

**A LEVEL**

**Examiners' report**

# **PHYSICAL EDUCATION**

**H555**

For first teaching in 2016

**H555/02 Summer 2022 series**

# Contents

|  |    |
|--|----|
| Introduction .....                       | 3  |
| Paper 2 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) (i), (ii) and (iii) ..... | 8  |
| Question 6 (b) (i) .....                 | 9  |
| Question 6 (b) (ii) .....                | 10 |
| Question 6 (c) (i) .....                 | 10 |
| Question 6 (c) (ii) .....                | 12 |
| Question 6 (d) .....                     | 13 |
| Question 7 (a) .....                     | 14 |
| Question 7 (b) .....                     | 14 |
| Question 7 (c) (i) .....                 | 15 |
| Question 7 (c) (ii) .....                | 17 |
| Question 7 (d) (i) .....                 | 17 |
| Question 7 (d) (ii) .....                | 18 |
| Section C .....                          | 19 |
| Question 8* .....                        | 19 |

## 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 OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

#### 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 > Export to** 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).

## Paper 2 series overview

This paper covers psychological principles and how they influence sports performance. It is the first year since 2019 that the whole cohort completed examined units.

There were some excellent scripts submitted and some candidates showed a well-developed understanding of psychological factors affecting performance as well as excellent exam technique. Overall, performance varied considerably as expected with a linear qualification.

The questions on H555/02 ranged from 'define', 'identify' and 'give' questions worth 1-4 marks through to 4-6 mark short answer questions and one levels of response question worth 10 marks. Questions effectively covered AO1, AO2, and AO3 as outlined in the specification. Once again, this structure worked effectively to allow a wide spread of scores on this unit to help candidates to benefit from a fair and thorough assessment of their knowledge, understanding and application.

Candidates were able to fully complete their responses and used time effectively to answer the whole paper with clear and succinct responses.

| Candidates who did well on this paper generally did the following:   | Candidates who did less well on this paper generally did the following:  |
|--|--|
| <ul style="list-style-type: none"> <li>• applied sporting examples where the question requested them</li> <li>• showed a thorough understanding of a range of skill acquisition and sports psychology topics</li> <li>• wrote concisely on short answer questions</li> <li>• gave an extended response showing their breadth and depth of understanding in a balanced response</li> <li>• understood command words and wrote relevant, focused responses.</li> </ul> | <ul style="list-style-type: none"> <li>• were less specific with points made</li> <li>• omitted examples when questions asked for them</li> <li>• missed some questions out</li> <li>• did not give enough detail or structure in the extended response question.</li> </ul> |

## Section A overview

Section A covers short answer questions from skill acquisition and sports psychology. Candidates performed best on Question 1 and Question 3.

### Question 1

- 1 Performance accomplishments are a component of Bandura's theory of self-efficacy.

What is meant by performance accomplishments?

.....  
.....

Give a practical example of how they can be used to increase self-efficacy.

.....  
.....

[2]

Generally, candidates did well on this question. In the second part some candidates used examples that were events or competitions, rather than showing specific situations and therefore did not gain credit. 'E.g., A coach reminding the team that they won the Football League last year increases self-efficacy' is too general, whereas 'Remembering scoring a penalty in the last game increase self-efficacy' was a common response which was given.

### Question 2

- 2 Autonomous performers carry out skills accurately and fluently and are able to think of other things such as tactics during a performance.

What happens in the associative stage of learning to enable some performers to move to the autonomous stage?

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

[2]

'Practice' was a common response for this question as well as 'the performer starts to use intrinsic/kinaesthetic feedback'. Some candidates described the associative or autonomous stage of learning, which wasn't the specific focus of the question and did not gain credit.

### Question 3

3 Below are four examples of sources of motivation to take part in sport or physical activity.

Put a tick (✓) in the **two** boxes next to examples of intrinsic motivation.

A Coach pressure

B Enjoyment

C Self-satisfaction

D Trophy

[2]

This question was well answered; very few candidates did not score.

### Question 4

4 Vealey's model of sports confidence outlines two types of confidence.

Define trait sports confidence and state sports confidence.

Trait sports confidence .....  
.....  
.....

State sports confidence .....  
.....  
.....

