OCR

Oxford Cambridge and RSA

A LEVEL

Examiners' report

PHYSICAL EDUCATION

H555

For first teaching in 2016

H555/02 Summer 2024 series

Contents

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 component, 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.

Candidates who did well on this component generally recalled knowledge, exhibited the ability to apply understanding to a range of sporting situation and gave consistent and thorough explanations when requested.

Candidates who did less well on this component generally struggled with recall 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 answers and used time effectively to answer the whole paper with clear and succinct responses.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- gave and applied sporting examples where the question requested them - showed a thorough understanding of a range of Skill Acquisition and Sports Psychology topics - understood command words and wrote relevant, focused responses - gave explanations where requested - gave clear and concise responses on short answer questions - wrote responses of sufficient quantity to access higher/full marks, clearly paying attention to the number of marks available - gave an extended response showing their breadth and depth of understanding in a balanced response.	- were less specific sometimes producing responses being too vague to receive credit - omitted examples when questions asked for them - missed some questions out - didn't always understand the command word - described, rather than explained - did not give enough points to access higher full marks – sometimes writing lengthy responses repeating a previous point, or writing off topic - gave short, superficial and poorly structured responses in the extended response.

Section A overview

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

Question 1

1   Skills may be classified in different ways. Explain the following classifications:

Fine skill: ....

....

Complex skill: ....

....

[2]

Candidates generally answered this question well. A small number gave definitions of opposite skill types, e.g. fine and gross, or simple and complex. Whether they did not read the question properly or were confused is unclear but certainly worthy of note, to highlight to candidates to read the question carefully.

Question 2

2   Identify what the letters M and A stand for in the SMART principle of goal setting.

M: ....

A: ....

[2]

This question was well answered. As the OCR specification states which meaning of SMART should be taught, and the command word was 'identify' the acceptable responses matched the specification.

Question 3 (a)

3

(a) Performing for prize money is an example of what type of motivation?

.... **[1]**

This question was well answered.

Question 3 (b)

(b) Suggest **one** disadvantage of this type of motivation.

....

.... **[1]**

This question was well answered, with many candidates referring to performers becoming demotivated if extrinsic motivation was removed, no longer available or overused.

Question 4

4 Define the term selective attention and identify at which stage of Atkinson and Shiffren's multi-store memory model this takes place.

Definition: ....

....

Stage of model: ....

....

[2]

This question was well answered with clear definitions. Some candidates referred to 'paying *attention* to relevant information', whereby 'attention' is too close to the term being defined 'selective attention. However, many of these candidates went on to clarify 'and irrelevant information is discarded/ignored' therefore gaining credit.

Exam technique tip

When defining or describing terms, always use different words. Do not repeat a word you're defining in its definition.

Question 5

5 State the most likely effect that the presence of an audience would have on the performance of:

An introvert: ....

....

A fine skill: ....

....

[2]

This question was well answered, many candidates offering a full explanation for why social inhibition occurred, which was not required as the command word was 'state'. Spelling of inhibition varied and is worth focusing on.

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 (a), 6 (c), 7 (a), 7 (b)(ii), 7 (c), 7 (d)(ii) proved to be particularly good differentiators, allowing most candidates some credit, while the more successful responses stretched their response to obtain the highest marks.

Question 6 (a)

6

(a) A basketball coach is teaching a beginner how to perform a layup shot.

Identify, and give a reason for, **three** different practice types the coach may use.

Practice type 1: ....

Reason: ....

....

....

Practice type 2: ....

Reason: ....

....

....

Practice type 3: ....

Reason: ....

....

....

[6]

Three marks were available for naming suitable practice types and 3 marks for explaining why each practice type is suitable. The question focused on a beginner being taught a layup shot in basketball, so accepted practice types needed to demonstrate an appreciation of the situation in the question. Some responses did not show an appreciation that the question was about a beginner. Some candidates' explanations were simply a detailed repetition of the practice method, e.g. whole part whole is used to practice the skill in a whole and then break it into parts to practice, before doing the whole skill again. Acceptable explanations applied understanding of each practice method in the reason they gave.

