

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

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**H555**

For first teaching in 2016

**H555/01 Autumn 2020 series**

## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 1 series overview

H555/01 is one of three examined components for GCE Physical Education. This component examines the topic areas of anatomy and physiology, exercise physiology and biomechanics. To do well on this paper candidates need to apply knowledge and understanding using examples from sports and practical activities.

H555/01 includes one extended response question which requires candidates to show knowledge, understanding, practical application, evaluation and analysis.

### Candidate performance overview

Candidates were generally well prepared, managed their time well and showed good use of subject-specific vocabulary. Candidate's answers reflected good understanding of the question asked, and clear and concise responses which reflected the space provided in the question booklet and number of marks available.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• Produced clear and concise responses</li> <li>• Read and understood the demands of the question</li> <li>• Made appropriate practical applications when required (1, 7d, 8b, and 9)</li> <li>• Correctly interpreted the practical context of a question (6a, 7d, 8ai, 8aii, 8b, 8d, and 9)</li> <li>• Communicated a depth of knowledge and understanding (6c, 7a, 7c, and 9)</li> <li>• Were able to evaluate aspects to access full marks (6bii, and 9)</li> <li>• Were able to interpret diagrams and make comparisons (8aii)</li> </ul>	<ul style="list-style-type: none"> <li>• Confused key concepts, misunderstood or misread the questions (6bii, 7d)</li> <li>• Produced responses that lacked depth or repeated the same point in a variety of ways (6c, 7b, 8aii, 8aiii, and 9)</li> <li>• Found difficult expressing definitions and/or giving the correct units of measurement (3, 4, 5, 8c)</li> </ul>

<b><i>Most successful questions:</i></b>	<b><i>Least successful questions:</i></b>
<ul style="list-style-type: none"> <li>• 1: appropriate team game situations selected</li> <li>• 6bi: good description of the correct energy system</li> <li>• 7c: benefits of exercise on CV and respiratory systems</li> <li>• 8aiii: clear identification of factors and their relationship with AR</li> <li>• 8d: good description of the magnus effect</li> </ul>	<ul style="list-style-type: none"> <li>• 3: Incomplete descriptions of linear movement</li> <li>• 5: lack of identification of SV for a 'trained' performer</li> <li>• 7b: lack of description for direct gas analysis</li> <li>• 7d: misreading of the question and focus directed towards SALTAPS rather than PRICE</li> </ul>

## Section A overview

Section A consists of five questions all equally weighted, totalling 10 marks

A well-answered section by many candidates who provided clear and concise short statements.

Most candidates identified appropriate situations in team games for question 1, however the lack of team game scenarios or clear link to the appropriate intensity or duration of action limited some.

Most candidates provided correct descriptions of angular motion in question 3 however, some responses lacked depth for linear motion often missing part of the key information.

In question 5 most candidates provided appropriate definitions of stroke volume, although some candidates missed the requirement of a resting value for a 'trained' performer.

## Section B overview

Section B consists of three questions split into sub-sections of short-answer questions. Questions covered topics of anatomy and physiology, exercise physiology and biomechanics, and ranged in size from 1 to 6 marks.

Question 6: A well-answered question by most candidates, especially in part bi with full descriptions of the glycolytic system which often extended beyond the 4 marks available. Candidates scored less well in part c with answers often missing the key features of the lactic acid component. Part d was generally well-answered with short concise statements regarding the short-term effects on the CV and respiratory system of performing at altitude, some candidates misread the question and focused on the long-term effects of training at altitude.

Question 7: Candidates scored well in part a regarding caffeine however, some candidates focused on hypo/hypertonic solutions and carbohydrate related energy rather than hydration itself. Part b saw some candidates providing excellent descriptions of direct gas analysis scoring highly however, some candidates focused on the drawbacks of its use in terms of location, expense and use with specific populations which moved away from the aim of the question. Part c was generally well-answered however part d saw a lack of attention to the question. Some candidates focused their entire answer on the SALTAPS protocol rather than the required treatment – PRICE [MISCONCEPTION ICON].

Question 8: Part ai saw a range of responses and a minority of candidates able to sketch the correct flight path from the free body diagram provided. Part aii saw candidates correctly identifying the dominant force or relationship between W and AR for each individual ball but not compare the two of the individual forces. Candidates largely focused on shotput versus shuttlecock examples rather than two balls. A large proportion of candidates correctly described balanced and unbalanced forces relating to the resultant force of resultant motion and gave appropriate sporting examples. Part c saw relatively few candidates using the correct formula and units for angular velocity whereas, in part d candidates performed well often writing in depth that exceeded the marks available within the question.

## Section C overview

Section C consists of a single extended response question. A 20-mark question considering the topics of anatomy and physiology and exercise physiology. Answers were assessed using A Level's mark scheme based on knowledge, understanding, practical application, evaluation and analysis.

Question 9: Candidates showed a good knowledge of the functional characteristics of each muscle fibre type however often gave little detail regarding their structural characteristics. Candidates who scored well detailed all three fibre types and related their use to the individual phases of the marathon and 110m hurdle races. Relatively few students considered the recruitment of muscle fibre type beyond intensity demand. Most students considered at least one factor which affects strength. Candidates who scored more highly detailed several factors affecting strength, considered their relationship, variables and how the factor affected the athletes.

There was a general lack of depth shown in responses and low attaining candidates did not go further than identifying the dominant fibre type for the marathon runner and 110m hurdler with description related to intensity and duration. Weaker candidates showed much repetition in their answers.

Candidates who scored highly showed a range of knowledge and understanding of the structural and functional characteristics and factors affecting strength, applied these to the individual performers in the race phases and training, and evaluated their use.

There was no evidence to suggest candidates did not understand or misinterpreted the question or were pressured for time.

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