

**AS LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

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**H155**

For first teaching in 2016

**H155/02 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 question paper and the mark scheme can be downloaded from OCR.

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## Paper 2 series overview

This paper covers content from both the psychological and socio-cultural elements of the course. It requires candidates to demonstrate AO1, AO2 and AO3 skills, via short answer and extended answer questions. To achieve higher level marks on this paper, candidates needed to be able to effectively apply their knowledge of skill acquisition and sports psychology to sporting contexts. In the socio-cultural section of the paper candidates were required to recall and apply their knowledge across a range of contemporary sporting issues.

Candidates who performed well on this paper were able to accurately apply their knowledge of attitude formation and cognitive dissonance, apply their knowledge of both Steiner's theory and the Ringelmann effect to sporting contexts. In the socio-cultural section they were able to effectively explain the impact of social class and time on sports participation in pre-industrial Britain and effectively explain the impact of public schools and the current education system on the development of sport in the UK.

Candidates who performed less well on this paper were unable to apply their knowledge to sporting contexts, this was particularly evident in questions where the sporting example had been provided such as in the question requiring candidates to apply their knowledge to Steiner's model and the Ringelmann effect. Those who performed less well also struggled with the questions relating to the impact of the modern education system and the historical impact of public schools in the UK. Many less successful responses also struggled to effectively explain the impact of anxiety on performance in the essay question often confusing this with arousal.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• applied examples effectively in their response</li> <li>• had good knowledge (and applied this successfully) of the Ringelmann effect and Steiner's theory</li> <li>• had good knowledge of cognitive dissonance and attitude formation</li> <li>• could provide a balanced and reflective response to the essay question correctly explaining the impact of anxiety on performance and the impacts of the media and availability of money.</li> </ul>	<ul style="list-style-type: none"> <li>• struggled to apply their knowledge to the sporting contexts provided</li> <li>• demonstrated weak knowledge of psychological theories such as cognitive dissonance and the Ringelmann effect</li> <li>• often confused anxiety and arousal on the essay question.</li> </ul>

## Section A overview

Candidates generally performed well in this section, particularly on the low tariff questions. Centres should remind candidates to look at how many marks are available for each question and make sure that their response covers the full number of marks available. Some candidates demonstrated excellent knowledge but did not write sufficient points to achieve the maximum number of marks available on some questions.

### Question 1 (a) (i)

1

(a) With reference to skill classification, label the blank end of the following continua.

(i) **Pacing continuum:**

Self-paced      ←————→      \_\_\_\_\_

**Organisation continuum:**

Low organisation      ←————→      \_\_\_\_\_

**Muscular involvement continuum:**

Fine      ←————→      \_\_\_\_\_

[3]

On the whole this question was answered well, with candidates demonstrating sound knowledge of the skill continuums.

### Question 1 (a) (ii)

(ii) Classify a badminton smash by placing an **X** on the **Muscular involvement continuum** above.

[1]

The majority of candidates were able to correctly classify the badminton smash on the muscular involvement continuum.

## Question 1 (a) (iii)

(iii) Justify your classification.

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

Candidates generally answered this question well. with most stating that the skill requires large muscle groups. Those who were not given the mark on this question typically stated that the skill used the arms or only small movements.

## Question 1 (b)

(b) Distributed and fixed are two different practice types.

Describe these practice types and state **one** advantage of using each method.

Distributed practice: .....

.....

Advantage: .....

.....

Fixed practice: .....

.....

Advantage: .....

.....

[4]

Many candidates achieved all of the available marks on this question, common mistakes included stating that distributed practice is where the drill changes (to prevent boredom) and that fixed practice was practice without breaks.

## Question 1 (c)

(c) Evaluate the use of visual and mechanical guidance for a beginner.

Visual guidance .....

.....

.....

.....

.....

.....

Mechanical guidance .....

.....

.....

.....

.....

.....

[6]

Candidates demonstrated an excellent level of knowledge on this question, with most attempting to give both positives and negatives for both types of guidance. Candidates who did not achieve all of the available marks, typically only gave one positive and one negative for each type thus limiting their score to 4 of the 6 marks available.

### Assessment for learning



Centres should remind candidates to look how many marks are available for each question and provide that number of points in their response.

