

**A LEVEL**

*Examiners' report*

# **PHYSICAL EDUCATION**

---

**H555**

For first teaching in 2016

## **H555/03 Summer 2019 series**

Version 1

# Contents

Introduction .....	3
Paper 3 series overview .....	4
Section A overview .....	5
Question 1 .....	5
Question 2 .....	5
Question 3 .....	6
Question 4 .....	6
Question 5 .....	7
Section B overview .....	8
Question 6 (a) .....	8
Question 6 (b) .....	9
Question 6 (c) .....	10
Question 6 (d) .....	10
Question 7 (a) .....	11
Question 7 (b) .....	12
Question 7 (c) .....	12
Question 7 (d) .....	13
Section C overview .....	14
Question 8 .....	14



## Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



### We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## 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 3 series overview

This was the second examination for the new specification. Candidates' general performance across the paper was good with the vast majority attempting all questions, demonstrating sound knowledge and understanding of the assessed subject content.

There was clear evidence of growing conversancy with examination technique, with the majority of candidates heeding instructions such as "Identify **two**". Consequently very few responses were disregarded for breach of the rubric.

Time management appeared to cause few problems as there was virtually no evidence of candidates failing to complete the paper in the allotted time, indeed many wrote at length.

Fewer candidates this session wrote responses outside the lined answer space provided, although a significant number did not number, or numbered incorrectly, continued responses on the additional answer space.

## Section A overview

The five 2 mark questions which comprised section A were answered well overall. Some candidates wrote at unnecessary length, continuing on the additional answer space after they had already achieved both marks for the question and so unable to gain further credit. Candidates are generally given two lines to gain each mark, and this should provide sufficient space to write their response.

### Question 1

1 Give **two** examples of how ex public school boys contributed to the development of sport after 1850.

.....  
 .....  
 .....  
 ..... [2]

A significant number of candidates did not gain full marks here as they gave two examples of the same answer, e.g. ex public school boys spread the sports as missionaries in the Empire, and also spread sports around the world as soldiers in the British army.

Candidates should be reminded to give two different answers. This is particularly important on questions where the instruction is "give **two**" as only the first two responses will be credited.

### Question 2

2 The Olympic Games have sometimes been used for political purposes.

Complete the following table. The first example has been done for you.

Year Games held	Venue of Games	Political Incident
1968	Mexico	Athletes used 200m medal ceremony to demonstrate about civil rights in the USA
1972		
1980		

[2]

This question was very well answered with the majority of candidates achieving both marks. Those who didn't were sometimes vague about the venue, naming the country rather than the city. Others attributed the boycott of the Moscow Games to the Cold War rather than the Soviet invasion of Afghanistan, which was too vague for credit.

### Question 3

3 Name and describe the two levels of UK Sport's World Class Programme.

Level 1

Name: .....

Description: .....

.....  
Level 2

Name: .....

Description: .....

.....  
[2]

Candidates generally displayed a good understanding of the two levels of the World Class Programme. Some struggled to name the two levels correctly and others were vague about the potential to win medals in the Olympic or Paralympic Games.

### Question 4

4 How do sports clubs contribute to elite sporting success?

.....  
.....  
.....  
.....  
.....

.....  
[2]

This was another question where candidates scored highly. As the question asks about the contribution to elite sporting success candidates should be reminded to focus on **specialist** or **high quality** coaching

## Question 5

5 Identify **two** changes in the media coverage of women's sport since the 1980s.

.....  
.....  
.....  
.....

[2]

Here the candidates' first two responses only were credited. The majority were given point 1 on the mark scheme (greater amount of coverage) and point 2 (greater number of female presenters). Some candidates were too vague in their responses, identifying only that now there is coverage of women's sport and female sports presenters, rather than stating that there are "more" as is required in a comparison question.

## Section B overview

This section of the examination paper contained questions where candidates were required to analyse and evaluate as well as link knowledge to practical sporting examples. Higher achieving candidates were able to do this succinctly and consistently whereas the lower scoring candidates tended to develop and repeat the same point and so not access the full range of marks available.

