

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

Key messages

- Some candidates need to focus responses in accordance with the context of the question asked.
- Questions often require examples to be used. Candidates should select an example carefully to fit the question context.

General comments

Presentation of work was usually clear and time management was good. There was no evidence of candidates running out of time and not completing the paper. Generally candidates seemed to find **Section B** the most challenging section.

Comments on specific questions

Section A

Question 1

- (a) Stronger candidates gained full credit for this question. Weaker candidates often did not seem to have the knowledge to identify either feature.
- (b) (i) Many candidates were able to correctly identify the type of synovial joint. However, some incorrectly identified joint types from other parts of the body, e.g. a ball and socket joint.
- (ii) Weaker candidates found this question challenging. Many candidates were able to gain partial credit for identifying the radius. However, many then confused responses with other bones.
- (c) Only the strongest candidates were able to offer a full movement analysis of the shoulder and of the knee. Many candidates identified the muscle in the shoulder but only the strongest could identify one of the quadriceps muscles. Some candidates did not identify extension of the knee and others confused this with flexion.
- (d) (i) While most candidates identified structure B, many were unable to identify the other features. It was also common for weaker candidates to give an incorrect valve type, seemingly confusing which side of the heart they were looking at.
- (ii) The strongest candidates referred to how the cardiac cycle shortens/quickens before describing why this change occurs. Some candidates gained partial credit for describing that there is an increased stroke volume / ejection fraction.
- (e) (i) Many candidates knew about the concept of a systolic and a diastolic pressure, but weaker answers did not contain the explanatory detail to gain full credit. The stronger candidates noted the command word and answered appropriately.
- (ii) Most candidates were able to identify that blood pressure increases during exercise. Weaker candidates were unable to explain this with any further detail. The strongest candidates were able to refer to peripheral resistance or to the differing effects of sub-maximal and/or maximal exercise.

- (f) Many candidates correctly identified and applied the relevant changes to given values for the respiratory volumes. Weaker candidates tended to struggle to apply their knowledge.
- (g) Candidates found this question challenging. Although many candidates knew that control was automatic and involved the medulla oblongata, only the strongest were able to describe neural control with further detail.

Section B

Question 2

- (a) Many candidates scored well on this question gaining full credit. However, some weaker candidates found this question challenging and identified characteristics of sport rather than of skilful performance.
- (b) Many candidates knew this area well and justified the classifications appropriately. Weaker candidates were typically not able to justify the classifications stated. Some candidates could have improved their responses by giving appropriate justifications that related to a goalkeeper saving a penalty.
- (c) (i) Many candidates used a suitable practical example of a stimulus and corresponding response from a practical example. Some weaker candidates did not understand this concept and referred to a bond between a sportsperson and their coach.
 - (ii) For most candidates this was a well-answered question. The strongest candidates suggested ways the S/R bond could be strengthened without repetition.
- (d) Some candidates found this question challenging. Key terms needed to be used in the correct context given the question asked, which was not always the case for some candidates.
- (e) Only the stronger candidates showed a good understanding of this aspect of Schmidt's schema theory. Often weaker candidates did not have secure knowledge of the theory.
- (f) (i) Most candidates were able to suggest sensory information used in physical activity. Some responses were inappropriate given this context.
 - (ii) Many candidates showed a good understanding and showed precise knowledge.
- (g) (i) Candidates were required to state the name of the second phase of learning. Although most candidates correctly stated the stage, the weakest candidates often confused this with other stages.
 - (ii) Most candidates were able to gain credit on this question by applying their knowledge well.

Section C

Question 3

- (a) (i) Many candidates were able to successfully identify three characteristics but it was common for weaker candidates to only identify two or to repeat one of the characteristics included in the question.
 - (ii) Many candidates answered this question well and addressed both equal opportunities and esteem. Weaker candidates tended to find esteem the harder of the two concepts to describe.
- (b) (i) Many candidates gained partial credit. Stronger candidates could expand on answers fully and address other benefits to the country.
 - (ii) Some candidates found this question challenging and gave a general overview of how excellence could be developed rather than naming actual policies and initiatives. The strongest candidates could do this and describe how these policies work in practice.

- (c) Most candidates answered this question well with many explaining physical, social and mental benefits that can result from regular participation. Some candidates listed many examples of one type of benefit instead of expanding their answers.
- (d) The stronger candidates knew this area well. Weaker candidates tended not to focus their answers appropriately to the context of the question.
- (e) Most candidates performed well on this question and often referred to many different variables that affect the extent to which family can support individuals.
- (f) Most candidates gained at least partial credit on this question. The strongest candidates addressed both sides of the discussion, i.e., the benefits for sport and the drawbacks for sport.

PHYSICAL EDUCATION

Paper 9396/12
Written Paper

Key messages

- Candidates should be encouraged to read each question carefully and maintain this focus to address the specific requirements of each question.
- Candidates should be reminded to pay attention to the mark allocation for the question and produce a range of different answers. Repetition of one creditable answer using several different words will be unlikely to gain extra credit.

General comments

Many candidates managed their time well and understood the demands of the paper. Generally candidates interpreted the command words well and often used the correct technical language of Physical Education in their responses.