[2]

This question required candidates to give a definition of both terms. Many candidates repeated the words 'confidence' and 'sports' in both responses, effectively only defining the term 'trait' and 'state'. For example, 'trait sports confidence is inborn confidence in sport' so not showing enough knowledge of terminology to gain credit.

#### Key point

Definitions require the use of alternative words to show understanding of the term.  
Do not define a word by repetition or restating the word.

## Question 5

5 Describe mindfulness as a method of stress management.

.....

.....

.....

Suggest **one** disadvantage of using this technique.

.....

.....

.....

[2]

Where marks were given for the description, it was more commonly for 'meditation'. Candidates found it hard to give a disadvantage. Successful responses focused more on how it takes time to learn, or how it's difficult to do when performing.

## Section B overview

This section includes questions from the skill acquisition part of the course in Question 6, and sports psychology in Question 7. Questions 6 (c) (i), 7 (b), 7(c) (i), 7 (c) (ii), 7 (d) (i) proved to be particularly good differentiators, allowing most candidates some credit, with some stretching their response to obtain the highest marks.

### Question 6 (a) (i), (ii) and (iii)

- 6 (a) (i)** Give a practical example of a skill that would be classified as high in organisation.  
..... [1]
- (ii)** Give a practical example of a skill that would be classified as low in organisation.  
..... [1]
- (iii)** Identify which practice type would be most suited to each of these skills.  
High organisation skill .....  
Low organisation skill ..... [2]

While some responses were successful, some candidates got the high and low organisation the wrong way round, others gave unrelated practice methods.

In Question 6 (a) (i) and (ii) some candidates didn't give skills, instead giving events or sport such as 'a marathon' which received no credit.



### Question 6 (b) (i)

(b) Three theories that seek to explain how a performer learns motor skills are:

- Cognitive theory of learning
- Operant conditioning
- Bandura's theory of social/observational learning.

(i) Complete **Table 6.1** by writing the name of the learning theory which is shown in each coaching situation. The first one has been done for you.

| Coaching situation  | Learning theory                               |
|---|---|
| <b>Example:</b> A coach makes sure that the gymnast demonstrates a basic routine to the young performers so that they are physically able to copy it. | <b>Example:</b> Social/observational learning |
| 1. The captain of a rugby team demonstrates a set move on a line-out to a younger team member.  |   |
| 2. Performers play a game of badminton and then discuss why the serve didn't work very well.  |   |
| 3. In a netball drill, the performer learns by trial and error to raise their arms to defend the shot.  |   |
| 4. A swimming coach gives a high five and says 'Well done' when the performer uses their arms and legs together in the stroke.                        |   |

[4]

**Table 6.1**

This was well answered. Errors tended to focus around example 2 and 3, the majority of candidates achieving marks in example 1 and 4.

### Question 6 (b) (ii)

(ii) Performers can learn skills using operant conditioning.

Discuss **two** benefits of learning using this approach.

.....

.....

.....

.....

.....

.....

..... [2]

More successful responses focused on discussing benefits, rather than describing how performers learn using operant conditioning. Some candidates gave more than two responses but only the first two responses are marked in such questions.

### Question 6 (c) (i)



**Fig. 6.1 Adapted diagram of Atkinson and Shiffrin's multi-store memory model**

(i) With reference to the model shown in **Fig. 6.1**, analyse how a performer learns a new skill so that it becomes stored in their long-term memory.

.....

.....

.....

.....

.....

.....

..... [5]

This question proved to be a good differentiator. The most successful responses stated a term on the model given and clearly described it or how it works. They also clearly described how information is passed between the stores using alternate terms to those given on the diagram fully showing their understanding. Less successful responses repeated terms as they appeared in the question, gaining no credit. The question asked about how a performer learns a skill so that it becomes stored in their long-term memory. Some candidates focused on how a performer uses their memory to 'perform' a skill, rather than 'learn' it. While most candidates scored some marks on this question, the more successful responses showed an understanding of this distinction allowing those candidates access to top marks.

