

**AS LEVEL**

Examiners' report

# PHYSICAL EDUCATION

**H155**

For first teaching in 2016

**H155/02 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 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 do well on this paper candidates needed to be able to analyse data and use this analysis to set a range of SMART goals. They also needed to be able to apply their own knowledge across a range of sporting contexts. Furthermore they needed to demonstrate the ability to interpret data and apply it to their own knowledge of contemporary sporting issues.

Candidates who performed well on this paper were able to set and justify a range of SMART targets for a badminton player, while justifying the most appropriate training methods for the performer. They were also able to apply their knowledge of social facilitation and inhibition to a range of provided sporting scenarios. In the socio-cultural section they were also able to apply their knowledge of the upper class to explain how this impacted on their participation in sport. They were also able to analyse data relating to female participation in the Olympics and apply this to their own knowledge of changing attitudes towards female participation.

Candidates who performed less well on this paper generally struggled to apply their knowledge in a sporting context. This was particularly evident when responding to the question relating to social facilitation and inhibition; most candidates were able to correctly identify if the performance would benefit or be hindered by the audience, however many candidates were then unable to link this to the performer in the question. Less successful responses also struggled with the questions requiring the interpretation of data (such as the question relating to the Olympic Games and the question requiring candidates to set SMART targets for the badminton player) exam technique proved problematic for a number of candidates in these questions with many missing out large sections of the data or simply explaining what the data showed rather than analysing and applying their own knowledge.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• accurately applied the SMART principle based on the data provided in Question 8, they were also able to justify the reasons for the goals selected</li> <li>• correctly explained the methods of practice most appropriate for the badminton player</li> <li>• accurately applied their knowledge to a range of sporting contexts</li> <li>• interpreted data accurately and explained how this demonstrated the changing status of women in sport and wider society.</li> </ul>	<ul style="list-style-type: none"> <li>• struggled to set appropriate SMART targets</li> <li>• were unable to successfully apply their knowledge to sporting examples – especially in those questions where the sport was specified in the question</li> <li>• struggled to apply their knowledge to data provided, with many simply describing the trend in the graph depicting Olympic participation rather than applying this to their own knowledge.</li> </ul>

## Section A overview

Candidates generally performed well on this section of the paper. It was evident that candidates had responded to comments in previous examiners reports, especially in questions requiring the application of examples from only one sport. In the past candidates had tended to deviate from this and provided answers from multiple sports however in this component responses were much improved. The first four questions in the paper were multiple choice and the majority of candidates performed well. Candidates also performed well in Question 1(d) which required them to match statements relating to the classification of skills with many candidates credited with all of the available marks.

### Question 1 (b) (i)

- (b) (i) A gymnast's coach might use a harness as mechanical guidance to help their gymnast perform a somersault.

Using examples, explain **three** other guidance types the gymnast's coach might use.

- 1. ....  
.....  
.....
- 2. ....  
.....  
.....
- 3. ....  
.....  
.....

[3]

On the whole candidates answered this question successfully. Those who were less successful often did not include reference to an example from gymnastics or provided inaccurate examples for manual guidance. Some unsuccessful responses provided examples relating to increasing the safety of the skill (e.g. spotting the gymnasts landing or lifting a performer on to the rings) rather than explaining how the guidance helps to develop performance of the skill.

### Question 1 (b) (ii)

(ii) Using a harness will enable the gymnast to know how a somersault feels.

Give **one** disadvantage of this type of guidance.

.....  
..... [1]

This question was answered well overall with the most common responses relating to over-reliance on the harness or false kinaesthesia.

### Question 1 (c) (i)

(c) According to Bandura we learn movement skills by observing and copying others. His model has four processes, the first two of which are attention and retention.

(i) Describe the other **two** processes.

1. ....  
.....  
.....  
2. ....  
.....  
..... [2]

Many candidates successfully identified the two processes, most were then able to accurately describe the motivation element. Descriptions of motor reproduction were an area of weakness, with many responses stating incorrectly that the candidate needs to practice the skill to be able to perform it.

### Misconception



Motor reproduction is where the performer is physically (and mentally) able to perform the skill. E.g., a 2 year old is unlikely to be able to catch a ball thrown hard towards them as they do not have sufficient co-ordination or reaction time.

### Question 1 (c) (ii)

- (ii) Discuss factors that will impact on how much attention a performer pays to the demonstration and how well they retain the information.

.....

.....

.....

.....

.....

.....

..... [4]

Most candidates successfully discussed one or two elements that would impact on attention and retention. Less successful responses tended to repeat the same point but in multiple ways, e.g., stating the performer's age, gender, etc., as separate points. The question required candidates to consider a broader range of factors to achieve the full marks available.

### Question 2 (a) (i)

2 (a) (i) Define personality.

.....

..... [1]

A pleasing number of candidates were able to provide the correct definition of personality.

### Question 2 (a) (ii)

(ii) Explain trait theory of personality.