Practical examples were used appropriately by stronger candidates who also paid attention to the number of marks available for each question.

Comments on specific questions

Section A

Question 1

- (a) Stronger candidates stated the correct movement and the joint at which the movement takes place. The action of the tibialis anterior was usually more familiar than the other muscle actions.
- (b) The strongest candidates explained the antagonistic pair of muscles when the elbow flexes and extends. Candidates should be reminded that the correct full names of the biceps brachii and the triceps brachii should be used as per the syllabus.
- (c) Stronger candidates understood the joint movements at the shoulder. Many candidates could answer accurately for the ankle.
- (d) Many candidates identified the differences in the graph that suggested that performer B was fitter than performer A. Weaker candidates often gave limited answers that identified what was one difference.
- (e) This question was generally answered well. Stronger candidates included the correct blood vessels, heart chambers and valves through which the blood flows on its journey from the muscles to the lungs.
- (f) Stronger candidates recognised the command word. Weaker candidates often listed some venous return mechanisms but without an explanation to show how the mechanism helps blood return to the heart.
- (g) The strongest candidates explained how breathing rates rises and included technical language carefully in their responses. Weaker responses sometimes listed all the different receptors and the

role of the medulla but did not make the link and show how the nervous system increases ventilation rate.

- (h) Many stronger candidates showed a good understanding of this area with some depth of knowledge evident in their answers. Weaker responses described the features of alveoli.

Section B

Question 2

- (a) Stronger candidates stated two other characteristics of abilities. Some candidates focused on describing gross motor abilities.
- (b) Most responses identified an example of a fundamental motor skill and showed how this motor skill develops into a sport-specific skill. The strongest candidates described other aspects to support this progression.
- (c) Many candidates were able to link insight learning to cognitive theory or Gestalt, and the importance of a holistic approach to learning. Stronger candidates gave benefits of insight learning. Weaker candidates generally struggled to suggest benefits.
- (d) (i) Stronger candidates gave a clear description of a motor programme using an example.
- (ii) Stronger candidates gave well-detailed explanations of open-loop control. Some candidates instead described open skills.
- (e) (i) The strongest responses demonstrated a good knowledge of both stages of the information-processing model. Weaker responses tended to use the words in the model to outline the processes only.
- (ii) Most candidates stated that feedback is used to improve skills by correcting errors. Stronger candidates paid attention to the mark allocation and recognised that further points were required.
- (iii) The strongest candidates gave detailed justifications to show why each type of feedback is effective for autonomous performers. Some candidates explained why intrinsic feedback is effective, but then lost focus on the question and described the other types of feedback without saying why an autonomous performer can use this feedback.
- (f) Stronger candidates explained the link between an increase in arousal and the likelihood of the dominant response. These answers often considered how the quality of the dominant response differed between cognitive performers and autonomous performers. Some candidates just repeated the question content.

Section C

Question 3

- (a) The strongest candidates often used a table to make direct comparisons between swimming as recreation and swimming as sport. Many candidates used comparative terms to highlight differences.
- (b) This question was generally answered well. Weaker candidates often stated benefits for an individual instead of benefits for the country.
- (c) (i) This question was also answered well. The strongest candidates acknowledged the mark allocation. Some weaker candidates repeated several social health and/or mental health benefits.
- (ii) The strongest candidates named and described several initiatives to encourage mass participation. This is an area of the syllabus that encourages learners to develop their research skills into their own or different countries.
- (d) This was a well-answered question. Candidates of most abilities provided at least some possible causes of violence by performers during a sporting event. The strongest candidates described a

range of different causes. Some very weak candidates misunderstood the question and described causes of crowd violence.

- (e) (i)** Many candidates showed a good understanding of reasons why performance-enhancing drugs may be used.
- (ii)** Most candidates suggested the use of bans and/or fines to reduce the use of drugs in sport. Weaker candidates tended to focus on different ways of implementing punishments only. Stronger candidates offered a range of ways to reduce the problem.

PHYSICAL EDUCATION

Paper 9396/13
Written Paper

Key messages

- Candidates should read each question carefully to ensure that the responses they provide are relevant.
- Candidates must be aware of the relationship between mark allocation and the number of points they typically need to write; a single-word response is rarely sufficient detail to gain all the marks for a three-mark question.
- Questions sometimes require practical or sporting examples to be used, candidates should be able to apply their knowledge.

General comments

Presentation of work was usually clear and time-management was usually good. There was no evidence of candidates running out of time and being unable to complete the paper. Most candidates attempted all questions.

Section C was generally the area where candidates gained most credit, whereas **Section B** tended to result in the least credit.

Comments on specific questions

Section A

Question 1

- (a) The movement of dorsiflexion was understood by the majority of candidates, but supination and shoulder flexion were less well known. Descriptions of these movements by weaker candidates were often too vague to be credited. Some descriptions did not clearly distinguish the type of movement from other types of movement.
- (b) This question was generally answered well. Some candidates confused slow-twitch muscle fibres with fast-twitch muscle fibres. There were some examples of weaker candidates apparently not reading the whole of the question carefully and so including responses stated in the question.
- (c) (i) Many candidates were able to identify the type of movement at the elbow. Some weaker candidates gave a low-level response for the muscle at the elbow rather than the answer required by the syllabus. The movement at the hip was known by the majority of candidates, but fewer correctly identified the agonist.
- (ii) The majority of candidates correctly identified the articulating bones at both the hip joint and the elbow joint.
- (d) (i) Most candidates demonstrated good knowledge of the relationship between cardiac output, stroke volume and heart rate. There were numerous correct responses for values of the heart rate and stroke volume. Knowledge of the unit for cardiac output seemed less strong for weaker candidates.

