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A LEVEL

Examiners' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/03 Summer 2022 series

Contents

Introduction	3
Paper 3 series overview	4
Section A overview	5
Question 1	5
Question 2	5
Question 3	6
Question 4	7
Question 5	7
Section B overview	8
Question 6 (a)	8
Question 6 (b) (i)	9
Question 6 (b) (ii)	9
Question 6 (c)	10
Question 6 (d)	12
Question 7 (a) (i)	13
Question 7 (a) (ii)	14
Question 7 (b)	14
Question 7 (c)	16
Question 7 (d)	17
Section C overview	18
Question 8*	18
Copyright information	19

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 responses 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.

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 3 series overview

This paper was part of the first summer series since the pre-pandemic series of summer 2019. There were very few "no response" to questions. Time did not appear to have been an issue, with virtually all candidates attempting all questions with many candidates writing at great length.

Question 8 required an extended response worth 10 marks. It produced a higher proportion of Level 3 and high Level 2 responses than the 2019 series, with many candidates demonstrating the ability to discuss and link the two topics while using relevant examples to back up their points.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
 read the question carefully, heeding the command words 	did not give specific examples when required and so did not access the AO2 marks
 reconciled the number of marks available to the number of points made 	did not consider time periods on the post 1850, early 20 th century and 1980s questions
made direct point by point comparisons when asked to compare	 repeated the same point on the mark scheme made fewer points than there were marks
 used relevant examples when required, to access the AO2 marks. 	available.

Section A overview

This section of the paper comprised five questions worth 2 marks each. The majority of candidates attempted each question and most accessed the mark scheme for each question.

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Que	
1	Give one example of a sport played by the lower classes in pre-industrial times and identify one characteristic of it.
	Example
	Characteristic
	[2]
	question was very well answered by the majority of candidates, with most giving the example of football with "violent" as the characteristic.
A sm	all number of candidates incorrectly said mob football had no rules.
Que	estion 2
2	Describe two aims of the modern Olympic Games.
	[2]
This	question exposed some confusion between the aims of the modern Olympic Games and the

Olympic values.

Many candidates, however, correctly described how the Olympic Games aimed to promote international goodwill and peace, bring about unity and educate young people to improve international understanding. Candidates were generally less secure in their understanding of the Olympic aim to develop physical and moral qualities.

Misconception



A common misunderstanding is to mistake the Olympic **values** for the Olympic **aims**.

The specification requires candidates to understand the "background and aims (1896)" of the modern Olympic Games. So, candidates should focus on the four aims:

- · development of physical and moral qualities
- spreading Olympic principles to create goodwill
- bringing together athletes of the world in a four yearly sports festival
- educating young people through sport to build a more peaceful world.

Question 3

3	Using examples, explain how internet-based media might educate people about sport.	e about sport.	
		[2]	

Many candidates did not give examples in their responses. Of those that did, many did not offer an internet related example such as websites and apps or specific examples such as YouTube and Instagram and therefore did not gain credit.

Some candidates gave multiple examples of the same point on the mark scheme – most commonly examples of how internet-based media can be used to increase knowledge of sports, clubs, rules and results.

Question 4

4 On the grid below circle **two** roles of UK Sport.

Attract top level competitions to the UK	Make rule changes in various sports
Select Olympic teams	Provide medical support
Distribute Lottery funding	Develop new technology

[2]

The majority of candidates achieved 1 mark on this question, mostly for identifying that UK Sport distributes Lottery funding.

Question 5

5 Taking illegal performance enhancing drugs is one example of deviance in sport.		
	Give two other examples.	
	1	
	2	

While this question was generally well answered, many candidates lost marks by stating that "violence" was an example of deviance and not qualifying the type of violence by referring to spectator or player violence as per the specification.

A significant number of candidates also identified "gambling" on its own, therefore not gaining any credit. They needed to specifically identify "**illegal** gambling" as gambling in itself is not deviant.

Some candidates gave examples of performance enhancing drugs.

