

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

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**H555**

For first teaching in 2016

**H555/03 Summer 2023 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 is 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.

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## Paper 3 series overview

This proved to be an accessible paper where the majority of candidates produced creditworthy responses to most questions. There were very few instances where candidates did not attempt an answer.

There was clear evidence of sound examination technique in terms of matching points made to marks available and accurate interpretation of command words. This was especially evident on Question 8 which required an extended response. Here the majority of candidates demonstrated good understanding of the assessment objectives and incorporated evidence for all three in their responses.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• managed their time well</li> <li>• took notice of the question's command word</li> <li>• matched the number of points made to the number of marks available</li> <li>• achieved balance between positive and negative comments where required</li> <li>• answered comparison questions concisely with direct comparative points, e.g. 'whereas'</li> <li>• included a wide range of development points and examples in answering Question 8.</li> </ul>	<ul style="list-style-type: none"> <li>• did not leave enough time to answer Question 8 fully</li> <li>• misunderstood or misread the questions</li> <li>• repeated the same point on the mark scheme</li> <li>• made fewer points than there were marks available</li> <li>• did not give clear comparison points where they were required</li> <li>• did not link their response to the data provided</li> <li>• did not give relevant practical examples when required.</li> </ul>

## Section A overview

A high number of candidates scored well on this part of the paper, producing succinct responses.

The exception was when candidates did not take notice of the “give **two**” instruction and so listed numerous points, often repeating these.

### Question 1

1 Sports that involved cruelty to animals became less popular in post 1850 industrial Britain.

Examine **two** reasons for this.

1 .....

.....

2 .....

.....

[2]

Candidates who scored highly here were able to differentiate between laws of the land and rules in sport.

Many candidates gave increased law and order as a reason, which on its own was too vague. More successful responses referenced new laws or more laws being passed and also referred specifically to the Cruelty to Animals Act.

### Question 2

2 Give **two** ways in which the development of the railways affected competitive sport in post 1850 industrial Britain.

1 .....

.....

2 .....

.....

[2]

This question required the candidates to identify the effects of the development of railways on competitive sport post 1850.

Successful candidates identified that the railways allowed both athletes and spectators to travel further than they could before the development of the railways. Less successful responses gained fewer marks for simply stating “more fixtures” and “more spectatorship”.

Successful candidates recognised that the question focused on competition, rather than participation.

### Question 3

3 Give **two** strategies which might be used to prevent an elite athlete dropping out of their development programme.

1 .....

.....

2 .....

.....

[2]

This was a well answered question. Successful responses commonly referred to access to psychological support, medical intervention, and media training.

A frequent error here was the identification of offering financial support, funding, or grants to athletes as a strategy.

### Question 4

4 Give **two** different causes of player violence.

1 .....

.....

2 .....

.....

[2]

This was another well answered question, with the majority of candidates scoring 2 marks. Most candidates gave only one cause of frustration and so showed they had heeded the question wording "give **two** different".

Less successful responses typically confused player and spectator violence, and some did not clearly link frustration with a description of what had caused the frustration.

### Question 5

5 Give **two** ways in which schools and sports clubs work together to develop elite performers.

1 .....

.....

2 .....

.....

[2]

This question was the least well answered of Section A, with many candidates not addressing the collaborative aspect of the question.

Successful responses referred to how schools and clubs work together, rather than focussing on schools or clubs on their own. Coaches working between schools and clubs, and clubs using school facilities and vice versa are examples of creditworthy responses.

Some candidates who did talk about collaboration referenced grass roots participation which is not relevant to this question which focuses on elite performance.

#### Candidates' first two attempts only will be marked

All of the questions in Section A on this paper require candidates to give **two** responses. Candidates should be made aware that for questions in this style, with the "two" emboldened, their first two attempts only will be marked, and so should be sure to make two separate and different points and avoid repetition.

