

Examiners' report

AS LEVEL

PHYSICAL EDUCATION

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

H155

For first teaching in 2016

H155/02 Summer 2025 series

Contents

Contents	2
Introduction	3
Paper 2 series overview	4
Section A overview	5
Question 1 (a) (i)	5
Question 1 (a) (ii)	6
Question 1 (b) (i)	6
Question 1 (b) (ii)	7
Question 1 (c) (i)	7
Question 1 (c) (ii)	8
Question 1 (d)	8
Question 2 (a) (i)	9
Question 2 (a) (ii)	9
Question 2 (b) (i)	9
Question 2 (b) (ii)	10
Question 2 (c) (i)	11
Question 2 (c) (ii)	11
Question 2 (d) (i)	12
Question 2 (d) (ii)	12
Question 3 (a) (i)	13
Question 3 (a) (ii)	13
Question 3 (b)	14
Question 3 (c) (i)	14
Question 3 (c) (ii)	15
Question 3 (d)	15
Section B overview	16
Question 4*	16

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 2 series overview

Paper 2 covers both psychological and socio-cultural aspects of the teaching content and requires candidates to demonstrate a range of skills across short and extended responses. Candidates who were more successful on this question paper typically provided accurate and applied descriptions of the cognitive theory of learning, offered balanced evaluations discussing both positives and negatives of intrinsic and extrinsic motivation, and successfully explained the development of professionalism from 1850 to today. They also clearly explained strategies a coach might use to prevent social inhibition and provided concise and relevant sporting examples where required.

On the other hand, candidates who were less successful often struggled to explain the cognitive theory of learning effectively, tended to describe rather than evaluate intrinsic and extrinsic motivation, and were unable to explain the development of professionalism. These candidates also found it challenging to apply their knowledge to sporting contexts, particularly in questions that required the interpretation of data or the setting of SMART goals for specific scenarios, such as for a badminton player or when applying knowledge of social facilitation and inhibition to sporting examples.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- provided accurate and applied descriptions of the cognitive theory of learning - evaluated providing giving both positives and negatives of intrinsic and extrinsic motivation - successfully explained the development of professionalism from 1850 to today - successfully explained the strategies a coach could you to prevent social inhibition - applied accurate concise sporting examples where required.	- struggled to effectively explain the cognitive theory of learning - described intrinsic and extrinsic motivation rather than evaluate - could not explain the development of professionalism - confused social inhibition with team cohesion when explaining strategies to prevent social inhibition.

Section A overview

Candidates generally were successful on this section of the question paper. It was evident that candidates had responded to comments in previous examiners reports, especially in questions requiring the application of examples from only one sport. Those who were able to provide concise responses typically were more successful especially in Questions 1 (c) (i) and 1 (d).

Question 1 (a) (i)

- 1 The continuity continuum refers to how well defined the beginning and end of a skill is and has three parts to it: discrete, serial and continuous.

(a)

- (i) Give an example of a skill for each of the three following classifications on the continuity continuum:

Discrete example:

Serial example:

Continuous example:

[3]

This question was successfully responded to, with many candidates being able to 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 several 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 1 (a) (ii)

(ii) Label the two ends of the continuum and explain how skills are classified on it.

..... ←————→

Explanation of continuum:

.....

[3]

Many candidates were able to successfully label the two ends of the continuum and correctly explain how the continuum is used to categorise skills.

Question 1 (b) (i)

(b)

(i) Give an example of bilateral and negative transfer in sport.

Bilateral example:

.....

Negative example:

.....

[2]

Most candidates were able to provide successful sporting examples especially for bilateral transfer. Some less successful candidates struggled to provide correct examples of negative transfer, candidates should be reminded to use skills with a similar movement pattern, such as hitting a hockey ball and a golf ball. There were a few candidates who used tennis serve and badminton serve, these candidates did not gain the mark as the movement pattern for each is very different.

Question 1 (b) (ii)

(ii) State **two** ways in which a coach could limit the effect of negative transfer in sport.

1.
.....
2.
.....

[2]

Candidates demonstrated a good level of knowledge on this question with many given both marks available. The most common responses given were 'avoid practising skills together that are similar' and 'tell performers where negative transfer may occur'.

Question 1 (c) (i)

(c)

(i) Give a sporting example of the following types of guidance:

Verbal:
.....

Visual:
.....

Manual:
.....

Mechanical:
.....

