

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

**H555**

For first teaching in 2016

**H555/02 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

Paper 2 covers Psychological Principles and how they influence Sports Performance, and assesses AO1, AO2 and AO3. Section A consists of five, 2-mark short answer questions from Skill Acquisition and Sports Psychology. Section B contains questions ranging from 1 to 6 marks, with Question 6 examining Skill Acquisition and Question 7 examining Sports Psychology. Question 8 in Section C is an extended response 10-mark question covering different topics from the course.

To do well on the Sports Psychology unit, candidates need to be able to recall, understand and evaluate content as well as apply sporting examples to a range of theoretical concepts studied throughout the course.

This paper was the second year since 2019 that the whole cohort completed examined units, this year without the support of advanced information.

Candidates who did well on this unit generally recalled knowledge, demonstrated the ability to apply understanding to a range of sporting situations and had consistent and thorough evaluative skills.

Candidates who did less well on this unit generally struggled with recall, confused theory with similar names, described rather than evaluated and did not successfully apply sporting examples to support or demonstrate theoretical concepts, or gave unbalanced and limited responses.

This paper worked effectively to allow a wide spread of scores to help candidates to benefit from a fair and thorough assessment of their knowledge, understanding and application.

Candidates were able to fully complete their responses and used time effectively to answer the whole paper with clear and succinct responses.

### Assessment for learning



Once again, candidates should be reminded to use the 'additional answer space' provided should they need to continue an answer and to label these accurately with the correct question number. Many candidates requiring additional space used extra answer booklets unnecessarily when space was provided on the paper.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>gave and applied sporting examples where the question requested them</li> <li>showed a thorough understanding of a range of Skill Acquisition and Sports Psychology topics</li> <li>wrote concisely on short answer questions</li> <li>gave an extended answer showing their breadth and depth of understanding in a balanced response</li> <li>understood command words and wrote relevant, focused responses</li> </ul>	<ul style="list-style-type: none"> <li>were less specific sometimes with some responses being too vague to receive credit</li> <li>omitted examples when questions asked for them</li> <li>missed some questions out</li> <li>gave short, superficial and poorly structured answers in the extended response</li> <li>described, rather than evaluated when evaluation was requested</li> <li>described rather than compared when a comparison was requested</li> </ul>

<b>Candidates who did well on this paper generally:</b>	<b>Candidates who did less well on this paper generally:</b>
<ul style="list-style-type: none"><li>• understood that evaluate requires strengths and weaknesses</li><li>• were able to directly compare points in the extended response and support their points with sporting examples</li><li>• wrote responses of sufficient quantity to access higher/full marks, clearly paying attention to the number of marks available.</li></ul>	<ul style="list-style-type: none"><li>• did not give enough points to access higher full marks, sometimes writing lengthy responses repeating a previous point or writing off topic.</li></ul>

## Section A overview

Section A covers short answer questions from Skill Acquisition and Sports Psychology. Candidates performed well in this section, particularly in Question 2.

### Assessment for learning



Candidates should recognise when a question asks for a specific number of answers. When a question asks for **two** answers, examiners will only mark the first two points. Candidates who write three points, with the second being incorrect, and the third being correct will not receive credit for the third answer as they are not answering the question being asked.

### Question 1

- 1 Suggest **two** disadvantages of using verbal guidance when learning a new skill.

Disadvantage 1: .....

.....

Disadvantage 2: .....

.....

[2]

Many candidates scored at least 1 mark. Some candidates gave more than two reasons despite a writing scaffold being included. Where candidates did this, only the first two responses were considered.

### Question 2

- 2 The table below shows some attributions for why the performer said they lost a match.

Circle the **two** attributions that are classed as controllable.

Bad luck	I was playing against top of the league	The weather was bad	Biased official
The pitch was too bumpy	My effort level was too low	I didn't practise enough	My ability is too low

[2]

Many responses were given both marks here. Some candidates did not 'circle' the answer, instead ticking or underlining it.