- (ii) This was generally a well-answered question, with the majority of candidates clearly understanding the sequence of events that are involved in regulating heart rate following an increase in blood acidity. Strong candidates often used key terms well in their responses.
- (e) Weaker candidates tended not to be able to apply to apply their knowledge well to this question. Typically these responses were limited to the idea that the heartbeat causes blood to be under pressure.
- (f) Responses needed to cover the listed aspects of breathing at rest and breathing during exercise. Weaker candidates did not cover these areas. Stronger candidates distinguished carefully between the actions of the internal intercostal muscles and the external intercostal muscles.
- (g) The majority of candidates were able to describe at least one other structural feature of the alveoli that assists gaseous exchange. There were examples of candidates who may not have read the whole of the question carefully as they included some of the items from the question in their responses.

Section B

Question 2

- (a) The majority of candidates knew three other characteristics of skilful performances and were precise in their use of language to identify these. Some weaker candidates resorted to repeating some of those in the question.
- (b) (i) Most candidates achieved maximum credit for this question. Stronger candidates tended to answer precisely.
(ii) The majority of candidates were able to identify examples of the different abilities.
- (c) (i) Knowledge of operant conditioning was generally clear and most candidates were able to achieve maximum credit.
(ii) Many candidates were able to suggest at least one advantage and one disadvantage of learning through operant conditioning. The strongest candidates tended to apply their knowledge fully.
- (d) The majority of candidates gained credit on this question with many gaining the maximum available credit. Weaker candidates often resorted to repeating the terms in the question. For some candidates the response for motor reproduction was insufficiently detailed.
- (e) The two rules of recall schema were known by many candidates. Some candidates stated the two rules of recognition schema. There were some candidates who were unable to identify any of the rules of schema.
- (f) Some weaker candidates did not provide a full response to this question. Some described four types of feedback rather than noting the command word and relating their knowledge to the question asked.
- (g) Descriptions of bilateral and proactive transfer by stronger candidates were clear and accurate. Weaker responses were often too vague or incorrect.
- (h) (i) Many candidates gained maximum credit for this question with a range of relevant examples seen.
(ii) Responses to this question by weaker candidates were often superficial. Some candidates essentially repeated the question without explanation.

Section C

Question 3

- (a) (i) The majority of candidates were able to identify two characteristics of outdoor recreation.

- (ii) Weaker candidates could not be awarded credit when simply repeating the question by suggesting, for example, that real risk was concerned with real risks. Stronger candidates tended to give a precise and careful explanation with suitable examples.
- (b) (i) Many candidates were able to make two suitable points about elite sport. The responses of weaker candidates were sometimes left unqualified and so too vague for credit.

(ii) Most candidates achieved credit for this question. Precise learning was demonstrated by stronger candidates.
- (c) (i) Most candidates were able to suggest several suitable methods that could be used to encourage mass participation.

(ii) Some weaker candidates responded as if the question was concerned with benefits to an individual. Stronger candidates applied their responses such that they were relevant for a community.
- (d) Some weaker candidates seemed not to read the question carefully and answered as if the question related to sports rather than performers. Some candidates concentrated their answers on the advantages. Stronger responses also fully covered the disadvantages of sponsorship for performers.
- (e) Responses to this question tended to either be accurate and based on a detailed application of knowledge about the topic or, typically for weaker candidates, based only on a description of what fair play is.

PHYSICAL EDUCATION

Paper 9396/02
AS Level Coursework

Key messages

- Centres should read the Coursework Guidelines before submitting evidence.
- All evidence and documentation should be reviewed and checked before being submitted.
- Some activities require additional evidence, such as a log book. Centres should ensure that these are submitted along with the evidence of performance.
- In examination series where relevant and applicable, centres should apply for permission to use the component adjustment (allowing reduced coursework requirements where permitted) before sending in their marks.

General comments

There were some high-quality performances and some accurate marking was seen in this series. However, some centres did not follow the Coursework Guidelines and submitted practical and/or written work where the required evidence was missing. The centre should provide all the required evidence as stated in the Coursework Guidelines. Sometimes centres did not follow the rubric or requirements of the syllabus in the evidence presented.

Administration

The paperwork submitted by centres was not always well organised. At some centres the marks on the rank order forms did not match the corresponding marks on the summary form. Centres should note that a zero mark is usually used when a candidate has submitted filmed evidence or written work, but that work or evidence is not creditworthy. These candidates should be in the sample as per the samples database instructions. The minimum requirement for this series when using the component adjustment was one practical activity and an action plan with all items evidenced.

At some centres marking was too generous and at others it was inconsistent. Centres should apply the marking criteria found in the Coursework Guidelines consistently across the whole range of activities submitted by their candidates.