Section B overview

Candidate responses displayed secure knowledge and understanding, with good performance on the 6 mark questions in particular.

Question 6 (a)

6	(a)	In post-1850 industrial Britain there was an increase in sports participation among the working classes.
		Identify the social and cultural factors that influenced this increase.
		27

This was well answered with many candidates achieving 4 or more marks out of the 6 available.

The question asks candidates to identify, but many students did not follow the command word and gave explanations.

It would be useful for centres to focus candidates' attention to the command word and where it is "identify" remind them that, for example on this question, they can simply list the social and cultural factors that influenced the increase in participation.

Question 6 (b) (i)

(b) (i) Describe two political incidents which have occurred at the Olympic Games.			
	1.	Venue and year of Olympic Games	
		Incident	
	2.	Venue and year of Olympic Games	
		Incident	
		[2]	
•		very well answered with most candidates achieving 2 marks. Where this was not the because they did not recall the correct year of the events.	
		made in relation to the 1936 Berlin Games, where candidates concentrated on tment of Jesse Owens by Hitler, rather than how the Games were politically exploited.	
Question 6	6 (b)	(ii)	
(ii)	Hov	w might incidents like these affect the host country?	
		[2]	
This was a w	ell an	swered question with effects on finance, tourism and reputation being the most	

common answers.

Some candidates did not identify two different issues and repeated the same point or were vague about the political damage these types of incidents could cause.

Question 6 (c)

(c)	The profile of elite women's sport has risen significantly since 1980.		
	Compare 21st century elite women's sport with elite women's sport in 1980.		
	[4]		

Candidates who made direct comparisons scored best here. Those that wrote about the 1980s in one paragraph and the 21st century in the next often missed out points for comparison.

Others gained success by making comparisons through the use of comparative language such as "more" or "increased".

Many candidates focused on the rise in female presenters and pundits which is not relevant to the question which asks about elite women's sport.

Assessment for learning



It is important for candidates to make direct comparisons point by point, for example "in the 1980s few elite sportswomen were sponsored, but by the 21st century there was more widespread sponsorship of elite sportswomen".

Candidates who wrote a paragraph about elite women's sport in the 1980s then a paragraph about elite women's sport in the 21st century commonly made valid points in each paragraph but did not write about the same factors in each paragraph, so were unable to gain credit for comparisons.

Exemplar 1

21st century	1980
Increased media coverge	less media Coverage of wares
g elile woners sport.	elite Sport.
Increased palicipation or	low level of paticipation / few
highe numbe y elite female	fenale elite athletes
athletes	
Zigles hore Sponsorship	LOD 7 less/few Spandors
and never ue for female sport.	and little revenue.
Incorped funding, for better	less funding, pour wages and
wages and facilities	facilies
More role madels	few rale models. [4]

This candidate demonstrates effective examination technique for a question which demands comparisons to be made.

They make direct comparisons between the two time periods for media coverage, number of elite female athletes, sponsorship, funding, and role models, so achieve maximum marks before the end of their response.

Question 6 (d)

(d) The images in Fig. 1 show the enormous crowds at the FA Cup Final in 1923.





Source: gettyimages

Fig. 1

The early 20th century was characterised by a huge rise in the number of spectators at sporting events.

Explain the links between the rise in spectatorism and evelopments of that time.	nd the social, cultural and sporting
	[6]

This was an area where few candidates scored highly. This was largely because they did not **explain** the links between the cause and effect as the question required.

For example for point 1 on the mark scheme they stated, "more free time", instead of linking this in an explanation to the introduction of Wednesday and Saturday half days which gave workers more time to spectate sport.

Some candidates confused the time period, which was specified in the question as the early 20th century. These wrote about increased media such as television, rather than the increase in the printed press and the introduction of the railways and increased car ownership, rather than the increase in public transport such as buses and trams.

Question 7 (a) (i)

7 (a) The chart in Fig. 2 gives information about the sponsorship of football teams in the English Premier League from 2013–2019.