### Question 3

3 One of the processes in Bandura's model of observational learning is attention.

Identify **two** factors that may influence how much attention is paid to the demonstration.

Factor 1: .....

Factor 2: .....

[2]

Generally well answered. Common responses included the significance of the role model, the similarity of the model, and the standard of the model.

A small number of candidates misunderstood the question and named two more process in Bandura's model.

### Question 4

4 A football manager leads a club to win the league. The team members say they are one of the best managers. The manager is very motivated and has a clear goal and vision for the team.

Identify **two** other characteristics of effective leadership that the manager may have.

Characteristic 1: .....

Characteristic 2: .....

[2]

Some candidates gave 'motivated' or similar features such as enthusiastic which did not earn credit as the question asks for two 'other' characteristics.

#### Assessment for learning



Candidates should be reminded to read stems and questions carefully to identify when a question asks them to give 'other' features.

### Question 5

5 Positive thinking/self talk and imagery are two methods of stress management.

Identify **two** more cognitive methods of stress management.

Method 1: .....

Method 2: .....

**[2]**

This question was generally well answered. Common errors included giving somatic methods stress management.



## Section B overview

This section includes questions from the Skill Acquisition part of the course in Question 6, and Sports Psychology in Question 7. Questions 6(c)(i), 6(d)(ii), Question 7(a)(ii) and Question 7(c), proved to be particularly good differentiators, allowing most candidates to access some marks, with the more successful candidates stretching their response to obtain the highest marks.

### Question 6 (a) (i)

**6 (a) (i)** Give an example of a skill for each of the three following classifications on the continuity continuum.

Discrete skill: .....

Serial skill: .....

Continuous skill: .....

**[3]**

This question was well answered, with many candidates being able to successfully give an appropriate example for each classification. Good teaching and learning were evident in candidates giving simple and obvious examples such as triple jump for serial skill and running for continuous skill.

Some candidates gave a sport rather than a skill such as 'marathon' for continuous skill, which in fact consists of a number of skills. Candidates should be reminded to be more specific and give clear skills for such questions, such as 'marathon running', and for teachers to promote this within their teaching.

#### Assessment for learning



When a question asks for a skill, candidates should identify a skill from a sport, rather than giving a sport that consists of multiple skills, e.g. 100m sprint which has multiple skills involved such as sprint start, sprinting, dip finish.

### Question 6 (a) (ii)

(ii) Fig. 6.1



Fig. 6.1 shows a person carrying out an overhead press.

Classify this skill on the environmental influence continuum and the pacing continuum. Explain your answers.

Environmental influence classification: .....

Explanation: .....

.....

Pacing classification: .....

Explanation: .....

.....

[4]

Candidates excelled on this question, giving clear, relevant and succinct responses using subject specific terminology well. A large number of candidates were given full marks.

### Question 6 (b)

(b) Define the following terms:

Positive transfer: .....

.....

Proactive transfer: .....

.....

Retroactive transfer: .....

.....

[3]

A small number of candidates repeated 'positive' in their definition of positive transfer which will not earn credit. A small number confused proactive and retroactive transfer. Overall, the question was well answered which was particularly pleasing in the latter two parts as these concepts can be misunderstood.

### Question 6 (c)

(c) Evaluate the use of the cognitive theory of learning for teaching skills to a beginner.

.....

.....

.....

.....

.....

..... [4]

Candidates that understood the cognitive theory of learning, and that the command requires strengths and weaknesses to be given, gave solid responses. Some responses confused the cognitive theory of learning with the cognitive stage of learning.

#### Assessment for learning



Throughout the course students will cover various topics with a similar name or where a common word is used. Students should have these topics highlighted to them along with advice not to mix them up.

E.g. Cognitive learning theory – Cognitive stage of learning – Cognitive component of attitude.

Question 6 (d) (i)

(d) (i) Fig 6.2 shows Atkinson and Shiffrin's multi store memory model (adapted).