Filmed evidence

The quality, quantity and type of evidence varied considerably. Some centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked their files before despatch. A USB stick, with chapters for each activity and a menu is a good form of presentation and this was used by many centres.

Centres are reminded that each candidate should be clearly identified throughout the filmed evidence. Some centres identified the candidate at the start of the filming but then the candidate became hard to identify, especially if the candidate was filmed from a distance. The use of coloured or numbered bibs that are worn throughout the filming is often essential. In activities where this is difficult, such as swimming, the camera can remain focused on the candidate from a verbal introduction until the completion of the task or another system should be used. In some cases the candidate was named but not identified with a numbered bib or candidate number or lane, which made identification and assessment more difficult.

For a few centres the evidence was filmed from too far away or focused on the wrong candidate. This made identification particularly difficult. Centres are asked to review their evidence before submission. In some cases, low level of demand evidence was used. This was due to a candidate playing against much less able opposition or taking part in drills and skill activities that were passive and static rather than competitive and challenging. The film should show both the technique of the skill and the outcome. The use of a tripod would improve the film quality for some centres.

Centres are asked to consider the following before their work is despatched: Are the candidates clearly identified? Have the candidate identifiers been written onto the assessment sheets? Is candidate participation very frequent or is there a lot of time when they do not have contact with the ball or are inactive?

Centres are reminded that they must review the final footage before it is submitted and that they should keep a copy of everything sent.

Action Plans

Some action plans were detailed and structured in accordance with the Coursework Guidelines. The best action plans contained work that demonstrated detailed analysis of the strengths and weaknesses of a performance using technical language and a clear knowledge of the activity. This analysis was then linked to the goals set to improve the performance. These plans were based on the set goals and contained detailed explanations of weekly training practices and fitness sessions incorporating training principles. Action plans that were awarded higher marks tended to contain evaluations that were personal and linked back to the technical detail involved in the performance weaknesses, perhaps using specific examples. Fitness or performance testing was sometimes used to show a recorded improvement.

In this series, some centres overmarked action plans. Sometimes there was a lack of detail in these plans. For example, they may have been a simple diary of weekly training schedules without a link to the improvement of identified weaknesses and with evaluations that were superficial and very general. The Coursework Guidelines clearly outline how to structure the Action Plans. This guidance it seems was not always followed. Some candidates concentrated on fitness plans and training activities and simply listed such training activities in a weekly or daily diary with little or no evaluation of how to gauge if the suggested training plan had improved performance.

Comments on specific activities

Invasion games

Invasion games were the most popular of the activities. Candidates were sometimes filmed in conditioned drills and performing conditioned games in a competitive environment. However, sometimes the level of demand of the filmed environment did not allow candidates to show their full ability. In some cases, the level and quality of the opposition was too low, or opponents taking part in conditioned games were too passive. If the demand of the environment does not match a high level of performance, then it is difficult for candidates to access the highest marks. In some cases, the range of acquired and developed skills indicated in the Coursework Guidelines was not evidenced, with centres submitting video clips of one or two skills repeated in different practice situations rather than a fuller range of skills in highly competitive practice situations. In some cases centres did not submit evidence of conditioned practices.

Track and field athletics

Filmed evidence of track and field was sometimes very brief and did not always show a prescribed competitive situation. Some centres concentrated too much on warming-up activities. In sprinting events for example, the filmed performance of various starts, mid-race actions and race finishes, filmed from different angles showed the technique and ability of a candidate clearly.

Hill walking

Most centres presented evidence of candidates performing skills in an appropriate environment. Whilst evidence of the actual expedition walk was submitted by many centres, the acquired skills of the use of map and compass, navigation, route planning and knowledge and application of safety were not always shown well. According to the Coursework Guidelines, candidates should be assessed as individuals. They should be assessed whilst performing the acquired and developed skills in a challenging environment from different

parts of the expedition. A log is required as evidence of the content, planning and execution of the expedition, but some centres did not provide this evidence.

Cross-country running

Filmed evidence should support the mark awarded during various sections of a competitive race, for example: inclines, a middle section and the last 400 m. Minimum distances should be applied. There was limited evidence of the outlined coursework requirements in some submissions for cross-country running. In some of these there was no evidence of a race finish or of running inclines and evidence of the distance run was sometimes not well included. Centres should refer to the Coursework Guidelines and note that male candidates should complete a run of 5 km, and female candidates a 4 km run. The terrain used in the run should not include roads, except when crossing. Evidence was sometimes submitted of a candidate running around a track, which is not appropriate for this activity.

Dance

Candidates are required to perform three solo dances from two genres lasting around a minute each and to produce a written programme of each dance prior to the assessment. Sometimes candidates performed just one dance or did not include a written programme with their submission. At some centres not all relevant evidence was submitted.

Gymnastics

Centres are reminded that candidates should perform two vaults from a selection of those named in the Coursework Guidelines. Three short floor sequences in a minimum area of 10 m × 10 m are also required. In some evidence there was footage of only one vault, or no floor sequence. Some centres seemed to submit without reference to the Coursework Guideline requirements. These centres should read the Coursework Guidelines before collecting evidence.