Centres should also teach candidates to explicitly state if the point they are making is positive or negative when evaluating.

Question 1 (d) (i)

- (d)
- (i) Complete the table to indicate what stage of learning the performer is at.

Description of performance	Stage of learning
A table tennis player can concentrate on tactics rather than thinking how to play each shot.	
A rugby player is practising the conversion kick and although they have improved a lot, they are still missing quite often and need some guidance from the coach.	
A trampolinist performs a complicated sequence of moves in a competition with no mistakes.	
A golfer selects the wrong club to perform a putt.	

[4]

On the whole this question was answered well, some candidates incorrectly stated that the tennis player was in the Associative stage of learning, others used generic terms such as beginner and elite and therefore were unable to achieve all of the marks available.

Question 1 (d) (ii)

- (ii) Suggest how the use of intrinsic and extrinsic feedback might change as a performer progresses through the stages of learning.

.....

..... [1]

Candidates demonstrated a good level of knowledge on this question, however many candidates used extra paper writing far more than was required to achieve the mark.



## Question 2 (a)

2

(a) Draw a line to match the key personality term with the most appropriate description.

Key personality term	Description
Extroversion	A person who has inconsistent moods and worries
Stable	Impatient and strives for success
Type A	Predictable and constant in emotional behaviour
Unstable	Seeks social situations and likes excitement

[4]

This question was answered very well with many candidates achieving all of the available marks.

## Question 2 (b) (i)

- (b) Alex doesn't like exercising but has recently signed up to a 6 month gym membership. So far Alex has attended the gym at least twice a week for the last 4 weeks.
- (i) Suggest **two** reasons why Alex might have initially formed a negative attitude towards exercise.

Reason 1: .....

.....

Reason 2: .....

.....

[2]

Some candidates demonstrated an excellent level of knowledge on this question. However, many candidates struggled to provide the required two reasons, with many simply stating that Alex doesn't like exercise.

## Question 2 (b) (ii)

- (ii) Use your knowledge of cognitive dissonance to explain how Alex's negative attitude towards exercise is changing.

.....

.....

.....

.....

.....

..... [4]

Overall candidates struggled with the application element of this question. Many explained how attitudes are formed or described cognitive dissonance without then linking this back to the question focus (Alex attending the gym).

## Exemplar 1

cognitive dissonance is making the athlete (Alex) experience emotional conflict by changing part of the triadic model. So Alex has changed his behavior by actually going to the gym and therefore he has changed the behavioural part of the triadic model. This forces Alex to want to balance out the other parts of the model and so it changes the affective part by him enjoying the gym more and his belief (cognitive) and this overall means he has a more positive attitude because his mind wants to restore balance and eliminate the conflict. [4]

This response demonstrates an excellent level of application. The candidate has an excellent level of knowledge relating to cognitive dissonance and has successfully applied this to the question lead in order to achieve all 4 marks available.

## Question 2 (c)

- (c) A football team who have always finished in the top 3 in the league are currently at the bottom of the league and potentially facing relegation. The coach thinks their poor performance is due to faulty processes.

Apply your knowledge of Steiner's model of group effectiveness and the Ringelmann effect to discuss the performance issues that this team may be facing.

.....

.....

.....

.....

.....

..... [5]

Some candidates were able to answer this question well, referring to both Steiner and Ringelmann in their response, which they applied effectively to fully explain the faulty processes involved. Candidates who were less successful often did not talk about both theories or provided descriptions of the theories without discussing the faulty processes.

### Misconception



Many candidates incorrectly stated that the Ringelmann effect means that as the size of the group increases the performance of the group decreases, in order to gain the available marks on this question, candidates needed to refer to individual effort/motivation declining in a group setting.

## Question 2 (d)

- (d) Zac plays rugby for England. The graph below shows Zac's arousal and performance levels during a World Cup game.

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copyright restrictions

Describe Zac's arousal level at points X and Y on the graph. Explain the impact of these arousal levels on his performance.

.....

.....

.....

.....

.....

..... [5]

Most candidates were able to correctly describe the arousal level at point X and explain the impact this would have on Alex's performance. However many candidates did not describe the arousal level at point y (very high) with many simply stating that he was over aroused (this is the impact rather than the level of arousal). Responses that did not score as well often stated that arousal and performance decrease at point Y.

