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Examiners' report

PHYSICAL EDUCATION

H155
For first teaching in 2016

H155/02 Summer 2019 series

Version 1

Contents

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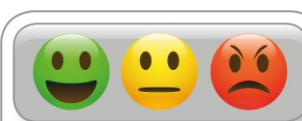
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Introduction

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. 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 can be downloaded from OCR.

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 both short answer and essay style questions.

To do well on this paper candidates needed to be able to effectively apply their knowledge to sporting contexts. They also needed to demonstrate the ability to interpret data and apply it to their own knowledge of psychological theories. In the socio-cultural section candidates were required to assess and explain the impacts of various socio-cultural factors.

Candidates who did well on this paper generally applied their knowledge to sporting examples accurately in order to back up the points they were making. They also demonstrated the ability to analyse principles of skill acquisition and were able to interpret a graph showing the two types of anxiety while linking this to their own knowledge of catastrophe theory. In the socio-cultural section the higher ability candidates demonstrated the ability to assess the impacts of improvements in transport and law. They were also able to accurately assess both the sporting and economic benefits of hosting the Olympics while fully explaining why they were economic or sporting benefits.

Candidates who did less well on this paper generally were unable to effectively use sporting examples to support their answers. They were not able to effectively analyse the graph provided relating to arousal and struggled to apply this to their own prior knowledge. In the socio-cultural section they tended to simply state the benefits of hosting an Olympic games with many incorrectly stating social benefits rather than linking these back to the economy or sporting benefits. In the question relating to changes in law and order many lower ability candidates confused this with the creation of national governing bodies and the standardisation of rules, rather than referring to the creation of the police force and RSPCA.

Candidates used their knowledge and skills appropriately to respond to the questions on the use of manual and verbal guidance and Tuckmans Forming stage. In the socio-cultural section candidates demonstrated good knowledge of the reasons certain activities were deemed as suitable for the upper class and women.

Candidates were less successful when responding to questions about the cognitive theory of learning and the economic benefits of hosting the Olympics. More time needs to be spent on ensuring that candidates are aware of sporting examples and can apply these to their responses to explain how team games developed qualities in public school boys.

Section A overview

Candidates generally performed better in the questions relating to skill acquisition and psychology in this section of the paper. Higher ability candidates were able to accurately apply a range of sporting examples to support their answers, while responses which scored lower did not effectively analyse psychological theories and in many cases struggled to apply sporting examples.

Question 1 (a)

1 (a) An elite gymnast performs a somersault in a floor routine to music.

Place an X on each continuum to show how the somersault would be classified. Explain your answers.

Self-paced ⟵⟶ Externally paced

Pacing explanation:

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....

....

Simple ⟵⟶ Complex

Difficulty explanation:

....

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....

Low organisation ⟵⟶ High organisation

Organisation explanation:

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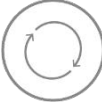..

[6]

This question examined candidates AO2 skills, requiring them firstly to apply their knowledge to the correct part of the continuum and secondly justify its placement. While some candidates did take into account the lead-in to the question and therefore correctly placed the skill and account for the impact of the music, a number of candidates struggled here, meaning they were unable to correctly identify the skill as being more externally paced.

For the complexity continuum, candidates approached this in two different ways as reflected by the mark scheme, many candidates correctly stated the skill is more complex due to the decision making involved. Others correctly stated that the perceptual load is low or due to the fact it is part of a routine there are few decisions to be made, making the skill simpler. Some candidates however confused this with the organisation continuum incorrectly stating that the skill cannot be broken down into subroutines.

On the Organisation continuum, generally candidates were able to identify that the skill could not be broken down into subroutines however many mixed up between high and low organisation, often stating incorrectly that the skill was low organisation because it could not be broken down.

	AfL	Candidates should be able to correctly explain each of the continuums and apply this knowledge to a range of skills.
		Candidates should also be aware that the skill can be placed at intervals along the continuum rather than being placed completely at the extreme ends.

Question 1 (b) (i)

(b) (i) Describe the cognitive theory of learning movement skills.

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....

.... **[3]**

The question focused on candidates' AO1 skills; higher level candidates were able to give a good description of the cognitive theory. The most common answers related to whole learning and using previous experience. Some candidates confused this with the cognitive stage of learning focusing their answers on the skill level of a beginner with no reference to cognitive/Gestalt learning.

Question 1 (b) (ii)

(ii) Use an example to describe the cognitive theory of learning being applied in sport.

....

....

.... **[1]**

Answers focusing on whole learning of a named skill were most common to achieve the AO2 credit. Some candidates tended to name a skill rather than describe how it demonstrated the cognitive theory

Question 1 (c)

(c) Evaluate the use of verbal and manual guidance for a beginner learning a movement skill.

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.... **[6]**

Candidates generally performed well in this question showing a good level of knowledge. Higher ability candidates were able to produce concise responses, clearly stating if the factor identified was a positive or negative. Weaker responses were less explicit or tended to focus only on strengths or weaknesses showing imbalance.

Question 1 (d) (i)

(d) (i) Explain what is meant by the terms positive feedback and negative feedback, using a sporting example for each.

