

Examiners' report

A LEVEL

PHYSICAL EDUCATION

**OCR Level 3 Advanced GCE in
Physical Education**

H555

For first teaching in 2016

H555/03 Summer 2025 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 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 [Teach Cambridge](#).

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Paper 3 series overview

Overall, this was a successful question paper which differentiated well while being accessible to all. Most candidates wrote at length and made successful attempts at all the questions. There were very few 'no responses' where candidates did not attempt questions.

Time management appears to have been less successful for a few candidates. However, this may have been caused by the time taken to write longer responses in the earlier questions where concise and focused responses would have sufficed. Candidates should be directed to the command words, so they are clear where examples and explanations are required and where they are not. Short responses are adequate when command words such as 'give' and 'identify' are used.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• applied the information provided in the question to their response when it was required • only included content relevant to the question asked and responded succinctly • heeded the command word and did not include unnecessary content • gave relevant examples when required, to access the AO2 marks • matched marks available with the points made • applied their knowledge selectively and appropriately to the actual question they were asked • had an accurate knowledge of the dates and social and cultural features of the time period they were responding about • on the data question, referenced the provided data in their response • responded to all parts of the question, especially in the extended response questions • managed their time appropriately.	• did not use the information given in the question scenario to direct their response, resulting in irrelevant responses • wrote in excess, continuing to write after the maximum mark for the question was achieved, resulting in time management issues • gave one word responses where the command word was 'describe' or 'explain' • did not include relevant examples when required • made fewer points than there were marks available, or repeated the same point on the mark scheme and wrote at unnecessary length • responded with all knowledge on a topic, not on what the question was asking, often using phrases from past paper mark schemes which were not directly appropriate for the question asked • confused the social and cultural features of the time periods on the specification, especially the pre and post-industrial periods • did not reference or refer to the data provided in the data question and just identified general trends • covered only one half of the question in the extended response question • spent too long on responses where the command word was 'identify' or 'give' for AO1 marks, not leaving sufficient time to respond to the extended response question.

Section A overview

The five questions in this section were each worth 2 marks, with candidates generally being required to make two points for those 2 marks, which the majority successfully did. Many candidates offered more than two responses in these questions where they are asked to give **two** responses. Candidates should be reminded that only their first two responses will be marked. This is particularly pertinent where the candidate makes multiple points in one sentence in an answer space, as these will be considered as multiple attempts.

Question 1 (a)

1

(a) Name the sport in which lower and upper classes participated together in pre-industrial Britain.

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

Most candidates successfully identified that cricket was the sport participated in by upper and lower classes together. Those who were less successful typically did not heed the words 'participated together' in the question. These candidates frequently responded with 'pedestrianism' which was not a sport in which the upper and lower classes participated together.

Question 1 (b)

(b) How did the roles of the lower and upper classes differ in this sport?

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

Again, most candidates were able to state that the upper classes bowled, and the lower class fielded. Those who were less successful tended to mistakenly say that the upper class batted and bowled.

Question 2

- 2 In 1846 the Baths and Wash Houses Act was passed by Parliament.
This Act encouraged local authorities to build public swimming pools and baths.

Outline **two** ways in which this Act might have increased sports participation in post 1850 industrial Britain.

1

.....

2

.....

[2]

Many candidates achieved both marks, citing factors such as increased provision of facilities, improved health and hygiene and local facilities being more accessible.

Common misconceptions were that the wash houses were free to use, with candidates mistaking the word 'public' in the question as meaning they had free access. Others believed that they were used by the upper classes, which is incorrect. Some candidates saw swimming as a new activity rather than one that had been taking place in the natural environment before this Act.

Question 3

- 3 Circle **two** examples of acceptable participation sports for women in post 1850 industrial Britain.

Boxing

Cycling

Lawn Tennis

Mob football

Rugby

Smock racing

[2]

Many candidates successfully identified that cycling and lawn tennis were acceptable participation sports for women in post 1850 industrial Britain. However, this question revealed a confusion between pre and post-industrial time periods and their sports.

Misconception



A very common misconception was that smock racing was an acceptable sport for women in post 1850 industrial Britain, when it was a feature of the wakes and fairs of pre-industrial Britain.