.....

.....

.....

.....

.....

..... [2]

Candidates performed well on this question on the whole, the most common responses referred to genetics and personality being stable or enduring. Common errors included citing siblings rather than twins as having different personalities.

### Question 2 (a) (iii)

(iii) Suggest **one** reason why trait theory might **not** be an accurate theory of personality.

.....

.....

..... [1]

Many candidates answered this question successfully, the most popular responses related to personality not being stable and the influence of social learning.



### Question 2 (b) (i)

(b) (i) Describe the forming and performing stages of group development.

Forming: .....

.....

.....

.....

.....

Performing: .....

.....

.....

.....

.....

[4]

This question is similar to questions posed in a previous exam series and on the whole candidates were able to successfully describe the forming stage. Common errors when describing the performing stage involved describing factors which are more in line with norming stage such as players settling into their roles.

### Question 2 (b) (ii)

(ii) Suggest **two** ways a coach might help a group move through the stages of development.

.....

.....

.....

..... [2]

Candidates struggled with this question overall with many giving repeats of their first answer when attempting to achieve the second mark. Centres are encouraged to explore a larger number of methods to help candidates to provide a broader range of responses.

### Question 2 (c) (i)

(c) (i) Give an example of a response to each of the following:

Cognitive anxiety: .....

Somatic anxiety: .....

[2]

Overall this question was answered well.

### Question 2 (c) (ii)

(ii) Controlling anxiety is very important for a performer to enter their zone of optimal functioning.

Give **three** examples of what an individual can do to try to achieve the zone of optimal functioning.

.....

.....

.....

.....

.....

.....

.....

..... [3]

Most candidates were able to achieve 2 marks on this question by providing examples of cognitive or somatic arousal control methods. However the question required candidates to think more broadly to achieve the full number of marks available.

## Question 2 (d)

- (d) For each of the examples below, state how the performance would be affected by an audience. Give a reason for each effect.

Example	Effect of an audience on performance	Reason for answer
An extroverted tennis player		
A beginner ice skater		
An expert high jumper		
A gymnast performing a tumbling routine		
A golfer making a putt		

[5]

Candidates struggled with application of knowledge in this question, most were able to successfully identify if the performer in question would experience social facilitation or inhibition. However when explaining the reasons why, most simply stated that the audience would increase pressure on the performer rather than explaining how the audience impacted on the characteristics in the question, e.g., extrovert, introvert, etc.

## Exemplar 1

Example	Effect of an audience on performance	Reason for answer
An extroverted tennis player	Positive	Seeks social situations so a crowd will increase performance.
A beginner ice skater	Negative	increase in arousal will cause a dominant response, and if this isn't <del>eg</del> well learned, performance will drop. <del>fine skills require a</del> <del>variety</del>
An expert high jumper	Positive	A gross skill, so an increase in arousal levels will cause an increase in performance.
A gymnast performing a tumbling routine	Negative	Complex skills which require concentration, so performance hindered.
A golfer making a putt	Negative	It is a fine skill which requires intricate movement and concentration, so increased arousal is bad for performer.

Exemplar 1 shows a successful response to this question. The mark for the tennis player cannot be given as the response does not explicitly link their reasoning to the performer being an extrovert. The remaining marks are given as the candidate clearly identifies the aspect from the question (e.g., gross skill) and then explains how the audience will impact the performer as a result.



On the whole candidates demonstrated good knowledge of how the development of the railways impacted participation in sport. However the question required candidates to apply this knowledge to sporting examples which many candidates did not include within their responses.

### Exemplar 2

1. Allowed for leagues to form (e.g. teams in different villages could travel to play each other home and away, for example the Premier League).
2. Increased spectatorship (e.g. people could get the train to watch their favourite team play in competitive games, such as watching a Premier League game: Liverpool fans getting).
3. Allowed for international competition (e.g. England versus Scotland).
- \* 4. Increase in events like horse racing. Previously horses had to be ridden to places, but now they could put horses on trains, increasing participation in events such as Royal Ascot.

[4]