Exemplar 1

Practice type 1: ......Part..

Reason: ...Can procoice each subroutine seperately...

....

....

Practice type 2: ......Whole...

Reason: ...Practicing the skill in its entirety helps to develop kinesthesis..................

....

....

Practice type 3: ......Progressive part..

Reason: ....can practice subroutines individually before then linking them together..

......which allows the beginner to develop kinesthesis and a better understanding of....

..........the move ....

[6]

This is a clear and concise response. The 1ˢᵗ point successfully states that *part practice can be used to practice each subroutine separately*. Some candidates referred to the different subroutines of a layup which also gained credit. Knowing that a layup can be separated into subroutines and practised separately shows AO2 application in this particular question. This candidate goes on to score 6/6.

Question 6 (b) (i)

(b)

(i) Define positive transfer and give a sporting example of when it might occur.

Definition: ....

....

Example: ....

....

[2]

> Many successful definitions were given of positive transfer. As in 2023, a small number of candidates repeated 'positive' in their definition of positive transfer which does not earn credit.
>
> Lots of different examples were given of skills where positive transfer occurs, showing a thorough understanding of this topic.

Question 6 (b) (ii)

(ii) Give **two** ways in which a coach could help positive transfer to occur.

First way: ....

....

Second way: ....

....

[2]

> This question was generally well answered. Some responses were too vague and needed to be more specific. For example 'teach skills close together' needed to say 'teach **similar** skills close together'.
>
> Some candidates gave more than two responses.
>
> > *First way: Point out the similarities and differences between the skills.*
> >
> > *Second way: Teach skills that are similar close together*
>
> This candidate has given three responses. Only the first two identifiable responses were marked. To illustrate why this makes a difference another candidate wrote
>
> > *First way: Point out the similarities between the skills*
> >
> > *Second way: Point out the differences between the skills.*

Exam technique tip

When a question says give 'x' answers, the examiner will only mark the first 'x' answers.

Question 6 (c)

(c) Discuss the factors that could affect how successful the process of social / observational learning is.

....

....

....

....

....

.... **[5]**

This question was an excellent differentiator where strong candidates were able to secure 5 or 4 marks and less successful responses were still easily able to access 1 mark.

Candidates had to 'discuss' rather than 'identify', and the discussion had to focus on factors that affected 'how' successful social/observational learning is, e.g. what makes social/observational learning more successful. Some candidates discussed factors that make social/observational learning less successful which also gained credit.

Exemplar 2

Social learning is learning through imitation so performers will copy role models. one factor affecting this is gender. performers are more likely to copy and imitate a role model of the same gender – this is also the same for culture. If performers have not paid attention to the skill they are copying they will not be able to mentally rehearse the skill which will cause them to be unable to retain the information. The performer must be physically able to perform the skill other wise they cannot copy the skill. They must also have the willingness/motivation to perform the skill, as it needs repetition. performers are more likely to imitate those of high status. **[5]**

This response scores marks for talking about successful modelling by referring to:

- 'role models'

- 'same gender'.

Later in the answer 'the performer must be physically able to perform the skill otherwise they cannot copy' and 'they must also have the willingness/motivation to performer the skill'.

They also gain credit when they refer to unsuccessful modelling 'if performers have not paid attention to the skill they are copying they will not be able to mentally rehearse the skill which will cause them to be unable to retain the information'.

This response earned full marks.

Question 6 (d) (i)

(d)
(i) A table tennis player plays a smash shot and wins the point. This is knowledge of performance.

Circle whether this is true or false.

True   False

[1]

The majority of candidates scored this mark.

Question 6 (d) (ii)

(ii) A coach tells a hockey player that their stick and feet were in a really good position when they played the push pass.

Place **one** tick (✓) in the box next to which types of feedback this is.

A   Extrinsic and negative

B   Intrinsic and positive

C   Positive and knowledge of performance

D   Positive and knowledge of result

[1]

The majority of candidates scored this mark.