Question 4

- 4 American Football is a good example of a sport which has become globalised.

Identify **two** factors which have led to its globalisation.

- 1
-
- 2
-

[2]

Candidates generally displayed a solid understanding of the concept of the globalisation of sport but were let down by the less successful use of terminology. A common less successful responses omitted reference to 'worldwide' in connection with media coverage. Some candidates identified improved travel or technology but did not link it to the freedom of movement of players and spectators which aided globalisation of sport.

Question 5

- 5 Give **two** different examples of ways in which the National Institutes of Sport develop sporting excellence.

- 1
-
- 2
-

[2]

Most candidates gave at least one creditworthy response, with examples such as sport science support, medical support and talent ID schemes popular responses.

Misconceptions about the role of the National Institute remain. Many candidates less successfully stated that National Institutes of Sport **provide** high level coaches when in fact they **support** high level coaches.

Similarly, less successful candidates stated the institutes provide facilities, instead of specifying that these facilities are **world class**.

Candidate should be reminded to focus closely on the key words in the question. Here, the question asks about support of **elite** level sport, so candidates should refer to 'world class' or 'state of the art' performance environments rather than 'specialist'.

Exemplar 1

- 1 They provide world class facilities and coaches.....
.....
- 2 They provide world class medical treatment.....
.....Such as physiotherapy:.....

[2]

This question asks for **two** different examples. Here the candidate uses precise terminology, describing the facilities provided as 'world class' to gain a mark. They then go on to make a second point within the first response space which is that the National Institutes provide coaches, which is incorrect. As the candidate has now provided two examples, no further points can be given. Had they not made the second (incorrect) point on line one they would have gained credit for the provision of 'world class medical treatment'.

Section B overview

Where candidates were confident in their understanding of the social and cultural factors affecting sport in pre-industrial, post-industrial, twentieth century and twenty first century time periods performance in Question 6 was generally successful. Many candidates gave less successful responses because of insecure knowledge of social and cultural factors as they apply to the four time periods in the specification.

In Question 7 candidates showed growing success in applying concepts to contemporary issues in sport, using a wide range of relevant current examples.

Question 6 (a)

6

- (a) In pre-industrial Britain lower class men only participated in sport occasionally whilst upper class men participated regularly.

Identify the social and cultural reasons for this.

.....

.....

.....

.....

.....

..... [5]

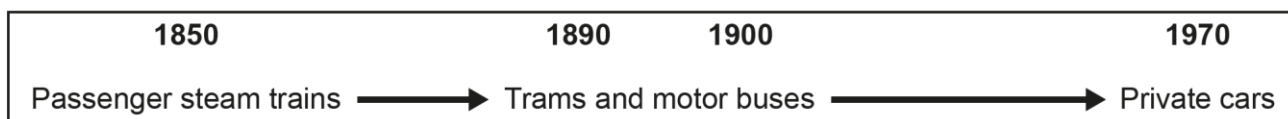
Successful candidates identified that the question focus was on regularity of performance, rather than the amount of participation. They also homed in on the correct time period of pre-industrial and recognised its characteristics.

Common misconceptions were that lower class men were working in factories or were working a 72 hour week and that upper class men were factory owners or indeed worked at all. Bank holidays were also referred to, which were not features of this time period. These misconceptions were all indicative of the fact that candidates were not secure in their knowledge of social and cultural factors in pre-industrial Britain.

Other less successful candidates talked at length about education and gender when both were irrelevant in terms of factors influencing the regularity of sports participation. Another common mistake was for candidates to write at length after the maximum for the question had been achieved, wasting time.

Question 6 (b)

- (b) The timeline below shows the most popular forms of mechanised transport between 1850 and 1970.



Analyse the effect of these popular forms of mechanised transport on sporting characteristics and participation.

1850 Passenger steam trains

.....

.....

.....

.....

.....

.....

1890–1900 Trams and motor buses

.....

.....

.....

.....

.....

.....

1970 Private cars

.....

.....

.....

.....

.....

.....