Source: Daily Mail

Fig. 2

(i)	Explain the trend shown in Fig. 2.
	[1]

This was generally well answered with the vast majority of candidates able to identify the trend of an increase in gambling based companies sponsoring Premier League clubs.

Question 7 (a) (ii)

(ii)	Evaluate the effect of this trend on football and society.
	[5]
T	
inis question	was very well answered with the majority of candidates scoring 2 marks.
Some candida	ates wrote about effects on the gambling sponsor, which did not address the question.

Question 7 (b)

(b)	Describe four factors that have led to the commercialisation of contemporary sport.

Many candidates stated that increased sponsorship had led to commercialisation when in fact sponsorship is a product of the process rather than a cause.

Assessment for learning



It is important for candidates to understand the emboldened **four** in this style of question, as only their first four attempts can be given. They should aim to make four distinct points in their response.

Exemplar 2

One fallow is the incremed participation. This increase has
raised the profiles of sport at generated more elike performens, meaning
that more money is brought into the sport. Another factor is an
increased spectations for this brings in more revenue for the sport
•
as there are more times lates. Another factor is the incremed
nedia coverage. This viv make spood more acceptible to loss of
people, and fromose the selling of more goods. Finally, an increase
in projectionalism can increme the recognition and fame
cupire of sports.

This candidate's response has a clear structure as they match the number of points, they make to the number of marks available.

15

Question 7 (c)

(c)	The prevention of injury is an important part of player safety.
	Using examples, explain how modern technology can increase safety in sport.
	[6]

The question requires candidates to use examples to explain how modern technology can increase safety in sport. Few candidates used credible examples of modern technology citing studs, shin pads, harnesses and mouth guards, rather than new technology or modern innovations.

More successful responses described the safety impact of devices such as the halo in F1 racing and the stem guard feature on cricket helmets which gives extra protection to the neck. Some candidates gave examples of modern technology but did not make the link to how they benefit safety.

Many responses focused on technology for diagnostics, injury treatment and rehabilitation which was irrelevant to this question.

Question 7 (d)

(d)	Discuss the advantages and disadvantages of taking legal supplements to enhance performance.
	[4]

This question was generally well answered with many candidates identifying both advantages and disadvantages of using legal supplements.

Some candidates focused on performance enhancing drugs rather than legal supplements.

Others concentrated on the performance enhancing effects of the supplements. This was not a requirement for the specification of this paper and was, to a certain extent, a repeat of the question wording.

A common mistake was to state 'they are legal' which was a repeat of the question wording.

Section C overview

This question differentiated well, producing an even spread of marks across the three levels. There was very little evidence of one-sided responses with most candidates gaining credit for points made about public school values and the commercialisation of sport.

Some candidates did not make explicit links between the two while others were able to argue the case for some public values having been overtaken by commercialisation while some remained.

Question 8*

8* Discuss whether the sporting values developed in the 19th century public schools have been overtaken by the commercialisation of modern sport.

Give examples in your answer.

[10]

This extended response question proved accessible to the full range of abilities and was generally answered well. Successful responses showed good knowledge of public school values and commercialisation and expanded the link to the impact of using deviance to win.

The majority of candidates displayed a good understand of the public school values, writing in depth about Dr Thomas Arnold's influence and discussing the values and qualities he encouraged. Many candidates were able to write confidently about commercialisation of sport and highlight potential related issues in modern day sport. The highest scoring responses were able to link the two and identify how commercialisation has driven a rise in deviance and a win at all costs mentality which goes against the public school values.

The most successful responses gave sound examples of how public school values are still maintained in contemporary sport, for example kicking the football out for an injury or helping a fellow competitor over the line.

Some candidates produced an unbalanced response, typically showing more knowledge of public school values and less of commercialisation.

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Question 6 (d)

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Question 7 (a)

Adapted from A Winehouse, 'It took until 2002 for the first betting company to sponsor a Premier League side... now 45 per cent of the division has gambling firms of the front of their shirts - what has changed?', *The Daily Mail*, 5 September 2017, www.dailymail.co.uk.

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