

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

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**H555**

For first teaching in 2016

**H555/03 Summer 2024 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 exam 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 which differentiated well. Most candidates produced creditworthy responses to most questions. There were exceptionally few instances where candidates did not attempt a response and even less evidence of candidates experiencing time management difficulties.

There was widespread evidence of sound examination technique in terms of matching points made to marks available and accurate interpretation of command words. Overall performance highlighted some weaknesses in exam technique when responding to AO2 questions, specifically the use of sporting examples to support points made.

Performance on Question 8 was generally good with candidates providing a clear structure to their responses, aided by the format of the three-part question. Candidates routinely expanded on knowledge points with developments and examples.

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 examples in questions where they were specifically asked for</li> <li>read the questions carefully and heeded the command words, e.g. 'evaluate'</li> <li>matched the number of points made to the number of marks available, heeding instructions such as 'give three'</li> <li>made direct comparisons when asked to compare</li> <li>managed their time well</li> <li>answered Question 8 using the structure provided in the question.</li> </ul>	<ul style="list-style-type: none"> <li>neglected to give examples when they were specifically asked for</li> <li>included irrelevant detail in their responses</li> <li>did not match the number of points made to the marks available, so giving too few or too many</li> <li>did not read the question carefully</li> <li>did not compare point by point, instead wrote two separate paragraphs</li> <li>mistook the time period referenced in the question.</li> </ul>

## Section A overview

This section of the paper was generally very well answered, with a significant number of candidates achieving full marks.

### Question 1

- 1 Real tennis was a popular sport in pre industrial Britain.

State **two** reasons why it was only played by the upper classes.

1 .....

.....

2 .....

.....

[2]

Most candidates recognised that real tennis had complex or written rules which only the upper class were literate enough to read, as well as the upper class being able to afford equipment and transport to play.

Some candidates missed a mark because they simply said 'required expensive equipment' rather than stating that the upper class could afford this or that the lower class could not afford this.

Another common mistake was to say the upper class had more time which was not true at certain times of the agricultural year in the preindustrial period.

### Question 2

- 2 From the list below circle **two** characteristics of a professional athlete in 1800.

Did not work

Had a job

Lived in the country

Lower class

Played sport for the love of it

Upper class

[2]

Knowledge was less secure on this topic with some candidates mistaking the characteristics of a professional athlete in this period with those of an amateur.

### Question 3

- 3 Throughout history the law has affected sport and leisure.

This table contains information about two Acts of Parliament passed in the nineteenth century.

Date	Name of Act	Description
1829	Metropolitan Police Act	The first full time, professional police force was established.
1850	Factory Act	The working week was extended from 58 to 60 hours but all work finished at 2pm on Saturday.

Suggest a **different** effect that each Act might have had on the sport and leisure of that time.

Metropolitan Police Act .....

.....

.....

Factory Act .....

.....

.....

[2]

This question asks for effects that the Acts may have had **on the sport and leisure** of that time. Where candidates did not secure full marks, they characteristically suggested effects the Acts may have had on the lower class workers themselves, e.g. 'they had more free time', rather than the effect the Acts had on sport and leisure.

#### Misconceptions



Common misconceptions were that mob football was banned or that it was a 'blood sport', both of which are incorrect.

## Question 4

- 4 Illegal sports betting is a significant problem in contemporary sport.

Give **two** examples of illegal sports betting.

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

[2]

Understanding of illegal sports betting was generally sound. Where candidates did not achieve full marks, it was often due to giving 'sport betting' as an example, which is not illegal, or giving two examples of the same type of illegal betting.

Some candidates wasted time by describing match fixing and spot fixing, which was not required.

## Question 5

- 5 Identify **two** ways in which sports clubs contribute to elite sporting success.

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

[2]

This question centres on elite sporting success and candidates should be reminded to keep elite sport as their focus. Candidates who did so scored well by using adjectives such as 'specialist', 'elite' and 'high quality' to qualify coaching, equipment and facilities.

## Section B overview

Performance on Question 6 was inconsistent with candidates scoring well in 6a and 6d but relatively poorly in 6 (b) and 6 (c). They were most confident in AO1 responses, but the use of examples to secure AO3 marks proved problematic for many.