## Section B overview

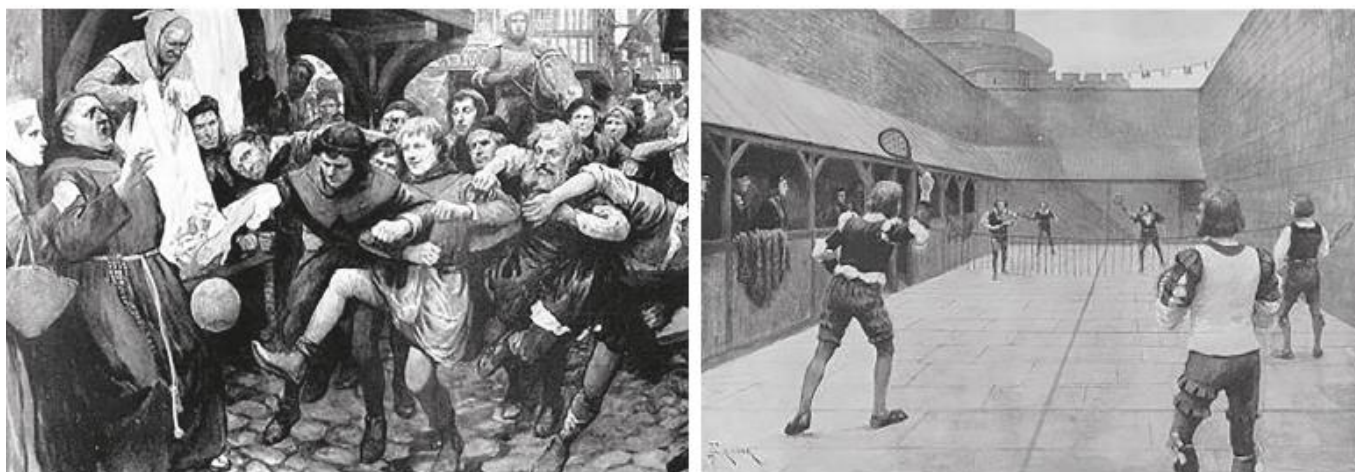
Overall, candidates performed strongly in this section, writing at length with few questions not attempted.

They scored least well on Questions 6 (c) (ii) and 6 (c) (iii) where they were required to analyse data and draw conclusions. This was mainly due to not reading the question carefully enough and ensuring that their response matched what was being asked for.

Not understanding the key terms in the questions and the content that was associated with it was a clear limitation for low scoring responses.

### Question 6 (a) (i)

6 (a) Fig. 6.1 shows illustrations of two pre industrial sports.



**Mob Football**

**Real Tennis**

Source: alamy.com

**Fig. 6.1**

(i) Compare the characteristics of mob football and real tennis.

.....

.....

.....

**[3]**

Most candidates scored well on this question, typically achieving 2/3 or 3/3 marks, showing secure knowledge of this topic.

Many showed effective examination technique, making direct point by point comparisons rather than writing about mob football and then real tennis, and so losing track of comparative points. When comparing the two sports they did so clearly, using good linking words such as “whereas”.

One common misconception was that mob football had no rules, which is incorrect. Some candidates missed marks by using imprecise language such as “some rules” or “had rules”.



Exemplar 1

• Mob football was violent whereas real tennis was less violent and encouraged fairplay.

• Mob football was played by lower class men whereas real tennis was played by upper class men.

• Mob football had very few unwritten, simple rules whereas real tennis had lots of complicated written rules and was longer lasting.

This candidate demonstrates effective answering technique, using a logical approach as they compare the characteristics of mob football and real tennis point by point.

Question 6 (a) (ii)

(ii) In post 1850 industrial Britain mob football declined as a pastime.

Explain how the following social and cultural factors contributed to this decline.

Education / literacy .....

.....

Law and order .....

.....

Availability of time .....

.....

[3]

This was another question which was generally very well answered.

Successful candidates referenced the relevant social and cultural factors and went on to explain how these factors contributed to the decline of mob football.

When explaining the effects of growing literacy amongst the lower classes, a small number of candidates recognised that literacy levels had improved but did not explain the impact on the decline of mob football.

For law and order, some candidates gave good theoretical developments such as the police force becoming more widespread but again did not link this to the decline of mob football. Another common error was to confuse rules of a game with laws of the land, as was previously seen in Question 1.

Two common misconceptions were that mob football was banned and that mob football was classified as a blood sport.

Availability of time was by far the least successful response with a significant number of candidates suggesting that there was more available time to play other sports, which is incorrect. Although after the Factory Act of 1850 workers finished at 2 pm on Saturday, the actual working week was extended from to 58 to 60 hours.

### Question 6 (b)

- (b) The 1980 (Moscow) and the 1984 (Los Angeles) Olympic Games were politically exploited in similar ways.

Describe this political exploitation.

Moscow (1980)

.....  
.....  
.....

Los Angeles (1984)

.....  
.....  
.....

