

**AS LEVEL**

Examiners' report

# PHYSICAL EDUCATION

**H155**

For first teaching in 2016

**H155/02 Summer 2022 series**

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## Introduction

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

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. A selection of candidate answers are also provided. 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.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 2 series overview

This paper covers content from both the psychological and socio-cultural elements of the course. It requires candidates to demonstrate AO1, AO2 and AO3 skills, via both short answer and extended answer questions. To achieve higher level marks on this paper, candidates needed to be able to effectively apply their knowledge to sporting contexts. They also needed to demonstrate the ability to interpret data and apply it to their own knowledge of contemporary sporting issues. In the socio-cultural section of the paper candidates were required to recall and apply their knowledge across a range of contemporary sporting issues.

Candidates who performed well on this paper were able to accurately describe and apply the smart principle of goal setting and were able to explain in detail how goal setting differs with stage of learning; They were able to accurately and concisely explain the factors affecting the formation of attitudes. In the socio-cultural section they were also able to apply their knowledge of the upper and lower classes to explain how this impacted upon the characteristics of the sports they played and were able to accurately apply their knowledge of globalisation on the impacts of both participation in football and its influence on the characteristics of the game.

Candidates who performed less well on this paper generally were unable to effectively use sporting examples to support their answers. This was particularly evident in the question relating to the frustration-aggression hypothesis where many candidates were able to accurately describe aspects of the theory but did not provide sporting examples as directed by the question. In the question relating to the characteristics of sports played by the upper and lower classes, many less successful responses tended to describe the characteristics of the upper or lower class rather than describing the characteristics of the games and sports they played. Some candidates were also unable to explain the political impacts of hosting the Olympic Games and tended to refer to economic or social benefits. Centres should make sure that students are guided to read the demands of the question carefully and make sure that they know the difference between political, social and economic impacts as this also caused problems for candidates in the last full exam series (2019).

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• Applied their knowledge to sporting examples.</li> <li>• Were able to explain how goal setting differs between cognitive and autonomous learners.</li> <li>• Were able to explain the impact of social class on the characteristics of sport.</li> <li>• Were able to concisely explain the components of attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Were unable to accurately provide sporting examples when requested.</li> <li>• Provided a superficial description of SMART which was often incorrect and were unable to explain how goal setting differed depending on ability level.</li> <li>• Tended to describe the characteristics of upper/lower class people rather than the characteristics of the games played.</li> <li>• Were unable to describe the components of attitude.</li> </ul>

## Section A overview

Candidates generally performed well in this section of the paper. Some of the questions posed are similar in terms of question format and content to questions from previous exam series. It was evident that many centres had responded to comments in previous examiners' reports as generally exam technique was much better when responding to these questions than in the previous series. As in previous years candidates generally performed better in the skill acquisition and psychology elements of the paper with socio-cultural studies still an area for development.

### Question 1 (a)

- 1 (a) Choose the example of **either** a penalty kick in football **or** a penalty shot in netball. Place a cross (X) on each continuum to classify your chosen skill. Justify your answers.

Sport skill selected: .....



Justification: .....  
.....  
.....



Justification: .....  
.....  
.....



Justification: .....  
.....  
.....

[6]

In this question candidates had a choice between a football penalty and a netball penalty, with most choosing the former. On the whole candidates performed well and most were able to place the skill correctly on each continuum and justify why. Common mistakes involved candidates misinterpreting the netball penalty as closed (it is not due to the proximity of a defender and the fact the location of the shot changes each time). Some candidates also struggled to justify discrete skills, incorrectly stating that the skill can be broken down into sub routines as a justification for placement.

### Question 1 (b)

- (b) The table below outlines different sporting scenarios. For each scenario identify **two** types of feedback that are being given to the performer. In the last row, provide a sporting example of the type of feedback identified.