### Question 6 (a)

6 (a) The table below shows the number of cities which made a bid to host each Olympic Games from 2004 to 2028.

Year of Olympic Games	Number of cities bidding to host the Olympic Games
2004	11
2008	10
2012	9
2016	7
2020	5
2024	2
2028	1

Explain possible reasons for the trend shown in the table.

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 ..... [5]

Candidates' attention should be drawn to the command word in the question of **explain** the possible reasons, as a significant number spent time simply repeating the information given in the table.

The higher achieving candidates recognised the requirement of this question to make five distinct points and so identified a range of reasons from the negative impacts on the economy, society and sport. The lower achieving candidates tended to focus solely on the economic disadvantages.

The lowest scoring responses came where candidates did not keep to the question focus of why fewer countries were bidding, but instead gave the positive effects of hosting the Olympic Games.

## Question 6 (b)

(b) Fig. 1 and Fig. 2 below give information about social class and its impact on sport.

Item removed due to third party  
copyright restrictions

Item removed due to third party  
copyright restrictions

Using the graphs above and your own knowledge, discuss the impact that social class has on 21st century sport.

.....  
.....  
.....  
.....  
.....

[5]

The majority of candidates interpreted the graphs correctly, although some simply stated that there was a difference, without explaining what that difference was. Most candidates were able to access points 1, 2 and 3 on the mark scheme but were less successful in using their own knowledge to discuss the impacts that social class has on participation. So, very few candidates achieved full marks on this question.

A common response which did not gain credit was that young people and their parents from the lower social classes had less time to play sport, a statement which could not be quantified. Some strayed from the question focus of young people and others were vague about young people from higher social classes having "more opportunities" without saying why this was or what they were. Some candidates also identified that young people from higher social classes had more money but did not go on to describe the impact of this, e.g. it allowed them to purchase equipment such as a badminton racquet or pay affiliation fees for a netball club.

### Question 6 (c)

(c) Mob football declined as a pastime in post 1850 industrial Britain.

Explain the social and cultural changes that caused this to happen.

.....  
.....  
.....  
.....  
.....  
.....

[6]

On the whole this question was well answered, but there were some common misconceptions. A significant number of candidates wrote about changes which occurred in the late 19<sup>th</sup> and early 20<sup>th</sup> century such as broken time payments, shorter working hours and higher wages. Many described the changes in transport post 1850, although this had little impact on the decline of mob football. Increased literacy was commonly identified but the effect this had on people being able to read and understand more complex rules was not made explicit. Similarly some candidates were able to identify the emergence of the middle class during this period but did not explain the link between this and the demise of mob football.

### Question 6 (d)

(d) Explain what is meant by the terms 'amateur' and 'professional' in sport.

How has the social class of amateurs and professionals changed since pre-industrial times?

.....  
.....  
.....  
.....  
.....  
.....  
.....

[4]

Candidates displayed good understanding of the terms "amateur" and "professional" and were able to describe how in pre-industrial times amateurs were typically upper class and professionals from the working class.

## Question 7 (a)

7 (a) Using specific examples from a sport of your choice, explain the concept of the 'golden triangle'.

Chosen sport: .....

.....  
.....  
.....  
.....  
.....  
.....

[4]

This question was generally poorly answered with many candidates not heeding the instruction to use specific examples from sport and so being unable to access the full range of marks. When describing the "golden triangle" candidates should be specific in explaining the interdependence of the three elements of sport, media and sponsorship. A common misconception was that sponsors paid money to the media company and some confused the concepts of sponsorship and the payment to athletes to appear in advertisements.

### ***Key point call out***

When the question states "using specific examples" it is essential that candidates heed this in order to access the AO2 marks available for the question.

## Question 7 (b)

**(b)** Critically evaluate the effect that modern technology has on the sports spectator.

Give examples in your answer.