[4]

This question was successfully responded to by most candidates and many who were able to give clear concise responses. A few candidates were not given the mark for verbal guidance as they tended to give examples of praise or verbal feedback.

Question 1 (c) (ii)

(ii) State **two** disadvantages of using mechanical guidance.

1.
2.

[2]

Candidates demonstrated a good level of knowledge when responding to this question the most common responses were 'false kinaesthesia' and 'over reliance'.

Question 1 (d)

(d) Complete the table to outline an advantage and a disadvantage of the following types of feedback:

Feedback type	Advantage	Disadvantage
Positive		
Knowledge of performance		

[4]

Candidates who were successful on this question tended to give concise responses, those who gave longer responses were often less successful in gaining all the marks available. Most candidates were able to gain marks for their responses relating to positive feedback, but many were less successful with their responses relating to knowledge of performance. Those who were less successful tended to focus on intrinsic feedback and how the performer could use this rather than talking about knowledge of performance.

Question 2 (a) (i)

2

(a)

(i) State **three** reasons why a performer might set goals.

1.
2.
3.

[3]

This question was successfully responded to with many candidates given all the marks available.

Question 2 (a) (ii)

(ii) Identify the principle of goal setting described in each of the following statements.

1. It must be within reach of the performer, it should present a challenge without being too hard.

Principle:

2. There must be a way to calculate if the performer is making progress or if the goal has been reached.

Principle:

[2]

Most candidates successfully responded to this question, those who were less successful often wrote 'recorded' rather than 'measurable'.

Question 2 (b) (i)

(b)

(i) Define the term 'attitude'.

.....

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

Many candidates were less successful in their response to this question and did not provide a clear concise definition of attitude, with many listing the three components of attitude.

Question 2 (b) (ii)

(ii) Explain how persuasive communication can be used to change an attitude.

.....

.....

.....

.....

.....

..... [4]

Those who responded to this question well were able to structure their response logically to explain the impact of the persuader, the message, situation and the recipient, and explain the impact of each on changing the attitude. Those who were less successful tended to give long descriptions of cognitive dissonance rather than focusing on the factors relating to persuasive communication.

Exemplar 1

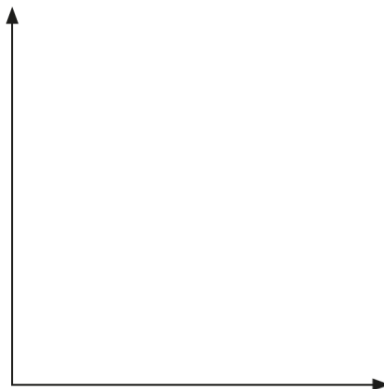
Communication needs to take place
Somewhere where person is relaxed and
happy. First need to get to Cognitive
dissonance which would be changing
their thinking of something.
The person persuading needs to
be someone who is respected and
good advocate. The more people there
are persuading would also mean
more chance of person giving in. Causing
Cognitive dissonance means they're more likely to
try ~~winning~~ the sport and maybe enjoy it. [4]

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In this response the candidate addresses the focus of the question well and successfully achieves all 4 marks. They have explained how cognitive dissonance impacts the performer and how the message and situation impact the success of this message.

Question 2 (c) (i)**(c)****(i)** Sketch a graph showing the inverted U theory of arousal.

Label the axes.

**[3]**

Most candidates were able to accurately sketch the shape of the graph, and most labelled the axes correctly. There were a few candidates who labelled the axes the wrong way around and therefore were not given all the marks available.

Question 2 (c) (ii)**(ii)** Suggest how the optimum level of arousal changes for a gross skill and for an experienced performer.

Gross skill:

.....

Experienced performer:

.....

[2]

Many candidates demonstrated good knowledge on this question, correctly identifying that the curve would shift to the right or that the optimum arousal level would be higher. However, exam technique proved problematic for some candidates who did not use comparative language to explain the changes in optimum arousal levels and instead simply stated that gross skills require high arousal levels.

Question 2 (d) (i)

(d)

(i) Describe the terms social facilitation and social inhibition.

Social facilitation:

.....

Social inhibition:

.....

[2]

This question was successfully responded to with many candidates correctly identifying that social facilitation helps performance and social inhibition hinders performance. Candidates who were less successful tended to use the words 'facilitates' or 'inhibits' within their response thus repeating the question.