Identify the terms missing from box A and box B.

Fig. 6.2



Box A: .....

Box B: .....

[2]

This question was well answered. A small number of responses misnamed boxes, particularly box A but the majority knew them.

Question 6 (d) (ii)

(ii) Suggest **two** strengths and **two** weaknesses of this model.

Strengths: .....

.....

.....

Weaknesses: .....

.....

.....

[4]

The writing scaffold helped candidates towards a balanced answer, however some responses described the model rather than gave strengths and/or weaknesses. Common answers included:

- strengths – (pt 1) simple to understand and (pt 3) explains how skills/info that has been rehearsed is remembered better
- weaknesses – (pt 6) too simplistic and (pt 11) some people repeat info and forget it/some people remember things without repeating it.

Some candidates did not note the instruction to give **two** strengths and **two** weaknesses. No credit is earned for a third response, and candidates sometimes gave an incorrect second response, so did not gain credit for a correct third point.

**Assessment for learning**



Candidates should be reminded to read the question carefully. Interacting with the question by underlining words can help a candidate to focus.

**Question 7 (a) (i)**

**7 (a) (i)** Attitudes are made up of three components.

Describe the affective component.

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

This question was generally well answered.

**Question 7 (a) (ii)**

**(ii)** Ali has a negative attitude towards PE lessons and sport.

Analyse why this negative attitude may have been formed.

.....  
.....  
.....  
.....  
..... [5]

This question was a good differentiator especially as it was worth 5 marks.

Candidates were required to apply their knowledge of attitude formation to specifically a 'negative' attitude. Responses referring to general attitude formation were therefore not credited.

All mark scheme points were regularly given.

Some candidates wrote about attitude components instead and were not given the marks.

### Question 7 (b)

**(b)** Explain when the presence of an audience could have a negative effect on a performer.

.....

.....

.....

.....

.....

.....

..... **[4]**

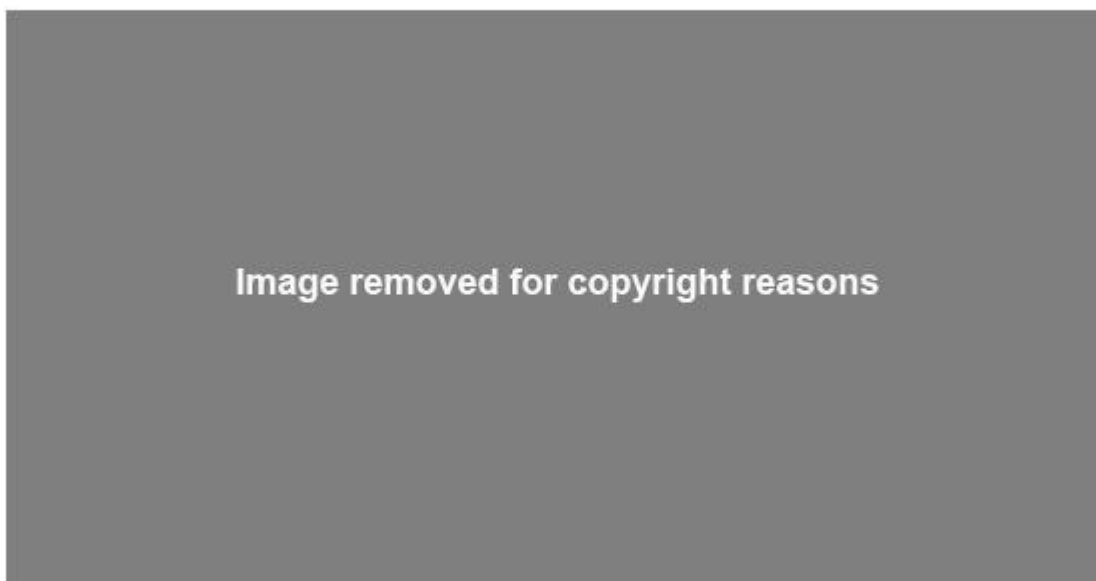
Candidates wrote impressive responses to this question, showing a thorough appreciation of social inhibition, detailing many instances in which it can occur.

