

A LEVEL

Examiners' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/02 Summer 2019 series

Version 1

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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. 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 can be downloaded from OCR.

Paper 2 series overview

There were some excellent scripts submitted in this second examination series for H555/02 and some candidates had a well-developed understanding of psychological factors affecting performance as well as excellent exam technique. Overall, performance varied considerably as expected with a linear qualification.

The questions on H555/02 ranged from 'define', 'identify' and 'give' questions worth 1-3 marks through to 4-6 mark short answer questions and one levels of response question worth 10 marks. Questions effectively covered AO1, AO2, and AO3 as outlined in the specification. Once again, this structure worked effectively to allow a wide spread of scores on this component to help candidates to benefit from a fair and thorough examination of their knowledge, understanding and application.

Generally, candidates were able to fully complete their responses and used time effectively to answer the whole paper with clear and succinct responses. Exam technique was good, with many candidates making evaluations clear and applying practical examples in questions that required this.

Candidates should be reminded to use the 'additional answer space' provided should they need to continue a response and to label these accurately with the correct question number. Many candidates used extra answer booklets un-necessarily when additional answer space was provided on the paper.

<i>Most successful responses had / gave</i>	<i>Least successful responses</i>
<ul style="list-style-type: none"> • strong application of sporting examples when required • a thorough understanding of both skill acquisition and sports psychology concepts • concise responses on the short answer questions • a detailed response for the essay question • an extended response showing their depth and breadth of understanding in a balanced response 	<ul style="list-style-type: none"> • didn't attempt to provide examples when required • struggled to recall some basic knowledge • missed some questions out • gave superficial and poorly structured responses in the extended response

<i>Most successful questions / topics</i>	<i>Least successful questions</i>
<ul style="list-style-type: none"> • Selective attention (q6aii and iii) • Stages of learning (q6b) • Guidance methods (q6c) • Vealeys model (q7c) 	<ul style="list-style-type: none"> • Locus of Control (q2) • Optimising positive transfer (q3) • Definition of intrinsic and extrinsic motivation (q5) • Cognitive Learning theory (6d) • Stress (7ai)

Section A overview

Section A covers short answer questions from skill acquisition and sports psychology. Candidates performed best on Q1 and Q4 and exam technique was solid when asked to 'give' an example. Some candidates gave weaker responses when asked to 'use a sporting example'.

Question 1

- 1 Define 'fixed practice' and give an example of a skill for which it would be suitable.

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

This question was well answered, with many scoring 2 marks. Less successful candidates gave a vague definition such as 'practising the same skill', or defined massed practice, while many gained credit for the example.

Question 2

- 2 In relation to Weiner's model of attribution explain the term 'locus of control'.

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

Stronger responses were able to give a general overview of locus of control or state that attributions can be controllable or uncontrollable. The most successful candidates went on to elaborate about one or both of these terms. Less successful candidates confused locus of control with locus of causality or the stability dimension.

Question 3

3 Using practical examples give **two** ways in which a sports coach could optimise positive transfer.

.....

.....

.....

..... [2]

This question required candidates to use examples to back up two ways a coach could promote positive transfer. Less successful responses focused on minimising negative transfer, didn't give examples to support their response, or gave responses more focused on how a coach could teach, rather than promote positive transfer

Question 4

4 Define what is meant by a 'complex skill'. Give a practical example of a complex skill in sport.

.....

.....

.....

..... [2]

A well answered question, with many scoring full marks. Less successful responses referred to features on the organisation continuum, yet many still gained a mark for the example.

Question 5

5 Define the terms intrinsic and extrinsic motivation.

Intrinsic motivation:

.....

.....

Extrinsic motivation:

.....

..... [2]

The most successful candidates defined intrinsic motivation and extrinsic motivation, covering both parts of the terms. Less successful candidates covered intrinsic and extrinsic while not defining the motivation aspect, with some simply repeating the word motivation.

Exemplar 1

5 Define the terms intrinsic and extrinsic motivation.

Intrinsic motivation: Motivation that comes from within / internal sources

Extrinsic motivation: Motivation that comes from external sources like a coach

[2]

Exemplar 1 shows a candidate that scores zero for this question; they haven't attempted to define motivation.

Exemplar 2

5 Define the terms intrinsic and extrinsic motivation.

Intrinsic motivation: Feelings such as pride and a sense of accomplishment that only the person can experience and others can't see

Extrinsic motivation: Motivators that others can see. They are physical things, such as trophies and money.

[2]

Exemplar 2 shows a candidate cover the intrinsic and extrinsic aspect, while the definition of the term motivation is missing. This candidate scores zero.

Exemplar 3

- 5 Define the terms intrinsic and extrinsic motivation.

Intrinsic motivation: ... is the internal desire to succeed e.g. for a feeling of success. (non physical):

Extrinsic motivation: ... the external factors that cause a person to want to succeed e.g. to win a trophy. (physical).

[2]

Exemplar 3 shows a candidate that successfully defines both terms within each response. They refer to an 'internal desire' within intrinsic motivation and 'external factors causing a want to succeed ... to win a trophy' in extrinsic motivation, gaining full marks.