Sporting scenario	Types of feedback	
The archer sees that the arrow has missed the target		
The golfer watches a slow motion video of themselves swinging the club		
A more experienced long jumper tells a beginner what they need to improve on		
A football coach of a junior team shouts at the defence for not running back quickly enough to defend		
A gymnast realises they are not in the tucked position when doing a tumbling routine and alters their leg position		
Example:	Positive feedback	

[6]

Most candidates performed well on this question with most able to provide an accurate sporting example. One very common error was candidates stating that the archer seeing the arrow is internal feedback.

#### Misconception – defining internal feedback

 Correct definition = Internal feedback relies on mechanisms within the performer such as kinesthesia.  
Therefore, a performer seeing their score on the score board/shot missing the target/a video of themselves is classed as extrinsic feedback.

**Question 1 (c)**

- (c) Complete the sentences below about the cognitive theory of learning using the appropriate terms from the word bank provided. Words can only be used once.

The cognitive theory of learning states that learning is best achieved by considering the ..... skill.

This develops the performer's understanding of what the skill is and why they are doing it.

It involves ..... , using past experiences and their perception of the environment.

The mental processes occurring are .....

This theory of learning is known as ..... learning.

part	reinforcement	trial and error	insight	connectionist
whole	autonomous	problem solving	operant	continuous
fixed practice	intervening variables	reinforcement	Thorndike's laws	significant others

**[4]**

Most candidates were able to correctly identify that learning should consider the whole skill. However candidates were less consistent with the remaining three answers with many incorrectly thinking this is connectionist theory.

### Question 1 (d)

- (d) Provide a sporting example of visual guidance **and** a sporting example of verbal guidance. Suggest **one** advantage of using each of these types of guidance.

Visual guidance .....

.....

.....

.....

.....

Verbal guidance .....

.....

.....

.....

.....

**[4]**

This question was answered very well with the majority of candidates given all 4 marks available. The most common responses involved the notion that visual is good because it forms a mental image and verbal is good as it can be given during a performance or it is quick.

### Question 2 (a)

2 (a) Name and describe the **three** components of attitude.

Component 1: .....

Description: .....

.....

Component 2: .....

Description: .....

.....

Component 3: .....

Description: .....

.....

[6]

This question proved problematic for a number of candidates with many unable to correctly name the three components of attitude. When attempting to name the components many candidates gave descriptive words such as feelings or knowledge rather than correctly stating affective and cognitive. Those that were able to correctly name each component usually achieved the mark for the correct description.

### Question 2 (b) (i)

(b) (i) Define the term 'aggression in sport'.

.....

..... [1]

This question was answered well by most candidates, a small minority of students incorrectly stated that aggression is violence in sport or simply stated it is hurting another person. Both of these responses are too vague.



### Question 2 (c) (ii)

- (ii) The forming stage of group development happens when a group first comes together.

Identify and describe the next **two** stages of group development.

Second stage: .....

Description: .....

.....

.....

.....

.....

Third stage: .....

Description: .....

.....

.....

.....

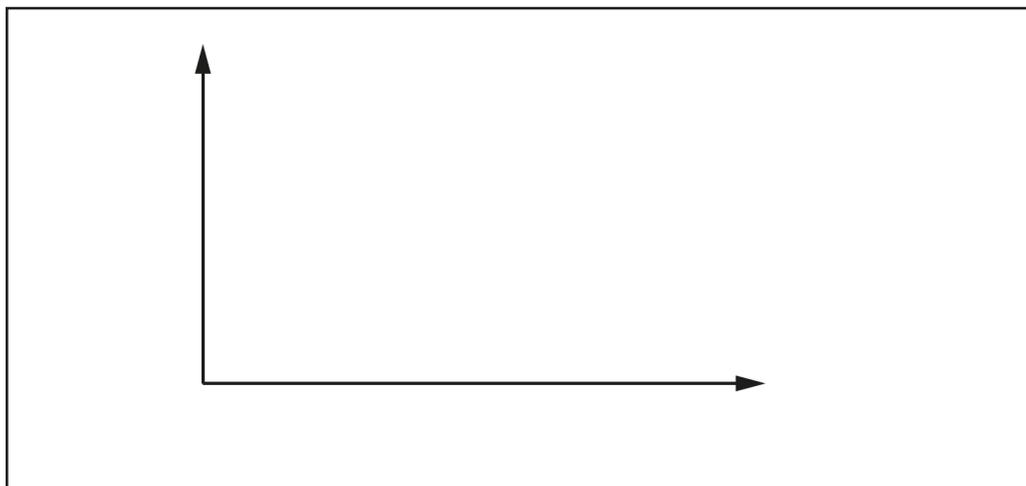
.....