.....  
.....  
.....  
.....  
.....  
.....

[6]

This was another question which was less well answered, although the "critically evaluate" command was well heeded with most candidates attempting to give both positive and negative effects.

Many confused media with modern technology while others cited fireworks, television and radio as new technology when they have been present for some time. Higher achieving candidates were able to state clear effects such as increasing entertainment or disrupting the flow of the game and link an example of modern technology to these. The most successful candidates identified six different effects on the sports spectator, each linked to an example of modern technology. It was permissible to use the same example of modern technology more than once as long as it supported a different effect, e.g. VAR could increase excitement, enhance understanding and disrupt the flow of the game.

## Question 7 (c)

**(c)** Athletes sometimes drop out of elite development programmes.

What strategies can be used to prevent this happening?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

[4]

This was an area of the specification where candidates displayed patchy understanding. Many wrote generally about giving the athletes "support" but were not specific in identifying clear strategies such as Performance Lifestyle Advice or psychological support. Another common misconception was that of the athletes requiring payment or funding, when those on elite programmes would already be fully funded.

## Question 7 (d)

(d) At the 2016 Rio Paralympics, Team GB won more medals than ever before.

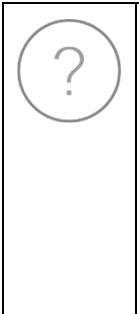
How might the National Institutes of Sport have helped this to happen?

Give examples in your answer.

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 ..... [6]

The role of the National Institutes of Sport was another area where candidates showed insecure understanding, often confusing it with the role of UK Sport. Common misconceptions included beliefs that the NIS provided funding and coaches. Many candidates repeated examples of sports science support such as nutritionists, biomechanics and psychologists and should be encouraged to give examples of a wider range of roles.

Some candidates did not achieve point 1 on the mark scheme as they referred to "facilities" rather than "world class facilities" or similar. Examples of world class facilities were often too vague for example some candidates simply identified centres of excellence such as Bath University, rather than giving a specific example such as the skeleton bob track at Bath University.

	<b>Misconception</b>	<p>Many candidates stated that the National Institutes of Sport provide coaches – this is not the case, they work with coaches.</p> <p>Many candidates stated that the National Institutes of Sport provide funding to athletes – this is not the case, they are funded by UK Sport and income generated from services provided to national governing bodies and use this money not to fund individual athletes but to maximise the resources available to benefit as many sports as possible.</p>
------------------------------------------------------------------------------------	----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Section C overview

Candidates showed growing conversancy with the demands of the synoptic extended response, although a significant proportion did not address both parts of the question. Most attempted to give a range of sporting examples, although the weaker responses relied on these rather than theoretical knowledge. To achieve Level 3 candidates were required to make relevant links between law and deviance, which the majority struggled to do consistently.

## Question 8

## 8\* How does the law affect sport in the 21st century?

Explain, giving examples, the link between the law and deviance in sport.

[10]

. [10]

There was some confusion between the laws of sport and the laws of the land which resulted in an inability to differentiate between the two, the former being largely irrelevant. In lower scoring candidates the role of the law was limited to the control of violence. However, the higher scoring candidates were able to discuss equality, contractual law and duty of care. There were weaknesses in the understanding of the term deviance but most candidates could give examples. Candidates generally found the second part of the question most challenging and struggled to make the synoptic links between the law and deviance in sport. A very good number accessed Level 2 but not many Level 3 responses were seen.