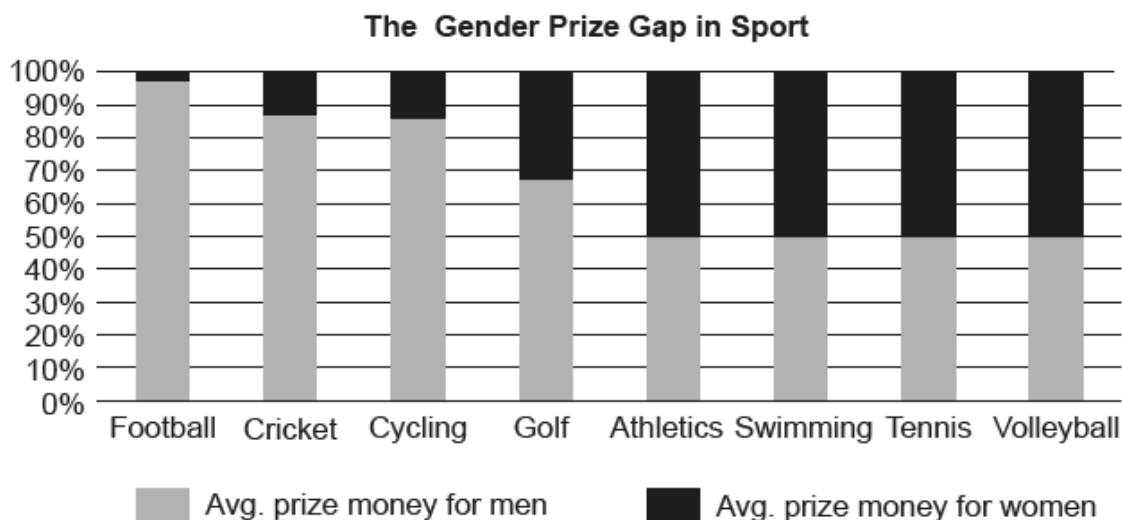
[4]

The vast majority of candidates showed excellent knowledge of the Olympic Games and political exploitation and scored full marks on this question.

A small number of responses were vague, referring to the USSR responding to “what happened in 1980” rather than identifying it as revenge or a “tit for tat” response. Very few referred to the Cold War which wasn’t relevant to this question.

Question 6 (c) (i)

(c) Fig. 6.2 shows the proportions of prize money available to men and women in a variety of sports in 2018.



Source: Insure4sport.co.uk

Fig. 6.2

(i) What percentage of prize money did women receive in cycling and golf?

Cycling ..... %

Golf ..... %

[1]

Most candidates were able to give the two correct percentages. A small minority misread the question and gave the percentage figures for prize money received by men.

Question 6 (c) (ii)

(ii) In 2018 football and athletics awarded very different proportions of prize money to women.

Suggest **two** social and cultural reasons for this difference.

1 .....

.....

2 .....

.....

[2]

This data question presented some difficulties for candidates who struggled to understand the graph and what it was showing. A common misconception was that it was showing amount of prize money rather than the proportions of prize money. This contributed to it being a poorly answered question.

Many responses did not compare women's football and women's athletics, with candidates too often focusing on men's football or comparing it with women's football in their responses.

Many candidates struggled to articulate social and cultural reasons for the difference in prize money, with marks gained largely being limited to the effects of media coverage.

A small proportion of candidates referenced stereotyping but linked this to males and females playing football rather than identifying that participation in athletics could have been viewed as more socially acceptable for women than participation in football at this time.

### Question 6 (c) (iii)

- (iii) Evaluate the effect of the differences in prize money shown in Fig. 6.2 on women's participation in sport.

.....

.....

.....

.....

.....

.....

.....

[3]

This question proved problematic for many candidates, with a large proportion not accessing the mark scheme.

Those who scored well here focussed on the effect of differences in prize money on women's participation in sport as the question required, rather than on elite performers. They were able to identify that sports with higher proportions of prize money may have higher participation rates. However, many then repeated the same point from the opposite standpoint which gained no further marks.

More successful responses evaluated how higher prize money might result in the creation of more role models and attract more media coverage, both of which may increase participation.

### Question 6 (d)

- (d) Each society has created its own sports and games and these have become integrated into other societies through globalisation.

Explain how a sport of your choice has become globalised.

.....

.....

.....

.....

.....

.....