Positive feedback: ....

....

....

....

Negative feedback: ....

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....

....

[2]

Most candidates were able to correctly explain positive feedback. Some candidates confused negative feedback with negative reinforcement incorrectly stating that the coach would remove a negative stimulus once the skill was performed correctly. Candidates should always use examples when asked for in the question, giving correct explanations without the examples means marks cannot be given.

?	**Misconception**	Centres should ensure that candidates are aware of the difference between Negative feedback and negative reinforcement.

Question 1 (d) (ii)

(ii) State **one** advantage and **one** disadvantage of using negative feedback.

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....

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.... [2]

The most common response to this question was to cite that the performer will know what they need to improve on (advantage) and that it could be demotivating (disadvantage). Generally this question was answered well.

Question 2 (a)

2   (a)   An audience can have a positive or negative effect on a performer depending on several factors.

Identify whether the audience is more likely to have a positive or negative effect based on the factors below.

For each factor (circle) your answer and then explain your reason for choosing this answer.

Expert performer: Positive   Negative

Explanation: ....

....

Gross skill: Positive   Negative

Explanation: ....

....

Complex skill: Positive   Negative

Explanation: ....

....

[6]

Candidates demonstrated a good level of application in this question and most were able to correctly identify the correct effect of the audience on performance. Higher level candidates explained fully why the audience would have each impact correctly linking their answers to arousal levels. Weaker candidates tended to state that the audience would increase arousal but did not link this back to the characteristics of the performance.

Question 2 (b) (i)

(b)   (i)   Give **one** factor that affects the formation of a positive attitude in sport.

....

.... [1]

The most common correct answer given related to past experiences. Some candidates incorrectly stated aspects of the triadic model (cognitive, affective and behavioural).

Question 2 (b) (ii)

(ii) Explain **three** ways in which persuasive communication might change a sports performer's attitude.

Use examples to support each of your answers.

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.... **[3]**

This question aimed to examine candidates' ability to apply their knowledge. Higher ability candidates showed good knowledge of the main aspects of persuasive communication (the persuader, the message and the recipient) and were able to provide strong examples to support their answer. Some candidates provided good descriptions but their sporting examples didn't relate to persuasive communication and tended just to list sports or skills. A number of candidates focused on cognitive dissonance. Persuasive communication can be used to create discord in the triadic model and the mark scheme acknowledges this however the focus of the question was on how persuasion would change an attitude.

| ? | **Misconception** | Centres should ensure that candidates understand that cognitive dissonance and persuasive communication are separate theories. While persuasive communication can be used to create discord in the triadic model the theories are separate and should be treated as such. |

Question 2 (c)

(c) Fig. 1 is a graph showing cognitive and somatic state anxiety levels up to, and during, the start of performance.
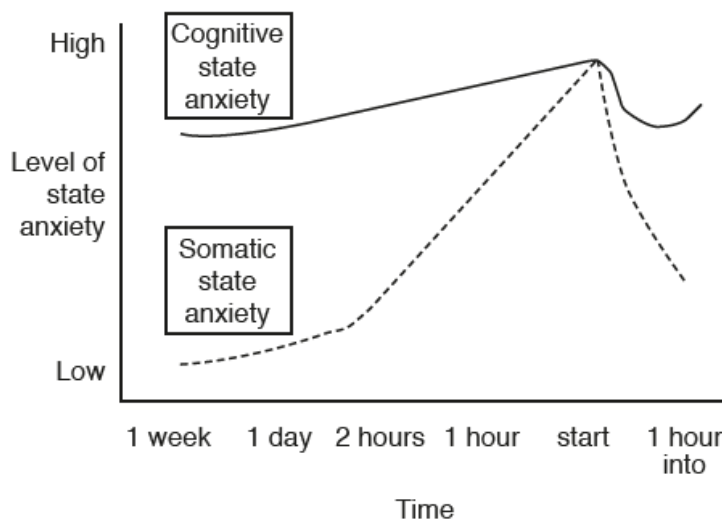

Fig. 1

Analyse the relationship between somatic and cognitive anxiety and their effect on the quality of performance.

Refer to Fig. 1 and your knowledge of catastrophe theory in your answer.

....

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.... **[6]**

Good responses in this question made strong references to the graph provided, the question required candidates to analyse the relationship between the two types of arousal and their influence on performance. The best answers compared the two types of arousal at various time intervals, then linked the relationship between the two types to the catastrophe theory. Weaker candidates tended to simply define the two types of arousal rather than analysing the graph. Others made comments related to arousal which were too general and not specific to either cognitive or somatic.

Question 2 (d) (i)

(d) (i) Define the term group.

....

.... **[1]**

Generally this question was answered well with most candidates citing that two or more people were working towards a shared goal or aim.

Question 2 (d) (ii)

(ii) Describe the forming stage of group development in sport.

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.... **[3]**

Candidates showed good knowledge in this question with many identifying that forming is the first stage and where the group first meet. Many candidates gained credit for responses embedded within a sporting example however this was not a requirement of the question.

Question 3 (a) (i)

3 (a) In pre-industrial Britain sporting activities were restricted by class and gender.