A few responses did not refer to 'over-arousal' or arousal being too high - instead talking about anxiety, stress, pressure, some even talked about the audience causing low arousal.

## Question 7 (c)

(c) Fig. 7.1 shows Chelladurai's multi-dimensional model of sports leadership (adapted).

Fig. 7.1



A small, experienced group of female rock climbers are climbing with a well-qualified instructor who follows an autocratic approach.

With reference to the model shown above, discuss whether or not the group will experience satisfaction and perform well in the rock climbing session. **[6]**

This question worked effectively as a differentiator, enabling the more successful candidates to access full marks and the less successful candidates to gain some marks.

Candidates showed evidence of reading the stem and the question as many applied the examples within their response well. There was a good understanding of Chelladurai's model shown, evidencing good teaching, good exam technique with model questions and thorough preparation.

Strong responses followed the model logically, picking the relevant example in the question and linking it to the diagram effectively. A submax of 5 was given on applying the examples to the antecedents and leader behaviour. This ensured candidates being given full marks linked their explanation to a conclusion about whether performance and satisfaction will be shown.

Less successful responses simply described the model using the terms given on the diagram, showing lack of understanding of what it means as they were unable to apply it to the scenarios given.

## Exemplar 1

The situational characteristics show that it is a dangerous situation and a hard skill so the required behaviour will be autocratic e.g. instructor telling group exactly what to do. The leader characteristics are that they are well qualified and autocratic so leaders' actual behaviour is likely to be autocratic. Member characteristics are that it is a small, experienced, female group meaning a democratic leader will be preferred e.g. discussing as a group how they will perform task at hand. As the required and actual leader behaviour match, the performance of the group will be high. However, the actual and preferred behaviour don't match so the level of satisfaction may be low resulting in a lack of joy from performing by group.

Exemplar 1 is a successful response, written clearly and succinctly. Credit was given for:

Pt 1 – situational characteristics are dangerous

Pt 2 – required behaviour is autocratic

Pt 3 – is TV as they are repeating the question. To be given pt 3 they need a little more such as referring to autocratic leadership being the leaders usual/natural style

Pt 4 – leaders' actual behaviour is autocratic

Pt 5 – member characteristics are small, experienced, female group

Pt 6 – preferred behaviour is democratic

Submax is given here as 5 marks have been credited for discussing the model, and we need to make sure they give at least 1 point directly answering the question. The candidate goes on to say:

Pt 9 - Required and actual behaviour match so **performance of the group will be high**

This secures a high mark for this candidate, who continues to give creditworthy points:

Pt 10 – the actual and preferred behaviour don't match so the **satisfaction may be low**

Pt 8 – as the candidate has said **performance is high and satisfaction is low.**



### Question 7 (d) (i)

(d) (i) Define the term aggression.

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

A 1-mark question allowing many candidates credit for simply stating an action with 'the intention to harm'. A small number however did not know this.

### Question 7 (d) (ii)

(ii) Explain the social learning theory of aggression.

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

This question was well answered, with many candidates referring to aggression being learned by watching and copying role models who are aggressive, easily earning full marks.

### Question 7 (d) (iii)

(iii) Suggest **one** criticism of this theory.

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

This question was well answered. The main criticism given was (pt 3) it doesn't take into account innate aggression. Other common responses included (pt 5) some people will see aggression but won't be aggressive and (pt 1) some people will be aggressive without ever having seen aggression.

## Section C overview

This section contains one extended response question, covering AO1, AO2 and AO3. The question clearly states what the candidate needs to do and where in the response. There is no need to use sporting examples in the goal setting part of the question as they are not asked for. Candidates are not required to write an introduction if it simply repeats the question or a conclusion if it repeats points they have already made. Candidates simply need to answer the question asked in as much detail as possible, showing their depth and breadth of knowledge and ability to apply examples (where identified).