Question 2 (d) (ii)

(ii) Give **three** ways a coach could minimise social inhibition in their team.

1.

.....

2.

.....

3.

.....

[3]

There were many successful responses to this question with many performing strongly and giving three good methods. It was evident that some candidates had miss interpreted the question as they were giving responses relating to building team cohesion rather than preventing inhibition. Common misconceptions included responses such as 'team building exercises' or 'assigning a leader'.

Question 3 (a) (i)

3

(a)

(i) Mob football was popular in pre-industrial Britain.

How did a **lack** of law and order, education and money impact mob football?

Law and order:

.....

.....

Education:

.....

.....

Money:

.....

.....

[3]

Candidates demonstrated a good level of knowledge in relation to this time period with many gaining all 3 marks. However, exam technique was an issue for some who tended to describe the characteristics of the lower class rather than link this back to mob football, e.g. 'the lower class were uneducated and could not read and write therefore played games such as mob football'. A more successful response would be: 'the lower class were uneducated therefore the rules of mob football were simple and unwritten as they could not read or write'.

Question 3 (a) (ii)

(ii) Give **two** examples of sports or pastimes that were predominantly seen as upper-class activities in pre-industrial Britain.

1.

2.

[2]

Candidates performed successfully in this question with many gaining both available marks.

Question 3 (b)

(b) Discuss the development of professionalism in sport between 1850 and the present day.

..... [5]

Candidates who performed successfully in this question were able to talk about how professionalism developed throughout the three main time frames covered in the specification. They were able to identify that professionals were initially from the lower classes, and that professionalism was frowned on, they were then able to effectively explain the key factors that lead to professional sport now having a higher status within society.

Those who performed less successfully tended to focus too much on the impact of commercialisation, sponsorship and the media.

Question 3 (c) (i)

(c)

(i) State **two** facts that relate to the development of the modern Olympic Games.

1.
2.

[2]

Overall, this question was successfully responded to with many candidates gaining marks for identifying that Baron Pierre De Coubertin was responsible for starting the modern Olympics and accompanying this with facts relating to the impact of public schools and the much Wenlock Games.

Question 3 (c) (ii)

(ii) Describe how the 1980 Moscow Olympic Games were politically exploited.

.....

.....

.....

.....

.....

..... [2]

Candidates generally performed successfully on this question with most stating that the USA lead a boycott in protest to the Soviet Union invading Afghanistan

Question 3 (d)

(d) Analyse the impacts of hosting global sporting events on the host country or city.

.....

.....

.....

.....

.....

..... [6]

Candidates demonstrated an excellent level of knowledge on this question with many gaining the full 6 marks available. Those who were most successful were able to give both positives and negatives relating to a range of impacts (social, economic and political). Those who were less successful on this question tended to only focus on the positives or negatives or focused on the sporting benefits of hosting a major event such as increased publicity for minority sports thus not meeting the requirements of the question (host city/country).

Section B overview

This question was a good differentiator. While most candidates attempted all the question, demonstrating that time was not a factor in their ability to provide a full response, many struggled with the content of the question. Most were able to describe the types of motivation a performer may have although many were unable to successfully evaluate these. Knowledge of the cognitive theory of learning was a barrier for many candidates when attempting to respond to this question.

Question 4*

4* Describe how a young performer may learn new skills according to cognitive theory of learning.

Evaluate the sources of motivation the young performer may have.

Apply examples from sport throughout both parts of your answer.

[10]

Overall candidates found this question challenging with many struggling to successfully respond to both parts of the question. Most candidates were able to describe the two main types of motivation (intrinsic and extrinsic) and provide sporting examples, however some candidates did not then provide effective evaluation of each thus limiting their ability to access the AO3 marks available.

Candidates particularly struggled to explain the cognitive theory of learning with many confusing this with the cognitive stage of learning and describing characteristics relating to beginner performers. Others confused the theory with operant conditioning and observational learning theories.

Those candidates who were most successful effectively explained operant conditioning using the correct terminology such as Gesaltism, whole learning, problem solving and intervening variables. They were able to apply these terms to accurate sporting examples and successfully explain and evaluate both intrinsic and extrinsic motivation.

Assessment for learning



Centres should make sure that candidates know and understand the differences between the theory main theories of learning (cognitive, operant conditioning and social learning theory) many candidates confused cognitive learning and operant conditioning incorrectly stating that trial and error is an element of cognitive theory.

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