[5]

To be given full marks on this question, candidates were required to gain credit in all three time periods. Performance was mixed, with many candidates repeating the same effect for each time period. Differentiating between the three time periods proved problematic for many, with understanding of the 1970s (20th century) particularly less successful.

Specific knowledge of how sport developed through the different time periods given in the question and how those developments linked to transport was patchy, with many candidates confusing features, for example citing an increase in spectators in 1850 passenger steam trains, when spectatorism was not a feature of this time period.

Question 6 (c)

(c) During the 20th century the Olympic Games were often used for political purposes.

Complete the table by providing the year and host city for each political event.

Year of Games	Host City	Description of Political Event
		Two American athletes staged a black power demonstration at the 200 m medal ceremony.
		Communist countries boycotted these Games giving over-commercialisation and poor security as their reasons.
		A Palestinian terrorist organisation kidnapped and killed members of the Israeli Olympic team.
		Many Western nations boycotted these Games to protest against the host's invasion of Afghanistan.
		These Games were used as propaganda to promote the ideals of the host country's ruling political party.

[5]

Most candidates successfully responded to this question. Where there were gaps in knowledge they were in dates rather than venues. This was the question which had the most blank spaces left, perhaps indicating that knowledge here was either secure or non-existent.

Question 6 (d)

(d) The country of Qatar was chosen to host the 2022 FIFA World Cup Finals.

This choice was controversial because of Qatar's poor record on human rights and the fact that homosexuality was illegal in the country. There were also allegations that Qatar had bribed FIFA officials to secure the competition.

Give examples of the negative effects that hosting this event might have on the country of Qatar and the sport of football.

Negative effects on Qatar

.....

.....

.....

.....

.....

Negative effects on football

.....

.....

.....

.....

.....

[5]

To gain full marks on this question candidates were required to make valid points for both the negative effect on Qatar and negative effects on the sport of football. The question appeared to engage candidates, with many being given the sub max of 4 marks on the first section, then going on to make several valid points in the second section.

Some less successful candidates ignored the facts given in the question header and gave a generic response on the negative effects of hosting a world sporting event, possibly repeating mark scheme points from past questions on hosting global events rather than applying their knowledge to the given scenario. Less successful responses also went off the topic to describe possible effects on the tournament itself, rather than on the country or the sport/governing body as directed in the question.

Question 7 (a) (i)

7

- (a) The image below shows a famous example of violence in sport. Eric Cantona attacked a spectator after receiving a red card in a Premier League football match in 1995.



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- (i) Identify **two** possible causes of this violence.

- 1
- 2

[2]

This question seemed to engage candidates and resulted in some thoughtful and insightful responses which accessed the full range of points on the mark scheme.

Candidates were less successful where they gave 'frustration' as a response but did not reference the cause of the frustration. Similarly, many candidates referred to rivalry and derby games but did not link this to over arousal or gave pressure as a response but did not link this to the cause of the pressure. The most successful candidates gave responses that isolated a cause and offered a reason for its occurrence.

Another common mistake was for candidates to give responses focusing on the causes of spectator violence, having disregarded the information in the question heading.

Question 7 (a) (ii)

(ii) Suggest **two** strategies which might have prevented it.

1

.....

2

.....

[2]

Generally, strategies to prevent player violence were known, although candidates did not always apply their knowledge appropriately to the given situation.

Many candidates strayed from the question and went down the route of what could be done to prevent spectator violence rather than addressing the issue of player violence as the question dictated.

