easter break made a significant contribution to the shortening of the moderation period this year but once again moderators and centres worked well together to ensure that moderations were implemented and were successful.

The many centres who hosted moderations are to be thanked for their hospitality and for ensuring that the candidates and teachers involved had a positive and beneficial experience.

As in previous years moderators were fortunate to be able to view some outstanding performances by talented candidates, exhibiting their understanding and application of the concepts they have studied as well as their technical ability.

This year saw the launch of new integrated documentation, the Physical Education Mark Input Form (PEMIF). Whilst there were a few glitches overall it was a great success, reducing the work load for teachers and moderators as well as reducing the number of arithmetic and transcription errors. Changes have been suggested which will, hopefully, result in making it even better in 2015. Centres will be directed to use this form in future assessment series'.

Practical activity assessments continue to be fairly accurate although there is a tendency to be a little generous at the top end of the mark range. This tendency has, in the last two years, led to some grade creep and centres need to take on board this tendency and to be a little more considered and realistic when placing candidates in band one. This is the case for both G452 & G454. We are now in the situation where in G452 candidates who are assessed at 24 or 25, which is the top of band 2/bottom of band 1 are A grade candidates. In G454 the A boundary is now at the bottom of band 1, 33/40, and this allows us to use band 1 to differentiate amongst our Grade A candidates. This year the A * boundary is 36. Centres should therefore be aware that candidates marked at 36,37,38,39 or 40 are exceptional candidates. This is indicated in the banded assessment criteria which state that candidates in this range will be gaining, where appropriate, representative recognition at national level. It is of concern, however, that centres appear to be reluctant to differentiate amongst these most able candidates and simply award them 40. This often appears to be the case for candidates being assessed in activities where they may be the only candidate assessed by the centre in that activity, and where the activity does not form part of the centre's curriculum.

Centres should be aware that statistically the subject does reasonably well with 30% of candidates achieving an A grade in G452 whilst in G454 17.6% achieve A* and a further 27% an A.

The routes of Coaching and Officiating are now firmly embedded in the specification with centres comfortable and relatively accurate in their assessment. It is pleasing to see excellent, talented candidates selecting these routes and capitalising on the time and effort they have invested in developing their skills.

Oral responses continue to be a challenge not only for candidates but for some centres in assessing them. There is a need for these centres to ensure that they adhere more closely to the rubric in the Coursework Guidance booklet.

Centres are reminded that the rubric for oral responses states that 'candidates should observe the live performance of a fellow candidate.' This situation is replicated at moderation when candidates are expected to observe and comment on a live performance. Whilst it is acceptable for centres to create classroom situations for candidates to produce their oral responses for filmed assessment evidence, they should not lose sight of the fact that the skills which are being assessed are those of evaluating a **live** performance and creating an action plan to improve that performance. Candidates need to be better prepared in order to do this at moderation as many

produce live responses at moderation which do not support the marks which they have been given by the centre.

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

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

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

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

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

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

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

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

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

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

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

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

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

The oral response is a demanding aspect of the specification. Whilst it is difficult to place a time frame on oral responses, as candidates talk and think at different speeds, we need to be realistic about it. **Good candidates can produce a response which contains all the aspects required in sufficient depth and detail in 15 to 20 minutes.** Centres should advise candidates that, similarly to the extended answer questions in G451 & G453, there is a need to be accurate and concise as it is the quality of the response and not the length which determines the mark awarded. Centres who allow candidates to produce responses that extend to 30 – 45 minutes are placing undue pressure on candidates and often a significant amount of the time is spent providing irrelevant or repeat information.

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

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

In terms of assessing the oral response, centres should take into account that the A boundary is nominally at 16 for both G452 & G454 with the A* boundary for G454 being nominally at 18. This again indicates that candidates being marked at 18, 19 & 20 are exceptional candidates.

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

- The need to produce and submit filmed evidence for:
 - each and every activity assessed; evidence at the top, middle and bottom of the mark range; This should also include activities which would normally be expected to be viewed at moderation.
 - EIPs and E & As; evidence at the top, middle and bottom of the mark range: The number of candidates recorded should relate to the size of the centre's cohort but should be sufficient to enable the moderator to form a sound opinion as to the accuracy of the centre's marking.
 - all candidates offering coaching or officiating; 40 minutes for each candidate.
- This evidence needs to be submitted according to the following deadlines:
 - EIPs and E & As by 31 March; along with the assessments;
 - other practical activities – as requested by the moderator;
 - coaching and officiating by 31 March;
 - AS seasonal activities by 15 May along with the assessments.