[4]

Candidates scoring well on this question referenced each theoretical point and followed it with a relevant example from their chosen sport. They made clear points detailing how the freedom of movement of both performers and spectators, worldwide media coverage and worldwide marketing had contributed to the globalisation of the sport they chose.

Less successful responses referenced colonialism and the spread of rational sport through 19th century public schools, rather than globalisation and did not apply the theory of globalisation to the chosen example.

Some candidates did not always clearly link globalisation to freedom of movement but instead mentioned cheaper travel or introduction of more international fixtures.

Media coverage was not always clearly explained as being across many countries or worldwide, but instead candidates linked it to social media and the concept of it being 24/7.

#### Misconception



Many candidates confused globalisation of sport with the public schools' spread and export of games.

Globalisation is the process which involves sport as a worldwide business, including worldwide media coverage, freedom of movement for players and spectators and corporate brands, leading to greater exposure of people to sport.

### Question 7 (a)

- 7 (a) 'Lifting the rules on doping and allowing athletes to use performance enhancing drugs could be both more honest and more entertaining.'

Source: James Kirkup Daily Telegraph

Evaluate this as a solution to the problem of performance enhancing drug use in sport.

.....

.....

.....

.....

.....

.....

**[5]**

This question requires candidates to evaluate the statement, and so discuss the possible negative and positive consequences of legalising performance enhancing drugs.

The majority of candidates showed sound examination technique, discussing both positive and negative implications, structuring their answers logically to produce a well-balanced response.

### Question 7 (b)

(b) Fig. 7.1 is a diagram showing the 'golden triangle' of commercialisation as it applied to the London Marathon in 2019.

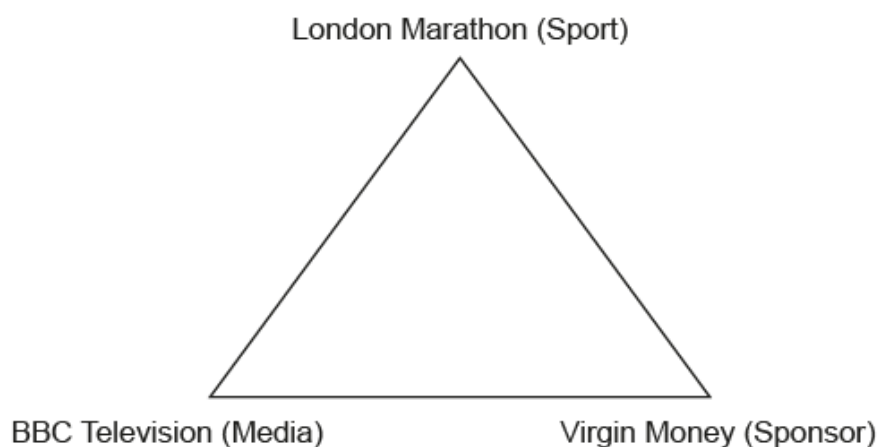


Fig. 7.1

Explain how each of these three components benefited from their interdependence.

.....

.....

.....

.....

.....

.....

[5]

The best answers were well structured and dealt with the benefits to each component in turn.

Less successful candidates were very general and talked about increased income or revenue without explaining the benefits as required by the question. There were some common misconceptions such as thinking that Virgin Money paid the BBC and that the BBC was both a pay per view channel and that it had advert breaks in its programming.

Some less successful candidates strayed from the London Marathon example and discussed the Golden Triangle in general, this made it harder for them to gain marks.

Candidates tended to stop at the explanation of one benefit per component, ignoring the fact that there were 5 marks available for the response.

### Question 7 (c) (i)

(c) (i) Compare the television coverage of sport in 1980 with that of today.

.....

.....

.....

.....

.....

.....

[3]

Candidates generally scored well on this question, with many gaining full marks.

This was another question which required candidates to compare and again, many demonstrated effective examination technique with answers which were well structured with key points such as “In 1980 there was only a small amount of television coverage of sport whereas today there is much more sport covered on television”.

The most successful candidates structured their answers to present clear comparisons whilst the less successful wrote first about one time period and then about the other. By consequence many of the points they made did not match up so they missed out on marks.

Some candidates strayed from the question and talked about media as a whole whilst others did not answer with regard to television coverage and diverted to talk about new technological devices.

Few candidates used the term “free to air” to describe the television of the 1980s, despite the fact that this term is used in the specification. These candidates often used the term “terrestrial” to oppose pay per view or subscription services which was too vague to gain marks.