Section B overview

This section includes questions from the skill acquisition part of the course in question 6 and sports psychology questions in question 7. In skill acquisition candidates generally performed well. The cognitive learning theory questions proved to be a good differentiator. The nature of the questions asked in Q7 allowed stronger candidates to access a wider spread of marks on this paper.

Question 6 (a) (i)

6 (a) Selective attention is one aspect of the short-term sensory store.

(i) Identify the capacity and duration of the short-term sensory store.

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

Weaker responses referred to capacity and duration of short term memory

Question 6 (a) (ii)

(ii) Explain the term 'selective attention'.

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

Well answered. Weaker responses referred to 'remembering information to pass into the STM'.

Question 6 (a) (iii)

(iii) Provide a sporting example of a performer using selective attention.

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

This was well answered; application of a sporting example was strong evidencing good exam technique

Question 6 (b)

(b) Apply your knowledge of the stages of learning to complete the passage below using appropriate words from those provided in the table.

Each word chosen can only be used once:

erratic	returns	imagery	errors
negative	fluent	deliberate	inconsistent
automatic	extrinsic	reactions	intrinsic

The movements of a badminton player in the autonomous stage of learning will be

.....

The player's will be slower in the associative stage of learning.

In the autonomous stage of learning, the badminton player will rely more on

..... feedback to correct errors.

In the associative stage of learning, the player still relates what they are doing back to

mental images rather than performance being

[4]

Well answered.

Question 6 (c)

(c) Evaluate the use of verbal guidance and visual guidance in the learning of movement skills.

.....

.....

.....

.....

.....

.....

..... [6]

A well answered question. To access full marks candidates needed to cover strengths and weaknesses of both types of guidance. Many candidates had a thorough understanding of the advantages and disadvantages of these two types of guidance and gave responses showing excellent exam technique.

Question 6 (d) (i)

- (d) (i) Using a sporting example, describe how a coach would teach a performer according to the cognitive theory of learning.

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

Answers tended to describe the cognitive theory of learning in detail and some gave one example at the end. Weaker candidates described other learning theories, referring to learning by watching demonstrations or developing S-R bonds. The strongest responses used one sporting example to back up two facts about cognitive learning theory.

Exemplar 4

or The Skill is taught as a whole
eg teaching the tennis serve as one.
The performer should be made to
problem solve eg what makes the
ball go over the net when I serve.
..... [2]

Exemplar 4 shows a clear and concisely written response accessing full marks for this question. They have been given pt 1 (whole practice) and pt 3 (problem solving).

Question 6 (d) (ii)

- (ii) Some performers learn a new skill by following the cognitive theory of learning. Analyse how following this approach may affect their learning.

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.....

.....

.....

.....

.....

..... [4]

This question examined AO3 and required an analysis. In the context of this question if we take analyse to mean 'unpick and tell me all about', candidates were required to focus on analysing how learning using cognitive learning affects their learning, i.e. how can it help and how can it hinder learning. The mark scheme allowed candidates to focus on either or both of these aspects. This question proved a good differentiator, as it required students to understand cognitive learning and think for themselves about the question posed. Stronger responses commonly focused on the performer developing a better understanding, developing the kinaesthetic feel due to whole practice, and not having to be reliant on a coach, as well as how it might be ineffective for dangerous or complex skills, performers might lose motivation learning this way as they might make slower progress if they don't understand the skill. Weaker responses described cognitive learning theory sometimes confusing it with other parts of the course, e.g. cognitive stage of learning, operant conditioning, some offered no response to this question.


Question 7 (a) (i)

- 7 (a) (i) Define the term 'stress'.

.....

..... [1]

Answers for this question were generally weak, often defining anxiety instead of stress.

	Misconception	Anxiety and stress differ. Anxiety is a negative emotional state characterised by worry, nervousness and apprehension, whereas stress is a perception of the inability to cope with demands of a situation and can have a negative or positive (eustress) effect.
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Question 7 (a) (ii)

(ii) Identify **three** methods that could be used to manage stress.

.....

.....

..... [3]

Most candidates gave 3 clear methods. Some gave 2 or 4. Only the 1st 3 responses were marked. An AO1 question that most candidates should score 3 marks on. Weaker candidates didn't give three responses or gave methods to reduce social inhibition or prevent aggression.

Question 7 (b)

(b) Forming is the first stage of group development. In this stage a sports team depends on the leader for direction and the team members start to get to know one another.

Using the example of a sports team, describe the next **two** stages of development that the group would go through.

.....

.....

.....

.....

.....

..... [4]

Weaker candidates stated that norming was the 2nd stage and so gained no credit if they accurately described this stage, or described the stages making no reference to the / a sports team. Stronger responses named the subsequent two stages in order and described them using either the example of a sport team or their own sporting example showing strong AO2 skills.

Question 7 (c)

(c) Fig. 1 illustrates Vealey's model of sports confidence.