### Exemplar 1

The sensory memory store is limitless in capacity and is able to hold stimuli/info for upto 1 second. Selective attention then takes place and the information deemed relevant reaches the short-term memory store. The STM can hold 7 items and information for upto 30 seconds, e.g. the key skills behind riding a bike (to balance up-right) are put together in the 'working memory store' to put together the skill as a whole. The information and skill is rehearsed (practiced) which moves it into the long-term memory which is limitless in time and capacity. Meaning the performer will remember how to ride a bike long-term. Information from the STM can be retrieved ~~from the~~ back into the LTM as if something is forgotten e.g. to hold the handle bars.

The example scored 4/5 and is written clearly and concisely. Marks were given for:

- Point 1 (sensory memory – limitless capacity / <1 sec duration)
- Point 2 (selective attention – relevant information reaches STM)
- Point 4 (STM capacity / duration)
- Point 6 (skill is practised moves into to LTM).

Further points aren't given as retrieval of information is about performing the skill, to make the point relevant to 'learning' as the question asks the candidate needs to also refer to how the information that has been retrieved from LTM to STM is then updated/encoded back into the LTM.

### Question 6 (c) (ii)

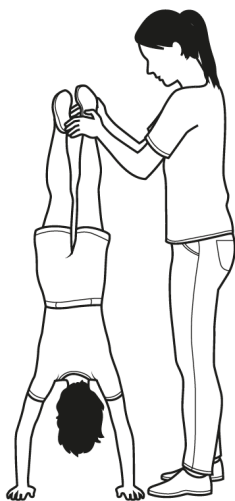
- (ii) **Other** than rehearsal, suggest **one** method that a coach could use to help information to be stored in the long-term memory.

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

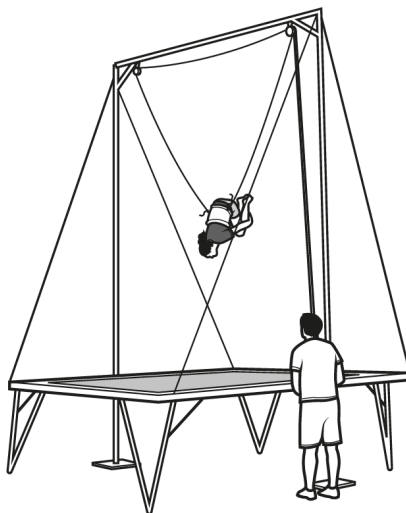
This question was generally well answered with chunking being the most common answer. Some candidates talked about repetition which is the same as rehearsal and so achieved no marks.

### Question 6 (d)

(d) Identify the types of guidance being used in each image shown in **Figs. 6.2** and **6.3**. Describe **two** benefits of using them when learning a new skill.



**Fig. 6.2**



**Fig. 6.3**

Guidance in **Fig. 6.2** .....

Guidance in **Fig. 6.3** .....

Benefits .....

.....

.....

.....

.....

.....

..... **[4]**

A well answered question with many candidates being given full marks.

### Question 7 (a)

7 (a) Describe the following terms in relation to personality:

Type A .....

.....

Type B .....

.....

Introvert .....

.....

Extrovert .....

.....

[4]

Candidates scored well; many listed multiple points per term.

### Question 7 (b)

(b) Describe the inverted U theory of arousal.  
Outline **one** way in which it differs from drive theory of arousal.

.....

.....

.....

.....

.....

.....

[4]

Generally, a well answered question. Some candidates didn't fully quantify that arousal levels influence performance, stating things like 'increased performance and arousal occur', or weren't specific enough, for example referring to 'optimal level' rather than stating 'optimal level of arousal'.

Differences were really well understood and written, although some candidates gave more than one, in which case only the first was marked.

### Question 7 (c) (i)

(c) Steiner's model of group effectiveness states that faulty processes reduce group productivity.

(i) Give reasons why a large team may experience more faulty processes than a small team.

.....

.....

.....

.....

.....

.....

..... [4]

This question was a good differentiator and required candidates to understand Steiner's model and apply it to group size. Candidates performed well on this question with most candidates achieving some marks, and some candidates obtaining full marks. Common responses included Point 1 (breakdown in communication), 2 (co-ordination problems), 4 (motivation problems), 5 (Ringelmann effect), 6 (social loafing), although many other points were also accessed. Less successful responses described Steiner's model, rather than used knowledge of it to answer the question.