Secure knowledge of illegal performance enhancing drugs was evident. Understanding of the roles of UK Sport and the National Institutes showed strong improvement from previous series.

The application of knowledge about the commercialisation of sport (AO3) continues to be a challenge for many candidates, with confusion in the nature and relationship of media coverage, sponsorship and advertising evident.

### Question 6 (a)

**6**

**(a)** Explain how the public schools of post 1850 industrial Britain promoted ethics through sport.

.....

.....

.....

.....

.....

.....

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

This was a well-answered question, with many candidates able to give clear explanations of how the public schools promoted ethics.

Some veered off the question and explained how ex public school old boys spread sport around the world, which was irrelevant to this question.

Candidates should be reminded that they need to make four distinct points for 4 marks.



## Question 6 (b) (i)

- (b) The photograph below shows Margaret Beacham, an elite athlete who won European Gold in the 1500 metres. Her photograph appeared in a popular daily newspaper in April 1971.



- (i) How would this photograph affect society's view of elite women's sport in the 1970s?

.....

.....

.....

.....

.....

..... [3]

Most candidates were able to explain how the photograph reinforced stereotypical roles of women's domestic roles in the home, then go on to explain the perceptions that women's sport was low status, not taken seriously and looked down on.

Where candidates did not score highly they tended to misinterpret the photograph and suggest that it was a positive representation of women's sport which would inspire women to participate.

## Question 6 (b) (ii)

(ii) Using examples, compare elite women's sport in the early 1970s with that of today.

.....

.....

.....

.....

.....

..... [3]

This is another question which focuses on **elite sport** so candidates whose responses centred on participation level sport did not score well.

Candidates who were successful on this question remembered to make direct comparisons between the two time periods and gave relevant examples as the question requires. Weaker responses typically included a paragraph about women's sport in the 1970s followed by a paragraph about women's sport today, without including the same points for comparison.

There was widespread evidence of confusion over time periods with some candidates confusing the 1970s with pre and post-industrial times and weak knowledge of women's sport in the late twentieth century.

## Exemplar 1

In early 1970s elite women's sport was not professional, however today it is, for example, women's footballer are professional. <sup>became pro in 1971</sup>  
 Early 1970s recieved no media coverage however today it is, for example, Womens Super League shown on Sky sports and BBC. In 1970s there was no sponsorships however today there are many for example, Nike sponsor England Netball. [3]

This response makes three concise, direct comparisons and includes relevant examples. Firstly, the candidate compares professionalism using the example of women's football. Next, they compare media coverage using the example of the Women's Super League now being aired on Sky Sport and BBC. Finally, they compare levels of sponsorship, giving the example of Nike's current sponsorship of England Netball.

## Question 6 (c) (i)

(c) Using examples, describe the effect of the following social factors on twenty-first century sport.

(i) The availability of time and money

.....

.....

.....

.....

.....

..... [3]

Candidates who scored highly here used examples as directed to describe the effects of time and money on twenty-first-century sport. They also went beyond 'more money' and 'more time' to tailor their response to the twenty-first century for example by referring to factors such as the impact of new technology, flexible working and the recession.

## Question 6 (c) (ii)

(ii) Social class

.....

.....

.....

.....

.....

..... [3]

Many candidates were able to identify effects of social class on twenty-first-century sport, but fewer were able to provide relevant sporting examples as required by the question. Those scoring no marks commonly offered no examples.

A significant number of less successful responses referred to individuals who were privately educated, but did not link this to social class as the question required.

### Use of examples

Candidates should be reminded of the importance of using examples when directed, in order to secure AO2 marks.

## Question 6 (d)

- (d) In 2021 the International Olympic Committee changed the Olympic motto from 'faster, higher, stronger' to 'faster, higher, stronger – together.'

How does this change reflect the background and aims of the modern Olympic Games?

.....

.....

.....

.....

.....

..... [4]

This was a well-answered question with most candidates demonstrating sound knowledge of the aims and background of the modern Olympic Games.

Candidates should be reminded that repeating the question wording does not gain credit, so should avoid repeating the word 'together' in their responses.

## Question 7 (a) (i)

7

- (a) This table shows how many people in Western Europe have access to the various types of television which cover sport.