Weight training

Centres are reminded that in addition to filmed evidence of this activity, each candidate is required to submit a programme that clearly demonstrates the intended goal and the intended improvement related to a specific activity. Sometimes recorded training programmes were generic and occasionally unrealistic and did not always relate to the specific improvement goals. In weaker evidence the training programme log was sometimes not submitted, and in such cases the highest-level marks could not be supported.

Filming of a variety of exercises from different angles with a clear explanation of the intended improvement to be gained from such exercises was seen in the strongest samples. The best work included advanced techniques that were performed with control, accuracy and fluency. At some centres, high marks were awarded to candidates who did not display advanced techniques, lacked control in their performance or often performed very basic exercises.

Additional evidence

Logs or records of performance are required in several activities in addition to other performance evidence. The best prepared centres had clearly engaged with the Coursework Guidelines for all activities, where these requirements are outlined. Weaker submissions tended to miss out some of the required evidence.

PHYSICAL EDUCATION

Paper 9396/31
Written Paper

Key messages

- Candidates are expected to define key terms and give accurate, carefully chosen practical examples to support their answers.
- Candidates should be encouraged to read each question carefully and maintain their focus to address the specific requirements of each question.

General comments

The quality of answers on the Olympic Games was good. Candidates generally showed a good understanding of the content in all three sections. Most strong candidates showed they were able to use the correct technical language to good effect.

Comments on specific questions

Section A

Question 1

- (a) (i) Stronger candidates gave good, clear definitions for work and power.
- (ii) Many responses stated suitable units for work and power.
- (b) This question was answered well. Many candidates recognised the correct energy system and gave appropriate detail.
- (c) The strongest answers outlined how myoglobin stores are replenished succinctly. Some answers did not mention oxygen.
- (d) Stronger candidates understood that they needed to supply descriptions. Weaker candidates often resorted to repeating the names of the principles, particularly for specificity and progression. Practical examples were generally good.
- (e) (i) This was a well-answered question. Many candidates described how relevant factors may affect aerobic capacity.
- (ii) The strongest candidates understood the question and focused on cardiovascular factors. Weaker candidates often described muscular and skeletal factors.
- (iii) This question was very well answered by most candidates.
- (f) The strongest candidates gave detailed descriptions of a method of carbohydrate loading. Timescales should be included in an answer. Stronger responses typically contained this specificity.

Section B

Question 2

- (a) Stronger candidates described the interactionist approach to personality development accurately and many included the name of one proponent of this approach. Weaker candidates showed a lack of knowledge of this theory.
- (b) Most candidates gave suitable answers to outline the named personality traits.
- (c) The strongest candidates included persuasive communication and cognitive dissonance in their answers. These candidates generally took note of the mark allocation and realised that answers of some detail were needed. Weaker responses gave more basic answers.
- (d) (i) The strongest candidates made distinct comparisons. Comparisons should be direct. The use of comparative terms is also recommended.
(ii) Most responses suggested that a laissez-faire leadership style may be suitable for highly skilled performers.
- (e) The strongest candidates differentiated between the goal types clearly. These candidates gave a clear explanation of each goal and gave suitable practical examples. Many candidates were able to gain credit for their examples.
- (f) This question was generally answered well with good knowledge of the topic shown by most candidates.
- (g) Many candidates showed excellent understanding of cue-utilisation theory. Some responses described the inverted-U theory. However, unless the link between arousal and attentional focus was made this was not always relevant.
- (h) The strongest candidates understood the demands of this question and gave a range of reasons for a decline in performance in the presence of an audience. Some weaker candidates left their responses unqualified and so too vague for credit.

Section C

Question 3

- (a) Most candidates gained some credit for their answers. Stronger candidates showed detailed understanding of the Olympic Games as a social force.
- (b) The strongest responses outlined the organisation of the IOC accurately. Weaker responses often described the aims of the IOC, rather than describing its organisation.
- (c) (i) Many candidates explained the reason behind African countries boycotting the 1976 Montreal Games.
(ii) Most candidates stated that the United States boycotted the 1980 Moscow Games and gave the correct reason for this boycott.
(iii) Several reasons were possible for the Soviet boycott of the 1984 Los Angeles Games. Candidates tended to answer well.
- (d) There are many examples of countries or groups of individuals being refused entry to compete in the Olympic Games. Many candidates showed knowledge of different groups and the reasons behind their exclusion. Some candidates gave responses that were not relevant because the question focused on nations using political power.
- (e) This question was answered well. Many candidates listed several disadvantages to the local population of the host country.

- (f) This question was answered well by most candidates. Many candidates were able to suggest a good range of benefits for a country that hosts a successful Olympic Games.
- (g) The strongest responses showed very good understanding of the concept of amateurism. Weaker responses showed limited knowledge and typically a very brief, often overstated, response.

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

Key messages

- Candidates need to be able to apply their knowledge and should be ready to link topic areas in their responses.
- Candidates should be encouraged to read each question carefully and maintain their focus to address the specific requirements of each question.

General comments

Most candidates appeared to be well prepared for this examination. Stronger candidates seemed to plan their answers and may have spent time analysing the specific requirements of each question, including the command words and mark allocations.