### Exemplar 1 (Level 3 - 8 marks)

The law has had increasing influence on sport since the turn of the 21st century. It affects sport by making it fairer e.g. performers can now be punished by the law for substance abuse. It has also increased punishment for illegal drug use through WADA. The law has also made sport safer as it has increased the referee's responsibility.

lity for the players, making it less likely they will sustain an injury e.g. in rugby, referee has more responsibility to protect player from road injury & concussion. The law also protects spectators, reducing violence between them e.g. Football Disorder Act 2000 has allowed police to stop repeat offenders attending football matches through taking passports off them / requiring attendance at police station. The law has also made sport more regulated as increased law & order is reflected in sport & more rules have been created to make sport the same wherever it is played (by-product of globalisation). Deviance is behaviour that is outside the expectation (socially & legally) of a culture [10]

**Level 3, 8 marks given.**

This candidate demonstrates a comprehensive knowledge of how the law affects players and spectators, recognising that it makes sport fairer, safer and helps to reduce spectator violence. This is backed up with appropriate examples.

The term deviance is defined and examples are given and points developed so AO2 and AO3 points are accessed.

A link is made between the law and deviance....'the law helps punish / reduce deviance.' Therefore all criteria for the award of Level 3 are met.

## Exemplar 2 (Level 2 - 5 marks)

Many laws have been put in place which caused a decrease in deviance among sports.

An example would be WADA (world anti drug association) doubling the ban from sport if ~~seen~~ found to be using performance enhancing drugs in 2015. They also have increased the amount of random drug tests and used the Russian blood doping scandal as an example to all athletes that drug use is not punished lightly. This had decreased the amount of positive drug tests across all olympic sports suggesting a decrease in drug taking.

Also an increase of hooliganism has caused a change in laws whereby there are bans in place to stop rowdy fans travelling to international sports events such as british fans being banned from flying to russia during the world cup. This caused a decrease in deviance.

Another law relating to alcoholism causing aggression between football fans in stadiums has caused a law to be put in place [10] whereby no alcohol is allowed to be consumed in football stadium stands. This prevents alcohol fuelled aggression and therefore prevents deviance in the stands.

Among spectators there can be big rivalries causing violence among fans. Certain laws have been put in place to help prevent this such as bans and fines. This was shown when three Millwall fans were given lifetime bans from Madejski Stadium in 2018 due to them jumping a Reading FC supporter. Since there has been a decrease in violent incidents between Reading FC supporters and Millwall FC supporters.

As in it's been shown that law and order are very prevalent in the 21st century and has also been effective in reducing deviance in forms of drugs, gambling and violence.

**Level 2, 5 marks given.**

This response gives sound coverage of how the law affects sport in the 21<sup>st</sup> century and demonstrates good knowledge and clear understanding that the law applies to roles other than the player. The candidate attempts to link law and deviance.

Examples of deviance are given, but understanding of the term is insecure.

## Exemplar 3 (Level 1 2 marks)

As there has been the development of the law it has civilized sports in the 21st century as well as making it much safer for spectators with police officers at most matches. Furthermore as it is against the law not to attend the school more people are participating through P.E. lessons and clubs which according to the participation pyramid will increase people reaching elite level. The link between law and deviance is how law controls any levels of deviance. For example bans have been put in place to punish anyone using performance enhancing drugs and making games unfair. Furthermore it has lead to increased security in order to prevent hooliganism within the spectators. In addition it has made it clear for people what is not acceptable to make sport more enjoyable. For example alcohol is not allowed in some stadiums as well as athletes being tested. Moreover they also have bag checks to prevent some kinds of violence. [10]

This candidate gives limited coverage of the effects of the law on 21<sup>st</sup> century sport. Examples given are of a limited range, focussing mainly on spectators.

The second part of the question is not addressed. The candidate does not give a definition or explanation of deviance. The response lacks analysis and critical evaluation and so does not access AO3 marks.

## Supporting you

For further details of this qualification please visit the subject webpage.

### Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.



*Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.*

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level\*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

\*To find out which reports are available for a specific subject, please visit [ocr.org.uk/administration/support-and-tools/active-results/](http://ocr.org.uk/administration/support-and-tools/active-results/)

Find out more at [ocr.org.uk/activeresults](http://ocr.org.uk/activeresults)

## CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](http://www.ocr.org.uk)

## OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR Customer Support Centre

### General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© OCR 2019 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