[4]

Candidates performed well on this question with the majority able to correctly name each stage and correctly describe some characteristics of each stage. Most candidates achieved all four marks available.

### Question 2 (d) (i)

(d) (i) Sketch a graph to show the catastrophe theory of arousal.



[4]

Many candidates achieved some of the marks available but on the whole candidates' knowledge of the shape of the graph was weak. The most commonly given marks were for correctly labelling the axes and demonstrating the sharp decline in performance. However, many candidates did not include the recovery phase of the curve or the further decline in performance if arousal continues after the catastrophe.

### Question 2 (d) (ii)

(ii) Give **one** reason why catastrophe theory is believed to be a more realistic explanation of sports performance than other theories of arousal.

.....

.....

.....

..... [1]

Candidates showed sound knowledge in this question with the most common response relating to the sharp decline in performance mimicking what often happens in real life.



## Exemplar 1

...Upper class women had lots of free time to play 'lady like' sports like dancing, horse riding, whereas, lower class women spent all day working, so only played sports like smack racing on Holy Days.

...Upper class had lots of money available to buy sports equipment and facilities, e.g. rackets for real tennis, whereas lower class had no disposable income for sports, so utilised the natural environment, e.g. a river as the mob football boundary.

...Upper class was well-educated and literate so played complex games with many rules, e.g. cricket, whereas lower class was illiterate so played simple sports with a few rules, e.g. boxing.

...Upper class played sophisticated sports which reflected their ~~lives~~ distinguished lifestyles, e.g. cricket which had breaks for tea whereas the lower class enjoyed more violent sports which reflected their rough lifestyles e.g. mob football or bear-baiting.

...Upper class had money for transport, e.g. horse + cart to play cricket against a nearby village or a horse to participate in fox hunts whereas lower class had no money to afford any kinds of transport so remained in the local area playing sports <sup>neighbours</sup> v.s. v.s. [5]

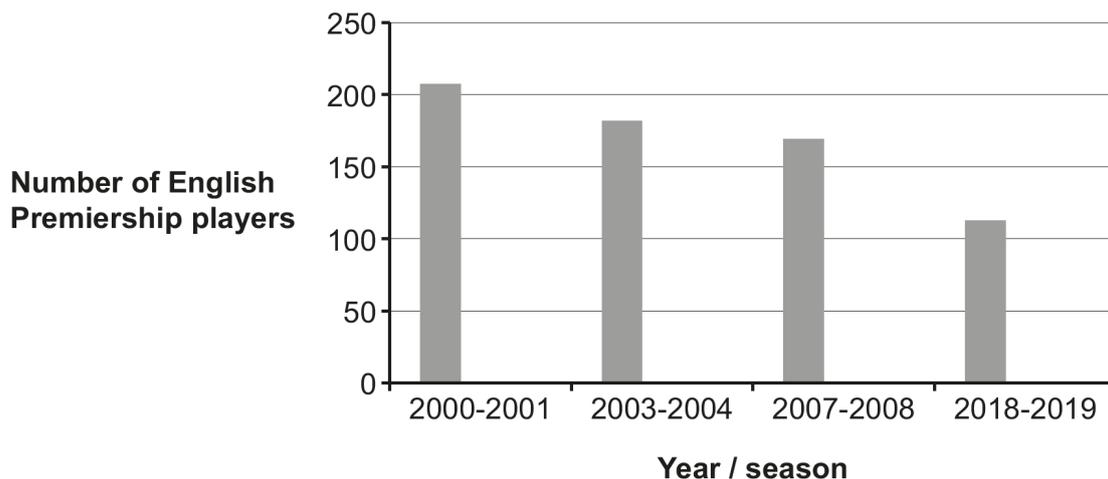
This candidate provides an excellent comparison of each component. They demonstrate a good knowledge of both classes and link this well to the characteristics of the sports they played.