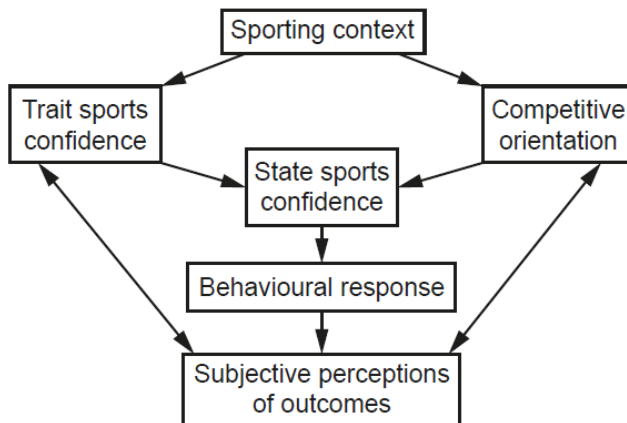


Fig. 1

Explain Vealey's model of sports confidence.

.....

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.....

.....

.....

.....

..... [6]

This question was answered very well. Generally candidates understood the model and, aided by the diagram, explained terminology clearly and succinctly. They also explained the processes involved by detailing how specific parts of the model influence each other and often explained by putting these into context, e.g. high state sport confidence causes..... Some candidates gained marks by explaining the model using a particular sporting context, which although this wasn't necessarily enabled some to make the equivalent point in a clearer way.

Weaker candidates unsuccessfully explained terminology and often referred to the arrows as 'this links to' showing no real understanding of the processes involved. They often talked about 'confidence' or 'sport confidence' without stating whether they were referring to state or trait sport confidence.

Question 7 (d)

(d) Performers use attributions to explain reasons for success and failure in sport.

Discuss the impact of an individual's attributions following a failure in sport.

.....

.....

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.....

.....

..... [6]

This question was a good differentiator, inviting candidates to apply attribution to failure and consider the impact of this. Strong candidates discussed different dimensions of attribution and the impacts, such as internal attributions for failure could cause confidence to drop as they blame themselves. Some used examples of attributions from Weiners model to make an equivalent point, e.g. attributing failure to ability can cause confidence to drop as they blame themselves. Better candidates also traced through to how attributing failure can cause learned helplessness or mastery orientation, also including the impact of this. Some candidates gained multiple credits with concise responses

e.g. 'attributing failure to internal, controllable factors can increase motivation and cause mastery orientation where the performer will learn from their failure,' gained points 2, 7, 12, and 13.

Less successful candidates sometimes referred to the effect of attribution following success or described Weiners attribution without covering any impacts.

Section C

Question 8

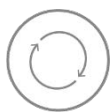
8* Explain the different styles of leadership that a sports coach may use.


Using practical examples, evaluate the different types of feedback that a coach or leader might use to help improve the performance of sports performers. **[10]**


This 10 mark extended response required students to show their depth and breadth of understanding in two areas of the course and assessed candidates on:

- AO1 – knowledge and understanding
- AO2 – application of knowledge and understanding through practical examples
- AO3 - analysis and evaluation
- Technical vocabulary
- Structure and relevance of written response

<i>Most successful responses</i>	<i>Least successful responses</i>
<ul style="list-style-type: none"> • showed a detailed knowledge of all three leadership styles • many also showed an appreciation for when the leadership styles would be used as part of their explanation • gave a broad and detailed evaluation of a range of different types of feedback focusing on the types of feedback stated in the specification • included relevant practical examples throughout the evaluation – this proved to be the hardest part of the question, only the most able candidates attempted, and were successful in doing this • if the candidate referred to intrinsic feedback they made it relevant to the question by saying something like, ‘the coach can help a performer to develop intrinsic feedback by telling a performer their movement was correct and to remember the physical feeling of the movement’ • very accurate use of technical and specialist vocabulary • a well-developed line of reasoning which was clear and logically structured. 	<ul style="list-style-type: none"> • showed a basic knowledge of leadership styles • gave a limited evaluation of feedback methods, if any • were more descriptive referring to just one or two types of feedback • confused negative feedback with negative reinforcement • were limited by restricting their response to types of feedback not stated in the specification, e.g. verbal, terminal, instead of ones stated on the specification • gave examples of types of feedback, rather than using examples to support the evaluation • directly referred to intrinsic feedback, which isn't a type of feedback a coach can use • technical and specialist vocabulary used with limited success • information is basic and communicated in an unstructured way.

	<p>AfL</p> <p>As part of the course, candidates should study positive feedback, negative feedback, extrinsic feedback, intrinsic feedback, knowledge of results and knowledge of performance.</p> <p>Terminal, concurrent, continuous, verbal and visual feedback are no longer on the specification.</p>
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	Misconception	Centres should make sure that candidates are aware of the difference between Negative feedback and negative reinforcement.
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	AfL	<p>Candidates should consider the question carefully to make sure they identify the different parts to the question and what is required of them before composing their response. Planning their response is also key.</p> <p>Candidates should answer the extended response in detail, showing their depth and breadth of understanding. Candidates giving a superficial response gain less credit than a candidate who answers showing their depth and breadth of understanding in a balanced response.</p>
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