Item removed due to third party copyright restrictions

- (i) Discuss how this information might influence a company's decision to sponsor a sporting event.

.....

.....

.....

.....

.....

..... [3]

Many candidates wrote at length here about how companies would choose to sponsor events with the most viewers. They should be encouraged to be more succinct and link points made to marks available, which is 3 marks here. Repeating the same point from the opposite viewpoint, i.e. which events companies would choose to sponsor and ones they would not choose to sponsor is not given so should be discouraged.

## Question 7 (a) (ii)

- (ii) In 2021 England Rugby's autumn international matches were televised exclusively by Amazon Prime Video.

Evaluate the effect of this on the sport of rugby.

.....

.....

.....

.....

.....

..... [3]

The command word here is 'evaluate' so the question requires candidates to give both positives and negatives. Many candidates focused on negatives only so were unable to achieve full marks.

### Exemplar 2

The y would have increased revenue from selling TV rights however may cause decrease spectators as they would have to pay to watch and also loss of sponsors as companies wouldn't get maximised exposure.

Here the candidate heeds the command word of 'evaluate' and so gives both positive and negative effects of Amazon Prime Video's exclusive televising of England Rugby's autumn international matches.

The first positive given is the increased revenue to rugby from the sale of the TV rights, followed by a negative of a decrease in spectators, then another negative of a loss of sponsors.

## Question 7 (b)

- (b) A recent study has shown that the number of athletes testing positive for illegal performance enhancing drugs has continued to rise. The increase is greatest amongst female athletes.

Suggest reasons for these findings.

.....

.....

.....

.....

.....

..... [4]

A significant number of candidates achieved full marks on this question, giving accurate reasons for the increasing use of illegal performance enhancing drugs by female athletes.

## Question 7 (c)

- (c) Explain how UK Sport and the National Institutes of Sport differ in their support of high performance sport.

.....

.....

.....

.....

.....

..... [6]

Knowledge and understanding of the roles of UK Sport and the National Institutes was generally secure and many candidates scored highly on this question.

Less successful candidates confused the two organisations, were unclear which organisation they were referring to or wrote at length about the stages of the World Class Programme which did not gain credit.

One common misunderstanding was that UK Sport and the National Institutes **provide** coaches, rather than their correct role, which is to educate and develop coaches.

## Question 7 (d)

- (d) The Tokyo Olympic Games of 2021 were remarkable for the number of older athletes competing in physically demanding sports.

Using examples, explain how modern technology might have helped these athletes to prolong their careers.

.....

.....

.....

.....

.....

..... [4]

Successful candidates gave examples as required and used examples which were clearly modern technology, e.g. the halo in Formula 1 or hyperbaric chambers, rather than scrum caps and shin pads, which are not modern technology.

In addition, they gave different ways that modern technology could prolong careers, rather than repeating the same point about safety and injury prevention.

Less successful responses often did not link the example with the reason.



## Section C overview

Most candidates attempted all three areas of this question and structured their responses logically in response to the question wording.

Where candidates did not secure top marks, this was usually due to misinterpretation of the question, discussing gambling and VAR which were not relevant to this question.

The full range of marks was given.

### Question 8\*

- 8\* At the beginning of the twentieth century there was a huge increase in the size of crowds at live sporting events. Today, however, these crowds are much smaller.

Examine the social and cultural factors which accounted for the increased crowds at the beginning of the twentieth century.

Using examples, explain how modern technology and deviance might have contributed to the smaller crowds of today.

[10]

In the first part of the question successful candidates focused on the correct time period and were clear about the developments at the beginning of the twentieth century.

Those who were less clear confused the developments of the early twentieth century with those of the late twentieth century, citing incorrect developments such as widespread car ownership and international travel enabled by cheap air fares which were not evident at the start of the twentieth century.

Linked to this, another common error which resulted in candidates not gaining credit was to cite developments in 'transport', rather than '**public** transport'.

In the second part candidates often gave examples which were not modern technology. They also commonly focused on the effect of technology on the game, rather than the size of the crowd.

In part three violence was identified as a factor but some candidates did not classify it as spectator or player. Player violence was rarely cited as a factor that discouraged live spectatorship.

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