### Question 7 (c) (ii)

(ii) Critically assess the impact of twenty-first century media coverage on elite sports performers.

.....

.....

.....

.....

.....

.....

[3]



This was another high scoring question with strong examination technique evident as candidates took note of the command words directing them to “critically assess” and so gave both positive and negative impacts of twenty-first century media coverage on elite sport.

Many were given all 3 marks for this question. Those that didn't often misread the question and answered on the effects of media coverage on sport in general.

The most common incorrect response concerned the elite athlete becoming a role model. This was irrelevant to the question which focussed on elite sports performers.

### Question 7 (d)

(d) New technology has benefited sport in many ways and at all levels.

Using examples from a sport of your choice, explain **one** benefit that new technology has on each area below.

Chosen sport .....

Elite Performance .....

.....

General Participation .....

.....

Fair Outcomes .....

.....

Entertainment .....

.....

[4]

The candidates who were successful in this question chose their example sport wisely. Some candidates chose sports for which it was difficult to give examples in all four categories, e.g. Formula 1.

Most candidates gained some marks but few achieved full marks.

There was evidence of insecure understanding of what constitutes new technology with shin pads, action replays and slow motion being the most frequent confusions.

Some candidates identified modern technology which was not relevant to their chosen sport, for example video assisted officiation in sports where it is not used.

Exemplar 2

Chosen sport ...swimming.....

Elite Performance ...swimming costumes for competition are now thinner, tighter and more water resistant than before allowing athletes to be more streamlined and have less drag

General Participation ...pool hoist are available in swimming pools to allow people with disabilities to be able to get into the pool when they couldn't before

Fair Outcomes ...though pads in swimming accurately record times swam so time outcomes and podium position are fairer

Entertainment ...when watching on tv elite competitions insert a line onto the screen with the current world record so viewers can see how close the swimmer is to breaking it

Competitive swimming was an excellent choice of an example sport for this candidate as they were able to give valid examples of a benefit of modern technology in swimming for each of the four categories.

## Section C overview

This extended response question elicited some excellent answers with candidates displaying detailed knowledge of the importance of home nation success at the 2022 Commonwealth Games and of the work of the home nation institutes and so produced well-balanced responses. The most successful responses were logically structured and covered all three of the assessment objectives, notably including a wide range of examples.

Some candidates were hampered by a lack of knowledge of the role of the National Institutes of Sport and so produced imbalanced answers.

There was evidence of some rushed and incomplete responses indicating that time management may have been an issue for some candidates.

### Question 8\*

**8\*** In 2017 Birmingham was successful in its bid to host the 2022 Commonwealth Games.

Examine why it is important that athletes from the home nations do well at this global sporting event.

Using examples, explain how the National Institutes of Sport could help the athletes to succeed.

**[10]**

This question was accessible to all candidates and served as an effective differentiator with the full range of marks from 0–10 being given.

Candidates producing Level 3 responses included an excellent range of points, clear examples and elaborated on each point made.

Many responses were fairly well balanced between the two parts although candidates appeared more secure in their knowledge for the first part of the question which focused on the importance of home nation success. Some strayed from the Commonwealth Games as their example and some digressed to discuss the effects of successful athletes on sport in general.

In the second part there were many misconceptions about the role of the NIS and confusion between the NIS, UK sport and the NGBs. Common misconceptions were that NIS provides coaching, funding and equipment. Some candidates wrote at length about the World Class Programme which is a UK Sport initiative and so was irrelevant to this question.

Where candidates scored lower marks, it was often because they began with AO1 content, then rather than developing it into AO3 they moved on to the next AO1 so listed the impacts on the home nation rather than explaining them.

Another area where candidates can sharpen technique to pick up additional marks is through the use of more precise terminology. Many missed credit through giving vague answers such as the NIS provide “facilities” rather than “world class facilities”.

## Copyright information

Question 6(a) Fig. 1, image of 14<sup>th</sup> Century football mob, © Lordprice Collection/Alamy Stock Photo

Question 6(a) Fig. 1, image of real tennis, © Chronicle/Alamy Stock Photo

Question 6(c) Graph to compare male/female prize money in a range of sports, 10/10/20, © [www.insure4sport.co.uk](http://www.insure4sport.co.uk), Insure4sport

Question 7(a), short quotation taken from Daily Telegraph, © Chronicle/Alamy Stock Photo

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