

A LEVEL

Examiners' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/02 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 2 series overview

The autumn series saw less than 100 candidates complete the unit and the standard varied considerably. Most of the candidates answered all the questions, however some gave no response to one or two questions. Exam technique was solid in the majority of cases.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Answered all questions • Understood command words and linked answers directly to the command word • Showed a thorough depth of knowledge and understanding of a full range of topics • Understood and answered the questions asked • Applied examples to 3 different facts for 6bi) operant conditioning • Were able to analyse the effectiveness of knowledge of performance when used by expert performers • Analysed the goal effectively on 7cii) covering why is could be classed as both effective and ineffective • Understood how self-efficacy could be lowered by applying Bandura's model • Within the levels of response question showed understanding of how the three theories supported and / or contradicted the statement. 	<ul style="list-style-type: none"> • Missed questions out • Wrote information that did not answer the specific question being asked – sometimes writing information about the general topic rather than the specific focus of the question E.g. wrote about leadership styles, Chelladurai's model of leadership, or how leaders come about in the levels of response question • Did not always give sporting examples when requested • Struggled to come up with specific examples of massed and distributed practice – some referring instead to sports e.g. football • Were vague in their examples, e.g. referred to a 'football pass' as a simple skill when there are many types of pass • Repeated information that had been given in the question, e.g. reinforcement in 6bi), good communication in 4) • Confused duration and capacity in 6ci) • Could not give 2 or 3 benefits of goal setting

Level of response questions

Most candidates attempted both parts of the question. Weaker responses talked about different aspects of leadership including leadership styles, how leaders can come about, and Chelladurai's model of leadership. Credit was given when candidates described leadership theories and the strongest responses appreciated which leadership theories supported and / or contradicted the statement. These strong responses also had a well-balanced, well-structured answer showing depth and breadth of understanding, and then successfully applied sporting examples in the second part of the answer on different types of guidance

Other

Many candidates that talked about negative reinforcement in 6bi) successfully backed this up with relevant sporting examples showing that this concept is better understood than when it was last examined.

Key teaching and learning points – comments on improving performance

When a question asks for a sporting example of a practice method or of a skill, students must give a skill rather than a sport.

Students would be well reminded that some questions have STEMs to set the scene and sometimes give information that would not get credit if repeated as part of the candidate response. E.g. there is no credit for 'good communication skills' in q4 as this is in the STEM and the question asks for 'other' characteristics. In 6bi) The STEM talks about positive reinforcement and the question asks for 'other' ways. In 7ci) The STEM referred to 'measuring progress' as a benefit of goal setting and the question asked for 'other' benefits.

Guidance on using this paper as a mock

Read the guidance for each question prior to marking for support in how marks should / should not be awarded.

Watch out for students simply repeating the words in the model on q 7d; although it is good practice to identify which part of the model they are talking about, students should then use other words to show they understand it when answering the question. E.g. 'Performance accomplishments could lower self-efficacy if a performer had failed at the skill in the past. Marks can be given if a student makes this point through an example too, e.g. someone that has missed many penalties in the past could develop low self-efficacy in this skill.

When marking the levels of response question use the levels descriptors to help identify a level, and then think if the answer is top, middle or bottom of the level. Remembering the weighting of AO1, AO2 and AO3 as identified in the mark scheme. Responses judging that Trait theory support the statement, Social learning theory contradicts the statement and Interactionist theory partly supports and partly disagrees with evidence of what the theories say should be judged to have given a good response to the 1st question. It is also worth remembering that on the second part of the question it asks for the types of guidance that could be used *to help the performer improve*. So credit would be given if candidates say that mechanical guidance makes a dangerous skill safer, but no credit would be given if they wrote that a possible problem is that performers may then become reliant on this guidance - as this would have a detrimental effect on their performance.

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I dislike this



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