## Exemplar 2

~~This can~~ A large team can cause both motivational losses and co-ordination losses. A large team can cause co-ordination losses, known as the Ringelmann Effect, as having more people involved means that it is harder to be co-ordinated and be able to successfully perform skills as it increases the chances of failure. Also, if the team has more players in, ~~they may~~ that may mean people get less game time. This can cause motivational losses as it can cause a decrease in social cohesion and lead to social loafing for some players, who may feel that no matter how hard they try they will always be put on the bench.

The example is a clear and well written response easily securing full marks. The candidate relates their knowledge of Steiner to the question by starting their response clearly referring to a large team. Creditable points include reference to:

- motivation losses
- co-ordination losses
- Ringelmann effect
- decrease in social cohesion
- social loafing.



### Question 7 (c) (ii)

- (ii) The coach of a large team tries to increase group productivity by giving the team members individual roles.

.....

.....

.....

.....

.....

.....

..... [2]

This question was well answered, with common responses including Point 3 (better co-ordination), 4 (less social loafing), 5 (less conflict) and 9 (sense of purpose).

### Question 7 (d) (i)

- (d) (i) A small group of adults are learning how to play table tennis at an over 50s social club. Identify which leadership style would be most appropriate for them and explain why.

.....

.....

.....

.....

.....

.....

..... [3]

This question required candidates to look at the scenario as a whole and decide the most appropriate leadership style and present an explanation. Candidates obtained credit for knowing a democratic leadership style is most appropriate for small groups, adults, over 50s, social club, safe activity in Point 1, to gain further credit the needed an explanation. A description of the leadership style alone was not creditable, unless it was linked to a reason why democratic leadership is most appropriate in that situation.



## Section C

### Question 8\*

8\* Below are two attributions made by different performers.

1. I tried really hard in the tennis match today so I totally deserved my win.

2. We lost the basketball match because they are a much better team than us; they are top of the league.

Evaluate the use of the attributions above in relation to Weiner's model of attribution.

Suggest how a coach could use the types of feedback listed below to help a performer attribute successfully:

- knowledge of results
- knowledge of performance
- positive
- negative.

[10]

This 10 mark extended response question, required candidates to show their depth and breadth of understanding in 2 areas of the course (attribution and feedback) and assessed candidates:

- AO1 – knowledge and understanding
- AO2 – application of knowledge and understanding through practical examples
- AO3 – analysis and evaluation
- technical vocabulary
- structure and relevance of written response.

| More successful responses tended to:  | Less successful responses tended to:  |
|---|---|
| <ul style="list-style-type: none"> <li>• use Weiner’s model to evaluate both attributions accurately, covering strengths and weakness of the use of each attribution</li> <li>• refer directly to the tennis player and the basketball team in the 1<sup>st</sup> part of their response, as well as possibly giving some examples in the 2<sup>nd</sup> part (although the latter wasn’t necessary to achieve top marks)</li> <li>• discuss how the different types of feedback could be used by a coach to help attribute correctly to help a performer</li> <li>• use very accurate technical and specialist vocabulary</li> <li>• show a well-developed line of reasoning which was clear and logically structured and well thought out.</li> </ul> | <ul style="list-style-type: none"> <li>• not link Weiner’s model to specific scenarios in the question</li> <li>• refer to the 1<sup>st</sup> attribution as a loss</li> <li>• evaluate the types of feedback</li> <li>• omit practical examples</li> <li>• use technical and specialist vocabulary with limited success</li> <li>• communicate information in a basic and unstructured way.</li> </ul> |

Exemplar 3

Positive involves praising the performer for performance e.g. coach praises gymnast for good round off. This could be used to attribute performance to internal and stable reasons e.g. dance teacher praising dancer for having excellent side leaps.

The example shows a candidate who has demonstrated understanding of positive feedback – they state it is praise, they also give an example (which isn’t required in this question, although it does add to AO2 credit) and then they explained how it can be used to attribute successfully.

**Assessment for learning**



It is important that candidates identify the different parts to the question and what is required of them before composing their response. Planning is key.

Extended response questions should be answered in detail, showing depth and breadth of understanding.

If a question has an example in it, candidates should directly refer to the example in their response to show application.

---

# Supporting you

---

## Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

## Signed up for ExamBuilder?

**ExamBuilder** is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels 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.

[Find out more](#).

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2022 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.