- This evidence needs to show:
 - candidates in the appropriate assessment situation for the unit and the activity ie for AS invasion games competitive skill drills and small sided conditioned games (not the full game situation);
 - evidence should last long enough for the full range of skills to be viewed and a reliable decision to be made as to the accuracy of the centre's assessments;
 - candidates must be clearly identified, numbered bibs or shirts, and either introduced on the film or identified in accompanying documentation. This is essential as if candidates cannot be easily identified and linked to their assessment it renders the filmed evidence worthless

The filmed evidence needs to be in the appropriate format ie playable on Windows Media Player or on a DVD player, as per the guidance on the OCR Website:

[\(Units G452 and G454 - Guidelines for submission of DVD/CD Rom evidence \(CWI771\) \(PDF, 229KB\) Updated 24/10/2013\).](#)

As mentioned earlier in this report, significant progress has been made in updating the documentation in order to reduce the workload for both teachers and moderators. It has also led to a significant reduction in the number of errors which often disadvantage candidates. The most significant cause of errors now is the transferring of marks from the Final Practical Activity sheet to the MS1 form, something we are working on. To illustrate the need for care and checking to be implemented in this process, one set of paperwork received this year contained 20 errors on the MS1 form which was for a cohort of 30 candidates.

When completing documentation it is essential that for activities with component part marks e.g. cricket, swimming, athletics, outdoor and adventurous activities, circuit training, that all the component part marks are entered on the forms.

Moderation is part of the examination process and centres are reminded that candidates who are requested by the moderator to attend moderation are required to do so. Whilst it is recognised that there may be valid reasons why candidates cannot attend it is essential that moderators are informed and that the appropriate supporting documentation is forwarded to the moderator, as well as arrangements being made for a suitable alternative candidate to be present.

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

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

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

Unit G453 Principles and concepts across different areas of Physical Education

General Comments:

Most of the candidates who sat this examination were well prepared and seemed to spread the time available to answer all the required questions. Some candidates showed evidence of rushing their last extended question which indicates that a minority were unable to use the time set efficiently. The vast majority of candidates fulfilled the requirements of the paper's rubric.

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

The quality of written communication was overall good, with many candidates writing effectively for the extended 20 mark questions, often showing a good understanding of the requirements of each question. Some candidates who scored less well on the extended questions showed a lack of effective planning and often included material irrelevant to the requirements of the question or in some cases misunderstood the question.

Centres are reminded that candidates should be fully prepared to give practical examples not just from sport and physical education, but also from a healthy lifestyle when required. This was particularly evident in question 3d.

Comments on Individual Questions

1 Historical Studies

a) Many candidates answered this question well and identified the impact of industrial action on participation. Some candidates misunderstood the nature of the industrial action, with some stating that it led to a lack of Physical Education lessons rather than extra-curricular activities. The impact of the National Curriculum was well understood by the vast majority of candidates, with most identifying positive impacts, although credit was also given for responses related to possible negative impacts such as an increase in paperwork for teachers.

b) Many candidates made good comparisons between mob football and Real Tennis and often made four valid comparisons, followed by two relevant reasons for limited participation in Real Tennis today. Candidates should be reminded that when a comparison is requested then merely a list of characteristics would not draw many marks. Those that used direct comparisons for each point scored best.

c) Most candidates scored well for this question and showed how social relationships were reflected in the nature of sports and games in stage one and stage three. Other less successful candidates did not make links but simply gave the characteristics of the games with little or no reference to social relationships.

d) This twenty-mark question demands an extended answer and the levels mark scheme includes a judgement on the quality of written communication. The better candidates explained the impact of a variety of socio-cultural factors on the development of association football. These candidates made valid points and then developed each point with further information, often using relevant practical examples. Others that scored less well, described rather than explained and

developed few points. Some of the middle-scoring candidates often gave an answer that lacked balance between historical and contemporary information – both of which are demanded by the question. The best candidates used paragraphs well for each developed point made and gave a useful introduction and a well-rounded conclusion.

2 Comparative Studies

a) This proved to be a challenging question for a minority of candidates who gave answers that were too narrow to score many marks. Candidates should be reminded that separate valid points would attract further marks, rather than making a point and merely repeating it in a slightly different way. Many candidates showed a good understanding of the growth and development of association football in Australia and included one or two historical points as well as more contemporary developments.

b) Most candidates recognised a few comparative points between the provision of excellence in Australia and the UK. Only the very best could describe five points to score full marks. Some made valid points about similar provisions which are valid points when comparing – comparison does not have to mean differences but can include similarities, for example both countries have excellent facilities and good scientific support for top performers.

c) This was answered well by the majority of candidates who showed a good awareness of values that affect participation and performance in the USA and the UK. Some candidates showed an excellent understanding of quite complex concepts related to values such as hegemony and counter-culture. Some candidates did not address the second part of this question about UK values. Candidates should be reminded to check that they have answered all aspects of each question because they will not have access to the full marks available unless all parts of each question are attempted.

d) In this 20-mark question, many candidates showed good knowledge and understanding of the origins and status of American football and rugby union. Excellent responses included direct comparisons related to the nature of the game and the socio-cultural impacts such as commercialism and the win ethic. The best candidates planned their answers well and gave a coherent response that was balanced in its treatment of both sports in both countries, including the variables of origins and status. Candidates should practice answering questions by including all the variables covered by the question. Exercises in recognising the variables of the question and how to respond to each often results in good examination practice.