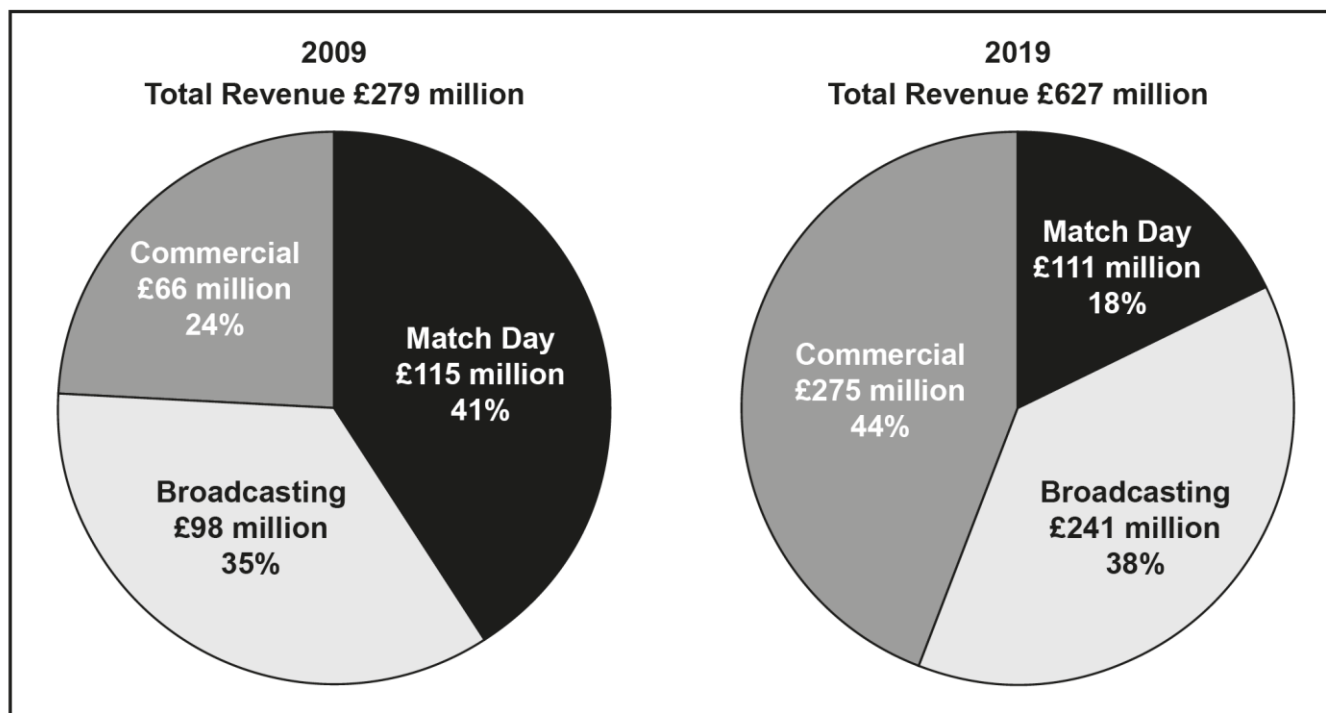
Assessment for learning



Candidates should be encouraged to be precise in their use of terminology. Here they must be specific in identifying **increased** sanctions. Simply stating 'punishments' or 'fines' without the qualification of 'harsher' or similar did not gain credit.

Question 7 (b) (i)

(b) The charts below show the revenue of a Premier League football club in 2009 and 2019.



(i) Comment on the changes in commercial and match day revenue between 2009 and 2019.

Commercial revenue

.....

Match day revenue

.....

[2]

Candidates should be reminded that on a data question they are required to manipulate the actual data that is given. Those that referenced the provided figures and percentages and calculated the changes demonstrated scored well here.

A common error was to quote the percentages from the chart but to neglect to state that these were changes in the percentage of the total revenue, not just percentage increases.

Some less successful candidates just offered general comments such as 'it increased' or 'it went down' without quoting the figures given.

Exemplar 2

Commercial revenue *It increased by £209 million from 2009 to 2019.*

Match day revenue *It decreased by £4 million from 2009 to 2019*

This candidate produces a successful response, referencing the data they have been given in the pie chart and calculating the changes in commercial and match day revenue between 2009 and 2019

Question 7 (b) (ii)

(ii) How might the changes in match day revenue have affected the supporters of this club?

.....

.....

.....

..... [2]

This proved to be a successful differentiating question, with only the strongest candidates achieving full marks. Successful candidates were able to extrapolate from the data that decreased match day revenue could result in less investment in spectator facilities and that the price of tickets might be affected. The less successful candidates digressed and did not discuss the effects of the match day revenue figures on the spectator.

Question 7 (b) (iii)

(iii) Suggest **two** sources of the club's commercial revenue.