### Question 3 (a)

**3**

- (a)** Discuss how social class and the availability of time influenced an individual's opportunity to take part in sports and pastimes in pre-industrial Britain.

.....

.....

.....

.....

.....

..... [5]

Overall candidates demonstrated an excellent level of knowledge on this question. A range of factors were frequently discussed and applied thoroughly in top level responses. Many candidates compared the characteristics of the two social classes within their response – although a direct comparison was not required, this did allow candidates to access the marks available. Less successful responses did not explain the impact of the factor on access to sport and pastimes, simply describing the factor rather than explaining how this then impacted access to participation.

### Question 3 (b) (i)

(b)

- (i) Playing sport, especially participation in team games such as football and cricket, was a big part of 19th century public school life.

Identify the key term that describes the concept that character is developed through sport. Give **two** examples of how participation in team games in 19th century public schools was thought to do this.

Key term: .....

Example 1: .....

.....

.....

Example 2: .....

.....

.....

[3]

Many candidates struggled to correctly identify 'Cult of Athleticism' as the key term. However, stronger responses were able to do this and explain how team games encouraged character development. Many less successful responses stated that team games developed leadership or stated other factors which are not part of character development. Weaker responses also did not link their responses to team games often giving generic descriptions or one-word answers.

### Question 3 (b) (ii)

- (ii) Describe **two** ways that the boys who attended public schools went on to spread the games ethic.

1. ....

.....

2. ....

.....

[2]

Overall this question was answered well, and most candidates were able to provide at least one way in which the games ethic was spread. Less successful responses tended to identify rather than describe, or centred around the boys playing fixtures against other schools while at school.

### Question 3 (c) (i)

(c)

- (i) In the 21st century, most households own a car and the availability of cheap air fares has increased.

How have these factors influenced the characteristics of sport?

.....

.....

.....

.....

.....

..... [2]

Candidates demonstrated a sound level of knowledge when responding to this question. However, for some, poor exam technique prevented them from accessing both marks. Many candidates talked generically about advances in transport rather than explaining the impact of air travel and car ownership as unique factors.

### Question 3 (c) (ii)

- (ii) Explain how education in the 21st century impacts on the characteristics of, and participation in, sport.

.....

.....

.....

.....

.....

..... [2]

This question was accessible to most candidates, the most common responses included PE being a compulsory subject and examinations in PE. Less successful responses tended to suggest that higher literacy rates meant that more people could read the rules of sports, or confused 21<sup>st</sup> century with 19<sup>th</sup> century public schools.

### Question 3 (d)

- (d) Over 200 countries compete in the Olympic Games yet, in recent years, very few cities have bid to host them.

Discuss the reasons why so few cities bid to host the Games.

.....

.....

.....

.....

.....

..... [6]

Candidates demonstrated an excellent level of knowledge in their responses, the most common responses related to the cost of the games, abandoned facilities and risk of terrorism. There were a number of candidates who applied case studies to their responses. While this demonstrated their excellent knowledge of the topic it was not required in the question; often their responses were very descriptive and did not answer the question, thus limiting the number of marks given.



## Section B overview

This section of the paper uses a levels of response mark scheme, candidates are required to demonstrate AO1, AO2 and AO3 skills within their response. The most successful candidates structured their responses in a logical and coherent way and were able to apply sporting examples throughout.

### Question 4\*

**4\*** Simone Biles, an Olympic gymnast, withdrew from the Olympic team final saying:

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Using examples from any sports, explain the relationship between anxiety and the quality of performance.

Discuss how the media and the availability of money in sport could have an impact on a performer's anxiety levels.

[10]

Candidates who performed well in this question were able to successfully explain the link between anxiety and performance, the strongest responses were able to successfully explain how this relates to individual differences. They were able to explain how the media and availability of money impacts anxiety and many stronger responses addressed a range of factors within their response.

Less successful responses tended to confuse anxiety and arousal, with many candidates giving long description of the theories of arousal; these responses typically did not address that anxiety is a negative response. These responses also tended to address a limited number of factors relating to the media and availability of money. Some candidates also misinterpreted the question focusing their response on cognitive level performers and stating that lack of money will cause anxiety about not having the best equipment.

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