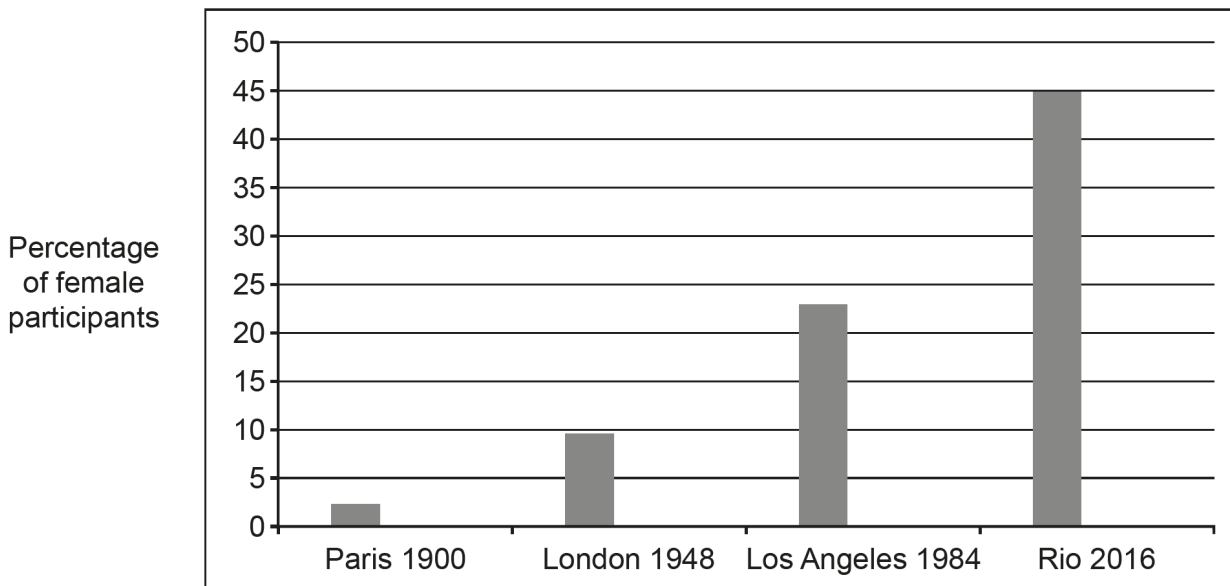
Exemplar 2 is a successful response where the candidate has demonstrated sufficient knowledge and provided an example for each point. Although they refer to the Premier League in their response (which was not formed until much later) they have demonstrated enough knowledge to show that they understand the context of the question.

### Question 3 (c)

(c) Women first started competing in the Olympic Games in 1900.

Fig. 3.1 shows the percentage of female participants at various Summer Olympic Games.

Fig. 3.1



With reference to Fig. 3.1, discuss how the changing role and status of women affected their participation in sport between 1900 and the present day.

.....

.....

.....

.....

.....

.....

.....

..... [6]

On the whole candidates did not perform well on this question with many simply describing the data (trend) without applying this to the context of the question. The most successful responses separately discussed each time frame from the graph and then provided reasons for the change from the previous time frame. Often responses were too generic and described the graph as a whole rather than explaining specific factors from each time frame.

### Question 3 (d) (i)

(d) The modern Olympic Games were established in 1896.

(i) Who is credited with starting the modern Olympic Games?

..... [1]

Common incorrect responses often included reference to the ancient Olympics including responses such as "The Greeks".

### Question 3 (d) (ii)

(ii) Identify **one** aim of the Olympic Games.

.....  
..... [1]

Many candidates were unsuccessful in their responses to this question. Please see the mark scheme for the list of accepted responses.

### Question 3 (d) (iii)

(iii) Describe how the Olympic Games in Berlin in 1936 and in Moscow in 1980 were used for political exploitation.

Berlin 1936 .....  
.....  
.....  
Moscow 1980 .....  
.....  
..... [3]

Candidates demonstrated a good level of knowledge in response to this question and many achieved the marks available for their descriptions of the Berlin Olympics. Some candidates confused the Moscow Olympics with the Munich games stating that terrorism was used to exploit the games however many were able to correctly describe that the games had been impacted by boycotts lead by the USA in response to the invasion of Afghanistan.



## Section B overview

Overall candidates found this question challenging, many set unrealistic goals or did not answer all elements of the question. Many candidates also lacked a basic knowledge of the skills used in badminton especially when applying the methods of practice to the skills in question.

### Question 4\*

4\* Zac wants to improve at badminton. **Fig. 4.1** shows some performance statistics for Zac.

**Fig. 4.1**

Skill	Serves in	Overhead clears landing at the back of the court	Serves returned	Smash shots performed correctly
Number completed successfully	8/20	15/20	10/20	6/20

With reference to the information in **Fig. 4.1** and your knowledge of the SMART principle, set some effective goals for Zac. Explain your reasons for setting **one** of the goals.

Discuss what types of practice might be most beneficial for Zac. **[10]**

.....

.....

.....

.....

.....

.....

The vast majority of candidates were able to explain the components of the SMART principle and many were able to successfully apply the basic principle to one of the skills in the table. However many of the targets set for the badminton player were unrealistic either in terms of success rate or time scale.

Successful candidates were able to provide a range of targets within the capability of the performer over an appropriate timescale. They were able to effectively demonstrate the SMART principle in relation to one of these skills and explained the reasons for setting this goal. Many less successful responses did not explain the reasons for setting this goal.

In the final part of the question, successful responses explained in detail a range of practice methods suitable for the badminton player. Less successful responses demonstrated a limited knowledge of badminton especially in relation to serving, where many confused the technique with that of a tennis serve resulting in many candidates incorrectly describing the whole-part-whole or progressive part methods of practice as the most appropriate.

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