Comments on specific questions

Section A

Question 1

- (a) Many candidates showed excellent knowledge and understanding of this topic. Weaker candidates showed basic knowledge of the names of each stage and some of the by-products of the aerobic system.
- (b) (i) Stronger candidates were able to suggest why phosphocreatine stores were low and typically gave a suitable practical example of a high-intensity exercise. Weaker candidates struggled to analyse the graph.
- (ii) Stronger candidates showed a clear understanding of the restoration of the oxy–myoglobin link. Some weaker candidates mistakenly focused on the lactic acid debt component.
- (iii) Many candidates gave the correct timescale for full recovery of the lactic acid debt component. Some candidates gave timescales for other processes.
- (c) (i) This question was answered well. Most candidates described two factors affecting static flexibility. Some weaker candidates left their responses too vague for credit, better description was needed in these cases.
- (ii) The strongest candidates gave clear and accurate descriptions of a method of evaluating static flexibility. Weaker candidates showed some errors in description of test protocols. Some responses stated that candidates reach forward only. This lacked the detail required at this level.
- (iii) The best responses outlined stretching sessions, included specific static flexibility exercises and applied the principle of overload to these exercises. Some responses did not consider the mark allocation for this question and gave very limited answers.
- (d) This was generally answered well. Many candidates gave correct descriptions for at least some, and often all, of the named components of fitness.

- (e) This was a well-answered question. Stronger candidates generally included positive and negative effects of anabolic steroids. Some candidates included irrelevant performance-enhancing drugs in their responses.

Section B

Question 2

- (a) (i) The strongest responses showed detailed knowledge of the theory. Weaker responses were often limited to the genetic element of the theory and included repetition of this aspect without describing other elements of the theory.
- (ii) Stronger candidates understood that there is some value in personality profiling but recognised its limitations as a guide to sporting success. Candidates might benefit from carrying out a personality test when learning about sport psychology so that they can review their own results and consider the benefits and limitations of trait theory.
- (b) Stronger candidates used practical examples to describe each factor and its effect on group productivity. Weaker candidates were unable to differentiate between the two parts of the question.
- (c) This question was generally answered well.
- (d) Most candidates answered this well and often explained that the goal was not agreed, was not time-phased and was not realistic or achievable. Some answers suggested alternative goals. This was not part of the question and did not gain credit.
- (e) Most candidates were able to name two cognitive anxiety management techniques. Only the stronger candidates outlined how these techniques should be carried out.
- (f) Many responses stated that an audience may cause an increase in arousal. The strongest candidates gave detailed explanations covering social facilitation and social inhibition and the link between ability level, personality type and type of skill on the performance outcome.
- (g) Stronger candidates described channelled aggression accurately and gave a clear practical example from sport. In some responses it was not clear in the descriptions that forceful behaviour was being used or if it was within the rules.

Section C

Question 3

- (a) Most responses described many features of the ancient Olympic Games. Weaker candidates showed some confusion in their responses.
- (b) Stronger candidates listed five aims of the IOC. Weaker responses sometimes included aims that were given in the question.
- (c) Many responses explained that Hitler used the 1936 Berlin Olympic Games to show the superiority of the Aryan race. Some answers instead described Jesse Owens' role at these Games in detail. Candidates should note that Hitler did not ban Jewish athletes who competed for other countries. Stronger candidates specified that the German team had a policy of not selecting Jewish athletes or that they selected one token Jew.
- (d) This question was answered well. Many candidates listed several sources of funding for a host country.
- (e) This was answered well by most candidates who showed an excellent understanding of the costs incurred by athletes as they strive to gain selection for their country.
- (f) Most candidates explained some benefits of a positive legacy for a host country. Stronger candidates showed a wide breadth of knowledge.

- (g) Many candidates recognised the relevance of the Second World War in the introduction of the Paralympics. The strongest candidates described the introduction and development of the Paralympics in detail and referenced the importance of Ludwig Guttmann.

PHYSICAL EDUCATION

Paper 9396/33
Written Paper

Key messages

- Candidates are expected to define key terms and give accurate, carefully chosen practical examples to support their answers.
- Candidates should be encouraged to read each question carefully and maintain their focus to address the specific requirements of each question.

General comments

The quality of answers on the Olympic Games was good. Candidates generally showed a good understanding of the content in all three sections. Most strong candidates showed they were able to use the correct technical language to good effect.

Comments on specific questions

Section A

Question 1

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- (ii) Many responses stated suitable units for work and power.
- (b) This question was answered well. Many candidates recognised the correct energy system and gave appropriate detail.
- (c) The strongest answers outlined how myoglobin stores are replenished succinctly. Some answers did not mention oxygen.
- (d) Stronger candidates understood that they needed to supply descriptions. Weaker candidates often resorted to repeating the names of the principles, particularly for specificity and progression. Practical examples were generally good.
- (e) (i) This was a well-answered question. Many candidates described how relevant factors may affect aerobic capacity.
- (ii) The strongest candidates understood the question and focused on cardiovascular factors. Weaker candidates often described muscular and skeletal factors.
- (iii) This question was very well answered by most candidates.
- (f) The strongest candidates gave detailed descriptions of a method of carbohydrate loading. Timescales should be included in an answer. Stronger responses typically contained this specificity.