Question 6 (d) (iii)

(iii) A squash player returns a serve but sees that they have hit the ball over the out-of-bounds line, so they lose the point.

Draw a circle around the **three** types of feedback that are relevant to this example.

Extrinsic	Positive	Knowledge of results
Knowledge of performance	Intrinsic	Negative

[3]

Most candidates correctly identified negative feedback, many successfully identified knowledge of results. Few correctly identified extrinsic feedback, opting instead for intrinsic. 'Seeing' is gathering information from an external sources as your eyes see what's happening outside of you and is therefore extrinsic feedback. Some of the more successful responses dropped a mark here. The only form of intrinsic feedback is from the kinaesthetic feeling of a movement from the proprioceptors within the body.

Question 7

7

(a) The term personality refers to the way in which we interact with our environment and other people and makes us unique.

Discuss the theories of how an individual's personality may be formed.

....

....

....

....

....

.... **[6]**

This question was an excellent differentiator where more successful responses were able to secure 6 or 5 marks and less successful responses were easily able to access 1 or 2 marks.

Stronger responses correctly named the theories and went on to discuss how personality is formed according to each theory. Some candidates fully described three theories, and as answers were so thorough some secured full marks with a very detailed understanding of two theories, without needing the knowledge of the third.

Candidates were not required to name the theory, although those who didn't tended to give weak descriptions. Candidates who attempted to name a theory and named it incorrectly could not access marks for that particular theory. However, candidates who named a theory which was judged to be too vague, rather than incorrect, could achieve credit, e.g. 'observational theory of personality, says that we learn personality from watching and copying (√) our role models (√)' for successfully achieved 2 marks for the description.

Question 7 (b) (i)

(b)

(i) Define the term stress.

....

.... **[1]**

There were mixed responses for this question, which has been asked before. Many candidates that gained credit gave a simple definition 'when someone believes they can't cope in a situation' or 'feeling emotional strain'. Some candidates attempted a more complex definition yet gave an incomplete definition, therefore failing to gain credit.

Question 7 (b) (ii)

(ii) Explain **three** somatic stress management techniques that a performer could use to help them control their stress levels.

Technique 1: ....

....

....

Technique 2: ....

....

....

Technique 3: ....

....

....

[3]

This question proved to be a good differentiator. Strong responses successfully named the technique as stated on the specification and explained how the technique is used to control stress. Weaker responses referred to cognitive stress management techniques or did not explain the somatic stress management technique sufficiently.

Question 7 (c)

(c)
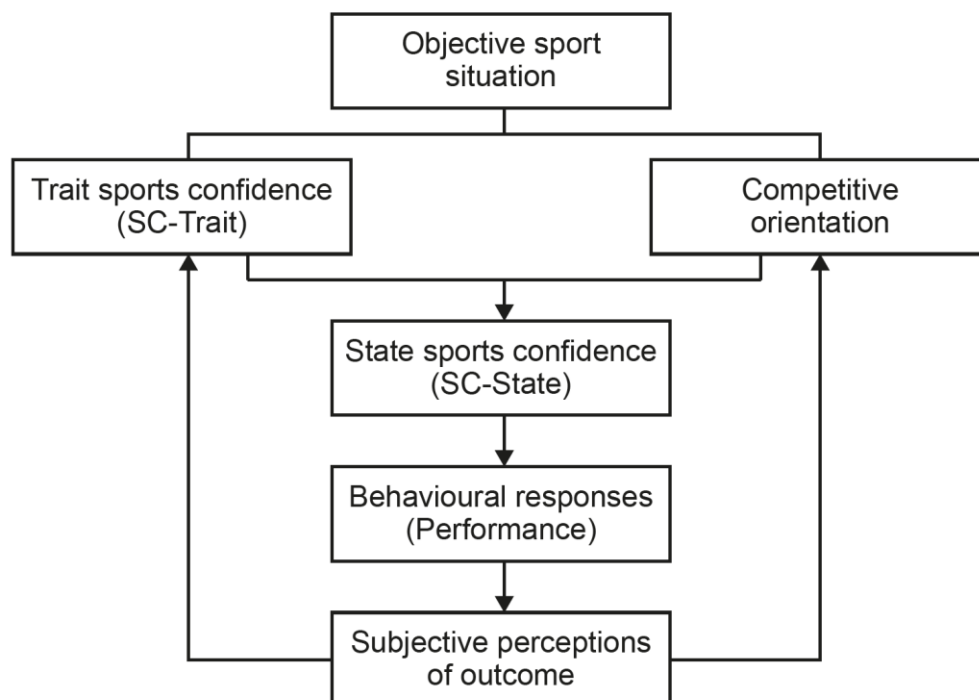
Adapted from Vealey's model of sports confidence