1

2 [2]

Most candidates were able to suggest two different sources of commercial revenue, with sales of merchandise, sponsorship and advertisements all popular responses. Candidates who responded to this without reference to the data gave less successful responses such as media rights and ticket sales which were represented in other sections of the pie chart. Others repeated the same point on the mark scheme, for example suggesting ground sponsorship and shirt sponsorship.

Question 7 (c)

- (c) The urban sports of BMX riding and skateboarding were included in the Olympic Games for the first time in 2021.

How might this inclusion affect these sports?

Give both positive **and** negative examples in your answer.

.....

.....

.....

.....

.....

..... [4]

Most candidates offered both positive and negative effects of Olympic inclusion on the urban sports. Positive effects were generally well covered, but for many candidates identifying possible negative effects was more problematic, with them often resorting to simply giving the opposites of their positive responses. Another common error was to focus on the effects on individual performers, rather than on the sports of BMX riding and skateboarding as the question directed.

Question 7 (d) (i)

- (d) TMO and VAR are systems which use advanced camera angles and video playback to improve fair outcomes in sport.
- (i) Identify another example of modern technology that is used to improve fair outcomes and explain how it achieves this.

.....

.....

.....

.....

.....

..... [2]

Candidates were less successful in explaining how fair outcomes were achieved by the stated technology. Some candidates stated that Hawkeye used video playback which was both incorrect and a repetition of the question wording. Some discussed drugs testing but did not specify that it was using new/technologically advanced detection equipment and were vague in any description of how it assisted fair outcomes. Less successful candidates gave examples of technology in other roles such as performance enhancement. Others wrongly interpreted 'fair' to refer to the inclusion of disabled athletes and so responses were on inclusion rather than fair outcomes.

Question 7 (d) (ii)

- (ii) Evaluate the use of modern technology to improve fair outcomes in sport.

.....

.....

.....

.....

.....

..... [4]

Candidates showed successful technique in responding to the command word and gave both positive and negative effects of the use of technology to achieve fair outcomes. Some responses were deemed uncreditworthy because candidates repeated the question wording, e.g. 'it makes the outcomes fair' rather than evaluating the use of modern technology to improve fair outcomes. Some less successful candidates digressed to new technology's role in performance enhancement and recovery and should be reminded to keep referring back to the question as they build their response.

Section C overview

This question proved to be accessible with most candidates writing at some length. The marks given covered the full range of the mark scheme.

The most successful responses began in the post-industrial period and proceeded chronologically to the present day and addressed the influence of education on both the development of sport and its contribution to the development of sporting excellence.

The most successful responses showed detailed knowledge of both aspects, a balance between the two parts of the response, developed knowledge points and supported them with a wide range of examples.

Less successful responses typically showed limited knowledge of just one aspect and included few or no examples to support points made.

Question 8*

8* 'Historically, education has had a huge influence on the development of sport and today it makes a significant contribution to the development of sporting excellence.'

Using examples, assess the accuracy of this statement.

[10]

Generally, the effects of the 19th century Public Schools on the development of sport were well known and most candidates gained some credit in this area. Knowledge of the various Education Acts and their legislation was less secure, mirroring confusion over the unique features of each time period demonstrated earlier in the paper. Common misconceptions included the 1870 Education Act (Forster) making PE compulsory and the 1944 Education Act (Butler) enforcing a common curriculum.

Knowledge of education developments in the 20th and 21st centuries was at best patchy. The best responses covered the role of both schools and universities on the development of excellence, but some covered the effect of only one of these. Generally, the role of universities was better understood than the role of schools. Some candidates digressed to discuss the effect of other social and cultural factors on the development of sport, which could not gain credit.

A large amount of other information that was irrelevant to this question was also offered by candidates, which gained no credit. This included descriptions of pre-industrial pastimes such as real tennis and mob football, in a time era where education did not have a significant influence on the development of sport. Others digressed into the influence of UK Sport, the World Class programme, National Governing Bodies, Pierre De Coubertin and the modern Olympic Games – none of which were relevant to the question of how **education** influenced the development of sport.

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