(i) Identify **two** activities that were seen as appropriate for upper class participation.

Upper class: ....

Upper class: ....

Identify **two** other activities that were seen as appropriate for female participation.

Female: ....

Female: ....

[4]

Most candidates were able to accurately identify two upper class sports. Many struggled to provide two female sports with smock races being the most common response. Lawn tennis was a common incorrect answer which could not be accepted as the focus of the question was pre-industrial Britain.

Question 3 (a) (ii)

(ii) Explain why they were seen as suitable activities for upper class and for female participants.

Upper class: ....

....

....

Female: ....

....

....

[2]

Candidates showed good knowledge in this question with most able to access both marks, the most common responses were sophisticated rules (upper class) and women being seen as the weaker sex therefore sports were not allowed to be strenuous.

Question 3 (b)

(b) Public schools used sports to promote good qualities and ethics for boys. Developing trustworthiness within the team is one example of this.

Using examples from public school team sports, identify **two** other qualities and explain how team games developed these.

Quality: ....

Explanation: ....

....

Quality: ....

Explanation: ....

....

[4]

This question focused on candidates' ability to apply their knowledge (AO2). Many struggled to identify correct qualities promoted by public schools. Of those that provided correct qualities very few provided adequate examples from named sports often simply stating 'the captain' or 'the players' without providing a specific sporting example.

Question 3 (c)

(c) Explain how the improvement of transport and the changes in law and order impacted on sport in post-1850 industrial Britain.

....

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.... **[6]**

Candidates often showed good knowledge of the improvements in transport and many were able to successfully apply this to its impact on sport. Greater spectatorship and quicker travel leading to the formation of leagues were the most common answers given. Lower ability candidates struggled with the law and order section of the response, with many tending to focus incorrectly on the implementation of NGBs and changes to the rules of specific sports rather than focusing on the formation of the Police force and RSPCA to enforce the laws set by the government.

?	**Misconception**	Changes in Law and Order relates to changes in stature law of the country (those enforced by the Police and RSPCA); rather than the laws of specific sports which are enforced by their respective NGB.

Question 3 (d)

(d) Assess the sporting and economic benefits of being a host city of the Olympic Games.

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....

.... **[4]**

The command word in the question requires candidates to assess the benefits of being a host city and is therefore focusing on AO3 skills. Many candidates had good knowledge of the impacts of hosting the games often referring to London and Rio in their answers. Lower ability candidates tended to list the benefits without providing any form of further analysis. Higher ability candidates were able to successfully state the benefit and assess how this was a sporting or economic benefit, using words such as 'therefore' or 'causing' to act as a stem between the factors and the assessment of their impact.

Exemplar 1

- increased participation of sports being played in the area. due to Role Models

- Increased tourism to an area, boosting their economy

- increased jobs for the people of the area. less people would be unemployed.

- More stadiums being made which could be rented out for other events in the future.

[4]

In Exemplar 1, the candidate achieves credit for the first two responses as they correctly identify increased role models leads to increased participation and increased tourism boosts the economy. Although they correctly identify that more jobs will be created they then link this to lower unemployment rates which is a social benefit not economic. To make this an economic benefit they would need to link this point to increased income TAX from wages or less benefits payments. Their last point is also too vague as although they state that more stadiums will be built this is not an economic benefit. They could have achieved the mark if they had linked this to more top class facilities leading to increased participation or better training facilities to allow more people to become elite (a sporting benefit).

Exemplar 2

It increases the participation of sports nationwide. It can increase the awareness of minority sports and leads to an increase in participation. Leads to new sporting facilities being built. An economic benefit is that more jobs can be created from the stadiums being built. Sales of merchandise can lead to an overall economic gain.

Exemplar 2 shows a candidate who has achieved full marks for this question, they have been given the following marks from the mark scheme (in order of credit) point 7, 10, 3, 2, 4, 5.

Section B

Question 4

4* Using examples, outline the effects of arousal on sporting performance according to:

- drive theory
- inverted U theory.

Discuss the impact that global media coverage of sport may have on arousal level and performance. [10]

....

....

....

This synoptic extended response question required candidates to draw on knowledge from both psychological and socio-cultural studies. Candidates generally showed a sound level of knowledge in relation to the theories of arousal and were in most cases able to provide sporting examples to support their work, this part of the question aimed to asses candidates AO1 and AO2 skills. Some candidates included long evaluative comments relating to the two theories of arousal, specific detail regarding the actual theories of arousal was unnecessary in this question and candidates should be encouraged to focus on the question to avoid running out of time for the latter part of the answer.

The second part of the question assessed mainly AO3 skills, requiring candidates to combine their knowledge of both socio-cultural factors (media) and psychological factors (arousal). Higher ability candidates were able to draw on a range of impacts of the media and accurately assess how each would have either a positive or negative effect on performance. The most common responses given related to the impacts of worldwide coverage, becoming a role model, potential earnings and sponsorship deals. Candidates often provided 'true life' examples to support their answer. Lower ability candidates struggled with this aspect of the question often only referring to larger audiences increasing arousal and linking this to its impact on introverts and extroverts.

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