3 Sports Psychology

a) This question resulted in many excellent responses with most candidates recognising the need to give practical examples. Centres have obviously done some excellent work with candidates in applying theory to practice with many candidates giving relevant and succinct examples for each characteristic of the 'need to achieve' motive. A few candidates got confused and gave need to avoid failure characteristics or gave irrelevant information related to other personality types such as extroversion or Type A traits.

b) Candidates generally answered this question well and gave relevant advantages and disadvantages. Some candidates did not access the full marks available because they did not include both advantages and disadvantages. Some candidates showed excellent knowledge around research methodology and made clear and valid points.

c) This question was well answered by those who recognised the differences between cognitive and somatic anxiety techniques. Those that scored fewer marks made a list of techniques, rather than describing each. When a question asks for a description, candidates should write more fully giving the characteristics of each identifiable technique. For example, 'imagery' is not a description but, 'imagery that involves creating a mental picture to help relaxation', is a valid description and worthy of a mark.

d) Most candidates explained well why some young people have negative attitudes to sport but only the best also included the following of a healthy lifestyle – again all parts of the question should be addressed to move up the marking levels. The better candidates then gave a good description of how you might change negative attitudes into positive ones. Since this is the sports psychology section, it is not unreasonable to expect candidates to underpin their assumptions with psychological theories and information. Those that referred to the triadic model, cognitive dissonance and persuasive communication scored well and credit was given to candidates who used relevant and accurate psychological terminology. The better candidates also included practical examples of both sport and healthy lifestyles for the first part of the question and sport for the second part. The better answers included points that were developed rather than merely stated. Good answers were well planned and written coherently with effective use of paragraphs.

4 Biomechanics

a) Many candidates showed accurate free body diagrams but a minority were unclear in their drawings. Only the best candidates then gave three valid points related to explaining the relationship between size of vertical forces and their impact on the size of the resulting vertical jump.

b) The better candidates clearly explained how performers maximise stability with some excellent use of practical examples. These high scoring candidates were also able to explain why a performer might want to minimise stability, again with good use of practical examples such as games players and gymnasts.

c) Many candidates were able to explain the effect of topspin on the flight of a ball and some were then able to clearly explain the effect of topspin on the bounce of a ball.

d) This was well answered by many candidates. High scoring candidates ensured that they covered each aspect of the question and planned their time accordingly. Some made useful headings that helped them focus on each aspect of the question. Most could describe the three axes of rotation, using practical examples, often from athletics or gymnastics. The explanations related to how rotation is initiated were less well done by many candidates, with some simply leaving this aspect of the question unanswered. The better candidates then went on to describe well the angular analogue of Newton's First Law of Motion and used it well to explain the scenario given in the question. Lower scoring candidates did not address the different phases of the dive – again indicating that some candidates do not read each question carefully enough.

5a) This was answered well by many who showed a good understanding of the two systems named in the question. The question asked for practical examples from team sports but this was ignored by some candidates, limiting their access to marks. Others gave relevant examples and went on to explain in detail many of the main processes in ATP re-synthesis.

b) This was answered well by candidates who had understood fully the requirements of the question. Some for example just linked energy systems with oxygen and fuels rather than starting with the availability of oxygen and the availability of different fuels.

c) Many candidates showed a good awareness of the use of cooling aids, but the higher scoring candidates showed clearly how cooling aids can help performance and recovery. The vast majority of candidates could name a cooling aid used in sport.

d) This question requires an extended answer and is marked using a levels mark scheme that takes into account the quality of written communication. The top-level candidates' responses were characterised by good planning and covered all areas of the question thoroughly. Comprehensive answers included a detailed analysis of the graph, rather than just a description of the graph. The better candidates showed a balanced answer covering the two main areas of the question. Weaker candidates gave little or no information about how a coach can use the

knowledge of recovery to help improve performance and recovery. The best candidates gave practical examples throughout and showed excellent synthesis between theory and practice. Overall a very well answered question and often revealed candidates' own experiences of training methods and use of nutritional aids, which were mostly explained with sound physiological information.

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