

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

**H555**

For first teaching in 2016

**H555/03 Autumn 2020 series**

## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 3 series overview

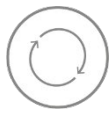
This was the third examination for this specification and there was evidence of growing conversancy with examination technique, with many candidates heeding the command words such as “evaluate” and “discuss”.

There was also greater adherence to the instruction to use practical sporting examples where required, so enabling candidates to access the AO2 marks.

Time management appeared to pose few problems with the vast majority of candidates answering all questions fully, indeed there were very few questions left unanswered.

Another improvement was the clear numbering of continued responses on the additional pages, with few candidates writing outside the lined answer space.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> <li>• Linked the number of points they made to the number of marks available for each question</li> <li>• When asked to evaluate, included both positives and negatives</li> <li>• Made sure they answered all parts of each question</li> <li>• Remembered to use examples when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated the same point in a response</li> <li>• Gave vague responses such as “better” facilities instead of “high quality” or “specialist” facilities</li> <li>• Answered the first part of a question only</li> <li>• Omitted to use examples when required.</li> </ul>

	<b>AfL</b>	<p>Use of accurate terminology. Using question 6dii) as an example, teachers should encourage candidates to be precise with their use of language when describing elite training support. One candidate wrote:</p> <p>“Private school students have more facilities, better equipment and better training”. All these points were too vague to achieve marks as the candidate is unclear what they are “better” and “more” than.</p> <p>An improved response would read:</p> <p>“Private school students have access to top class facilities, high quality equipment and elite level coaching”.</p>
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## Comments on responses by question type

### Section A

Question 1 – a significant number of candidates incorrectly named pedestrianism and bare knuckle fighting as sports which the upper classes and lower classes played together, when in fact the lower classes participated in these sports whilst the upper classes acted as patrons. Cricket was one of the few sports where both social classes participated alongside each other.

Question 3 – there was widespread evidence of a lack of clarity of understanding of the difference between the law and rules of a sport. Many candidates wrote about NGB rules regarding the wearing of protective equipment and rules about tackling, confusing these with judicial law.

Question 5 – most candidates recognised that two responses were required. Those who did not wasted time writing further responses which could not be credited.

### Section B

Question 6a) – candidates who scored highly here demonstrated secure knowledge of the origins of the modern Olympic Games and made four distinct points. Weaker responses included irrelevant reference to commercialisation, media and sponsorship.

Question 6b) – this question was less well answered by the majority of candidates, with many describing the formation of national governing bodies but failing to explain how the formation linked to the social and cultural developments of post 1850 industrial Britain. Higher scoring responses included explanations of how enhanced transport allowing people to travel to play meant common rules were needed, or how improved education made written rules more widely accessible and relevant.

Question 6c) – here many candidates focussed on how media has changed rather than how media coverage has changed the **nature** of sport. More successful candidates identified that global media has brought about changes to sports' rules, format and scheduling.

Question 6di) and 6dii) – the strongest responses here came from candidates who interpreted the data and drew conclusions, rather than simply repeating the information given in the graph.

Question 7a) – this was generally well answered with many candidates able to identify then evaluate four possible effects of the media on squash, whilst including possible positives and negatives.

Question 7bi) – one common error for this question was the response “to enhance performance” which is a repetition of the question which asks about “the use of illegal performance enhancing drugs”.


Question 7c) – here candidates found it challenging to identify a role (AO1) and then apply it to a medal winner (AO2). To secure full marks candidates needed to identify and apply three different roles.


Question 7d) – this question was generally well answered with many candidates able to give examples of how modern technology can aid elite performance. Those who were less successful made irrelevant references to how modern technology can give more accurate results or ensure fair play.

### Section C - Level of Response question

This final question required candidates to use examples to explain how the modern Olympic Games are commercialised, then discuss whether this commercialisation is the biggest attraction to host countries. To achieve level three candidates needed to address both parts of the question and include relevant examples. Many found the first part of the question, in particular, challenging. Some displayed limited knowledge of the rules on advertising at the Olympic Games or of the TOPS programme. Most were able to identify other advantages of hosting the Olympic Games and give relevant examples e.g. more housing from the athletes' village. Many were successful in coming to a considered conclusion.

### Common misconceptions

	<b>Misconception</b>	That the rules of sport are the law. Candidates need to be guided to differentiate between sport rules and the law of the land.
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	<b>Misconception</b>	That the National Institutes provide coaches. The National Institutes actually support the development of elite coaches.
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### Key teaching and learning points – comments on improving performance

Candidates should be encouraged to:

Read each question carefully, underline the key words and ensure they are answering the question they are being asked.

Pay attention to the command word for each question, remembering to include both positives and negatives if asked to evaluate or discuss.

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