### Question 3 (b)

(b) Football is a hugely popular sport in the world and it has become a big business with very large amounts of money involved. **Fig. 3.1, 3.2 and 3.3** show some statistics about the game of football in the 21st century in the UK.

**Fig. 3.1**

The number of Premier League football players who were eligible to play for the England team for various seasons. (Eligibility based on holding a British passport, or country of birth of parents or grandparents.)



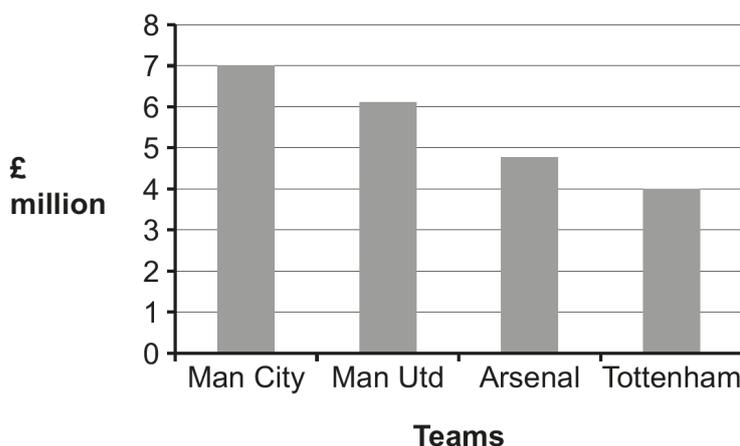
**Fig. 3.2**

The cost of the Premier League’s broadcasting deals (£ billion or £ million).

Period	Years	TV broadcaster	No of games	Cost of deal	Cost per game
2010–2013	3	Sky/ ESPN	414	£1.8 bn	£4.3 m
2013–2016	3	Sky/ BT	462	£3 bn	£6.5 m
2016–2019	3	Sky/ BT	504	£5.1 bn	£10.2 m

**Fig. 3.3**

The average annual first team player salary (£ million) in the English Premier League in 2019/2020.









## Section B overview

Overall candidates performed better in this section than in previous exam series with many embedding sporting examples throughout their response. Candidates generally performed more strongly in the first two sections of the question with many struggling to effectively compare goal setting for cognitive and autonomous performers.

### Question 4\*

**4\*** Using sporting examples, explain what is meant by the SMART principle of goal setting.

Explain why a performer or a coach might set goals.

Discuss how goals might differ for a performer at the cognitive stage of learning compared with the autonomous stage of learning.

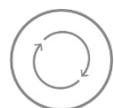
**[10]**

Most candidates were able to provide good definitions for each element of the SMART principle, the best responses described each component then provided an embedded example before moving on to the next component. A small minority of students incorrectly identified the R as realistic. Candidates who scored less well in this question tended to provide one generic sporting example at the end of their response to this section, rather than embedding the example within their response to explain how the sporting example applied to the specific element of the SMART principle.

Most candidates were able to provide some justification for goal setting.

The final element of the question was an area of weakness for many candidates with the majority providing one or two superficial differences between cognitive and autonomous performers. Many candidates provided descriptions of the stage of learning rather than explain how goal setting would be different at each stage. The best answers were those that provided a direct comparison of each factor,. Some candidates who scored less well wrote separate paragraphs for cognitive and autonomous performers and therefore struggled to achieve the marks for comparison.

### Assessment for learning



SMART – the R stands for recorded. This is different from some textbooks, particularly those designed for the legacy qualification which covered the extended SMARTER acronym.

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