Section B

Question 2

- (a) Stronger candidates described the interactionist approach to personality development accurately and many included the name of one proponent of this approach. Weaker candidates showed a lack of knowledge of this theory.
- (b) Most candidates gave suitable answers to outline the named personality traits.
- (c) The strongest candidates included persuasive communication and cognitive dissonance in their answers. These candidates generally took note of the mark allocation and realised that answers of some detail were needed. Weaker responses gave more basic answers.
- (d) (i) The strongest candidates made distinct comparisons. Comparisons should be direct. The use of comparative terms is also recommended.
(ii) Most responses suggested that a laissez-faire leadership style may be suitable for highly skilled performers.
- (e) The strongest candidates differentiated between the goal types clearly. These candidates gave a clear explanation of each goal and gave suitable practical examples. Many candidates were able to gain credit for their examples.
- (f) This question was generally answered well with good knowledge of the topic shown by most candidates.
- (g) Many candidates showed excellent understanding of cue-utilisation theory. Some responses described the inverted-U theory. However, unless the link between arousal and attentional focus was made this was not always relevant.
- (h) The strongest candidates understood the demands of this question and gave a range of reasons for a decline in performance in the presence of an audience. Some weaker candidates left their responses unqualified and so too vague for credit.

Section C

Question 3

- (a) Most candidates gained some credit for their answers. Stronger candidates showed detailed understanding of the Olympic Games as a social force.
- (b) The strongest responses outlined the organisation of the IOC accurately. Weaker responses often described the aims of the IOC, rather than describing its organisation.
- (c) (i) Many candidates explained the reason behind African countries boycotting the 1976 Montreal Games.
(ii) Most candidates stated that the United States boycotted the 1980 Moscow Games and gave the correct reason for this boycott.
(iii) Several reasons were possible for the Soviet boycott of the 1984 Los Angeles Games. Candidates tended to answer well.
- (d) There are many examples of countries or groups of individuals being refused entry to compete in the Olympic Games. Many candidates showed knowledge of different groups and the reasons behind their exclusion. Some candidates gave responses that were not relevant because the question focused on nations using political power.
- (e) This question was answered well. Many candidates listed several disadvantages to the local population of the host country.

- (f) This question was answered well by most candidates. Many candidates were able to suggest a good range of benefits for a country that hosts a successful Olympic Games.
- (g) The strongest responses showed very good understanding of the concept of amateurism. Weaker responses showed limited knowledge and typically a very brief, often overstated, response.

PHYSICAL EDUCATION

Paper 9396/04
A Level Coursework

Key messages

- Centres should check the quality of filming and that all paperwork is correct before making their submissions.
- Please consult the Coursework Guidelines before submitting evidence.
- When submitting evidence of the Evaluation and Appreciation task, centres are reminded that the use of prompts and stimuli should be regulated and limited.
- In examination series where relevant and applicable, centres should apply for permission to use the component adjustment (allowing reduced coursework requirements where permitted) before sending in their marks.

General comments

There were some strong performances that were well evidenced at some centres. Some centres did not seem to note the Coursework Guidelines fully before submitting evidence.

Administration

Centres who did not apply for the component adjustment should have submitted evidence of two activities and an Evaluation and Appreciation task where relevant due to the sample and cohort size.

In relation to paperwork, some centres did not include a summary form with their evidence and others did not record candidate marks on the correct forms. For example, swimming and track and field athletics require the recording of marks on particular forms that show the breakdown of performance assessment marks, critical assessment marks and the calculation of the final mark. In some cases, generic activity forms were used to record these activities at less well-prepared centres.

Filmed evidence

The quality, quantity and type of evidence varied considerably. Some centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked the evidence before despatch. Chapters for each activity and a menu is a form of presentation used well by some centres.

For a few centres the evidence was filmed from too far away or focused on the wrong candidate. This made candidate identification particularly difficult. Centres are asked to review their evidence before submission. In some cases, inappropriate evidence was filmed. Some centres did not identify the candidates at the start of the filmed evidence, or they introduced the candidate in a different setting from where the evidence was filmed, and then did not identify the candidate in the actual performance. Candidates were typically best identified by numbered or coloured bib, by numbered shirt, by coloured swimming cap, by specialist clothing or by a printed number attached to clothing.

Filming should generally be by activity for most centres and most activities and is not usually efficiently presented by individual candidate, except when there is only one candidate for the activity, where the activity is individual (such as gymnastics) or where the candidates' abilities are very different. The film should show the performance in a competitive context. Sometimes candidates were filmed in games or situations of low demand, where the quality of opposition or the demands of the situation were not high enough to show if and how the candidate used tactics and strategies in challenging situations.

Centres are asked to consider the following issues before the evidence is despatched: Are the candidates clearly identified? Have the candidate identifiers been written onto the assessment sheets? Is candidate participation very frequent or is there a lot of time when they do not have contact with the ball or are inactive?

Centres are reminded that they must review the final evidence before it is submitted. Some centres did not do this and there were evidence issues as a result.

It is important that candidates are filmed in the most appropriate situations so that they are best able to fully demonstrate their skills and abilities in their chosen activity. Some footage was taken from such a distance that it was hard to see the candidate performing. In team games, some evidence was filmed while following the ball and not the candidate and therefore it was hard to focus on the candidate taking up positions or supporting the play. Some footage was very brief and taken from one perspective. The filming of a performance from different angles allows the action to be seen more clearly. In some circumstances it was hard to identify the candidate, evidence was presented, for example, with more than one player wearing the same number in a game or the candidate changed their number during filming without any record of this.