Candidates who did well on this section generally:	Candidates who did less well on this section generally:
<ul style="list-style-type: none"> <li>• gave a feature of cognitive stage of learning, followed by a supportive example and then directly compared them to the relevant feature in autonomous stage of learning, giving a supportive example. Then repeated this structure multiple times throughout the first part of their response. Candidates using this structure gave the best responses as it made sure each point was compared effectively</li> <li>• wrote a paragraph about the cognitive stage of learning giving numerous relevant supportive examples directly following points, and then a separate paragraph about the autonomous stage of learning tracking comparable points in the same order again linking examples throughout. This also achieved good marks if the candidate compared relevant points, rather than described different features</li> <li>• gave multiple benefits of goal setting and supported these benefits with some explanation</li> <li>• used accurate, technical and specialist vocabulary</li> <li>• showed a well-developed line of reasoning which was clear and logically structured and well thought out.</li> </ul>	<ul style="list-style-type: none"> <li>• gave a description of the cognitive stage of learning, then a description of the autonomous stage of learning, covering different features and therefore did not 'compare'</li> <li>• attempted to directly compare the two stages point by point but gave un-comparable points, e.g. cognitive stage makes lots of mistakes and autonomous stage performs skills automatically</li> <li>• included information about the associative stage of learning</li> <li>• wrote extensively about SMART goal setting principles which were not requested</li> <li>• did not give practical examples</li> <li>• used technical and specialist vocabulary with limited success</li> <li>• communicated information in a basic and unstructured way.</li> </ul>

## Question 8\*

- 8\* Using sporting examples, compare the performance of an individual at the cognitive stage of learning to an individual at the autonomous stage of learning.

Explain how goal setting helps a performer in sport.

[10]

The 10-mark extended response question required candidates to show their depth and breadth of understanding in two areas of the course (stages of learning and goal setting) and assessed candidates':

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.

## Exemplar 2

Cognitive stage of learning is when someone is a beginner learning a new skill.

When in the cognitive stage of learning a performer is reliant on extrinsic feedback to aid them when learning the skill.

For example, during a tennis serve a cognitive learner would require another person such as a coach to give them feedback on their positioning.

A performer in the autonomous stage of learning is able to rely on their own intrinsic feedback as they have a kinaesthetic feel of the skill.

For example, during a tennis serve an autonomous learner can give themselves feedback based on the feeling of the movement.

Exemplar 2 is a good example of how to gain for comparison and how to include examples.

The response starts by gaining credit in the cognitive SOL for:

- KU Pt 1 – beginner
- KU Pt 9 – extrinsic feedback
- EG Pt 9

Before going on to compare these points to the autonomous SOL:

- DEV 9 - (for the comparison) intrinsic feedback
- KU 9 – for kinaesthetic feel
- EG pt 9

The strongest responses followed this structure throughout their response.

### Exemplar 3

Goal setting helps a performer improve. The most effective way of goal setting is using SMART targets. The S in SMART stands for specificity. This means your goal must be specific in what you want to improve. For example, a gymnast may want to increase their sit and reach test by 10cm. M: stands for measurable meaning it has to be something where you can physically see a difference. In this example, the gymnast would be able to see results increase. The A stands for achievable. The target has to be something which is realistic and possible for the performer to achieve. Next is it has to be recordable, This means that improvements and progress can be checked. Finally it has to be time bound, Timing can increase your motivation to achieve your goal. The gymnast may give themselves 4 weeks to achieve a 10cm increase in their score.

Exemplar 3 shows a common error interpreting the second part of the question. The candidate focuses on goal setting but does not identify that the question is about the benefits of goal setting, i.e. how goal setting helps a performer, instead writing about the goal setting principles of SMART. Towards the end they are awarded with KU for 'increase your motivation'.

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