Li has a low level of trait sports confidence (SC-Trait). Use Vealey's model to discuss how this could affect Li's performance in a current sporting event and future sporting events.

....

....

....

....

....

.... **[5]**

A solid differentiator with many students clearly understanding Vealey's model and being able to apply it to the situation posed in the question. Strong answers explained how Li's low trait sports confidence affected their state sports confidence, what their competitiveness is likely to be, subsequent effect on behavioural responses and subjective perceptions of outcomes; before going onto explain the consequence of this on future trait sports confidence, competitive orientation, state sports confidence and behavioural response. The strongest responses were also successfully able to describe what low trait sports confidence and low state sports confidence means, remembering to use key words to describe all terms.

Question 7 (d) (i)

(d)
(i) Define the term group.

....

.... **[1]**

A well answered question.

Question 7 (d) (ii)

(ii) Using an example from a sports team of your choice, explain what is happening within a team at the following stages:

Forming: ....

....

....

....

Performing: ....

....

....

....

[4]

Generally, responses showed a sound knowledge of the forming and performing stages of group formation. The strongest applied each point to a sports team, gaining marks. Weaker responses made no attempt to apply knowledge to a sports team, gaining no marks, or gave a factual response and simply stated an example of a sports team without 'using' the sports team to explain, which is what the answer required.

Exemplar 3

1st   Forming: Hockey team in first stage of group ~~real sense of unity~~
formation. Lots of disagreement within group
and heavy reliance on leader for feedback.
No hockey players have individuals roles yet and no

last   Performing: Last stage. Hockey team all working
towards same goal with individual roles
so big sense of unity and little disagreement.
Any arguments settled quickly and little /
no reliance on coach. Hockey team Extra paper.[4]

This candidate starts by stating their example, therefore the points they make are an explanation of what is happening within that hockey team. Although the response refers to some incorrect features from the storming stage, they do achieve full marks from the correct responses they also give.

Forming – heavy reliance on leader and no individual roles

Performing – working towards same goal, big sense of unity

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 leadership 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).

Question 8*

8* Coaches can use different styles of leadership and may switch between different styles at different times.

Analyse when different leadership styles would be most effective.

Using examples, explain the different types of guidance a coach may use when leading their sessions. **[10]**

The 10-mark extended response required candidates to show their depth and breadth of understanding in two areas of the course (leadership styles and guidance methods) and assessed:

- 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.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
for each of the three styles of leadership – • name • thoroughly describe characteristics • state many instances when each type would be effective and • explain why for each of the four types of guidance – • name • describe characteristics • give a sporting example • explain multiple benefits of using each style. Use accurate, technical and specialist vocabulary, show a well-developed line of reasoning which was clear and logically structured and well thought-out.	• name and describe two styles of leadership, or three superficially • if the analysis was attempted it was weak and consisted of identifying when styles are effective giving no reason • muddle up characteristics of leadership styles or when they are most effective • discuss manual and mechanical guidance together, not clearly identifying which example was which • stop after the description and/or example of guidance methods, failing to go onto give explanations of the use of them • spell laissez faire wrong • omit practical examples • use technical and specialist vocabulary with limited success • communicate information in a basic and unstructured way.

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