Evaluation and Appreciation task

The filmed evidence for this task was generally well presented. Footage of the observed performance was often included with the evidence either in a separate named file, or better still, immediately before the filming of the task. Some centres are reminded that this is a spoken task rather than a written task.

Centres are reminded that candidates are not allowed to use pre-prepared notes but can use notes that have been made during the observation of the live performance. The oral task should be filmed as soon as possible after that live observation. In some responses the whole Evaluation and Appreciation task was filmed by a third person. In other situations, the observed performance was recorded and then the camera immediately, without pause, switched to the teacher asking the questions and filmed the candidate response to those questions. The continuation from observation to analysis clearly demonstrated candidate application of knowledge.

At some centres different candidates used the same theoretical content to evaluate the observed performance even when the activity and observed performer were very different. The Evaluation and Appreciation task should be individual and applied to a specific performance, with candidates responding to what they have seen rather than what they expect to see. Actions within different observed performances require different appropriate and justified theoretical explanations. Sometimes candidates appeared to repeat a pre-learned response generically rather than responding to the specific performance under analysis.

Any prompting should be open ended and transparent. Questions, stimuli or prompts that are directive should affect the marks awarded and may be limiting. A pause in the response should be included in the continuous filming and does not necessarily indicate a low-level response. It might mean that the candidate simply needs to gather their thoughts. There is a list in the Coursework Guidelines of suggested questions that could be used by teachers if needed.

There were a number of very high-level evaluations, which often included detailed knowledge of the chosen activity with the use of technical language to explain weaknesses in the performance. These also tended to contain relevant theoretical concepts to explain weaknesses. Weaker evaluations lacked detail and contained repetitive theoretical content that had little relevance to the observed performance.

Comments on specific activities

Invasion games

Invasion games were the most popular activities chosen for assessment and in most cases the choice was supported by good-quality filmed evidence.

The quality of evidence was generally good with candidates filmed in fully competitive situations such as school, college or club fixtures. However, some candidates were filmed in less competitive situations where the quality of the opposition or the level of intensity of the activity may not have contained enough demand to allow candidates to demonstrate their skills. Some centres presented evidence of only training or practice drills without any evidence of a full competitive game. These centres must consult the Coursework Guidelines before submitting evidence.

Swimming activities

The quality of evidence in this activity varied. Some high-quality evidence showed candidates up close, from various angles and some centres even used underwater cameras to film the swimmers performing starts and turns, supplemented by footage of the candidate in competition. Other less helpful filming was taken at one end of the pool and then followed the candidate from the same position as they swam to the opposite end of the pool, thus the image of the swimmer gradually decreased in size. In such circumstances it was often difficult to see the techniques and actions of the swimmer. Some centres are reminded that there are performance assessment tables to be used in swimming activities. Some of the evidence of competitive swimming showed races that were not of the required distance. In the activities of both Life saving and Personal survival, there are instructions in the guidance of the tasks and procedures that must be undertaken by the candidates. These guidelines were not always adhered to at less well-organised centres. These centres should consult the Coursework Guidelines before submitting evidence.

Cross-country running

Candidates should be assessed on a marked course in a pressured competitive situation over 10 km (males) and 8 km (females). It was sometimes hard to confirm the length and variety of the course from the evidence presented, which centres should check has been evidenced clearly. The best evidence showed a variety of terrain, including inclines, filmed the candidates at various stages of the race and included more than one other runner as competition. At some centres, the evidence presented was of just the start and finish of the race with just one other competitor present. Some candidates completed the competitive race on an athletics track which was not appropriate for this activity.

Track and field athletics

Performance tables are used to determine the performance assessment mark of the candidates. The distances and times used in these tables, whilst recorded by the centre, were sometimes hard to verify on the evidence and it was best when the filming of an athletics event also contained clear footage of the timing or measurement of that event. Some centres provided evidence of various candidates competing in the same athletics event with no evidence of other aspects. Less well-organised centres did not always use the correct form to record the marks in this activity and some did not calculate the marks correctly. As a result, some centre marks needed to be adjusted.

Dance

The Coursework Guidelines state that a solo dance lasting between three and four minutes should be recorded. Candidates should also produce a written programme. Sometimes evidence was very short and some centres tended not to submit a written programme. In such cases there was sometimes a significant marking adjustment needed. These centres should consult the Coursework Guidelines before submitting evidence.

Rock climbing

Some centres recorded only one climb and some did not identify the standard of demand of the climb. Some centres did not show the safety considerations to be considered before attempting the climbs. During the climbs, the techniques outlined in the guidance were not always evident. This activity also requires that candidates submit a log to show their experience prior to assessment. Some centres need to consult the Coursework Guidelines before submitting evidence.

Horse riding (Show jumping)

Centres are reminded that candidates should attempt an unfamiliar course, in a competitive situation. It is suggested candidates should walk this course prior to competing to gauge and justify tactics. Some centres did not submit a relevant log. These centres need to consult the Coursework Guidelines before submitting evidence.