

PHYSICAL EDUCATION

Paper 9396/11
Written Paper 11

Key messages

Candidates should consider the command word that is used so that the depth of their answer is in line with the command word set.

Candidates need to answer questions with an appropriate depth of theoretical knowledge. Some general terms are too vague at advanced level.

General comments

Presentation was generally clear with some strong answers seen in each of the three sections of the paper. Weaker candidates occasionally did not meet the demands of certain command words but overall a reasonable depth of knowledge was shown throughout the paper.

Comments on specific questions

Section A

Question 1

(a) (i) Stronger candidates could identify the correct muscle. Some weaker candidates answered with a term that was too vague for this level of qualification.

(ii) Weaker candidates found this question challenging. The strongest candidates used detailed and fully correct terms. Some weaker candidates named the joint as the elbow without identifying the labelled joint feature as requested.

(iii) Most candidates correctly identified the labelled bone. Occasionally the weaker candidates used a different bone name, sometimes from a different part of the body to that shown in the question.

(b) Most candidates were able to gain credit in this question and some stronger candidates gained full credit. Some weaker candidates did not sufficiently identify the agonist at the knee through use of a term that is too vague at this level.

(c) Some weaker candidates did not describe characteristics and instead gave limited, sometimes one-word, responses. Other weaker candidates tended to repeat the characteristics mentioned in the question.

(d) Although many candidates successfully answered this question well, weaker candidates tended not to satisfy the command word and often simply listed the route of blood.

(e) The stronger candidates referred to suitable values with units for all three parts of this question. Many candidates identified a value and unit for maximal heart rate during exercise, but fewer candidates were able to suggest an appropriate value with unit for the other items.

(f) Although many candidates knew about the existence of various receptors fewer were able to explain their role in this context, which was to reduce heart rate after exercise.

(g) Some candidates showed a good breadth and depth of knowledge in this question. Generally the strongest candidates were able to describe three mechanisms well to gain full credit. Occasionally,

candidates did not meet the demands of the question as they only stated other mechanisms without providing a description.

(h) Many candidates understood the features of the pulmonary capillaries and alveoli, with the strongest candidates scoring full credit. Some weaker responses were limited to a few words describing one or two features only.

Section B

Question 2

(a) (i) Many candidates answered this question well. Candidates frequently showed a good ability to justify each classification. Weaker candidates usually found the justification for complex skills the most challenging.

(ii) Weaker candidates did not seem to understand this syllabus area well. The strongest candidates explained well at each stage in the progression.

(iii) Weaker candidates tended to resort to repeating the question rather than providing sufficiently detailed suggestions. The stronger candidates applied their knowledge to suggest how development could be affected.

(b) (i) The strongest candidates clearly identified both **A** and **B**. Some weaker candidates identified **A** correctly but then suggested an incorrect answer for **B**.

(ii) Only the stronger candidates suggested three ways to make learning through observation more effective. Weaker candidates sometimes gave an answer more focussed on the performer rather than the person demonstrating. Very weak candidates resorted to repeating the points already given in the question.

(c) Weaker candidates did not tend to correctly describe the features of recall schema. The strongest candidates often gained full credit. Some weak candidates wrote about irrelevant syllabus terms given the question asked.

(d) (i) Most candidates suggested suitable types of feedback and provided suitable justifications for at least some of their answers. Weaker candidates sometimes seemed to use incorrect terms for the types of feedback, some others confused these with reinforcement.

(ii) Many candidates showed a good understanding of the characteristics of the cognitive phase of learning. Some weaker candidates wrote about other syllabus topics.

(e) Most candidates showed a good knowledge and understanding of these arousal theories. Although only the strongest candidates tended to answer fully correctly. Most others identified the names of the theories and gave at least a basic overview. Better candidates maintained a focus on high arousal in their responses.

Section C

Question 3

(a) (i) Some weaker candidates simply stated that there are health benefits without sufficient linking to the question and without qualifying this further. Stronger candidates gave reasons relating the increase in participation to, for example, promotion of the health benefits to be gained.

(ii) Some candidates found this question challenging. Some weaker candidates simply described what risks might be apparent without addressing the question asked. Very weak candidates tended not to address the term 'perceived' in their responses.

(iii) Many candidates gained credit with answers often focusing on the various health benefits to be gained. Stronger candidates included other areas within their response.

(b) (i) Weaker candidates found the concept of elite sport difficult to describe. Some candidates wrote generically about phases of learning instead or did not articulate the level of performance clearly enough for credit.

(ii) Most candidates gained at least partial credit on this question. Some candidates were very general rather than using the country of their choice. Policies and initiatives from weaker candidates tended to lack the descriptive content required for credit.

(c) Some candidates found this question challenging. Some weak candidates described private provision rather than voluntary provision. Other candidates could not go beyond the concept of volunteers, the stronger candidates tended to qualify this with sufficient detail for credit.

(d) Some weaker candidates focused entirely on sponsorship in their answers. Stronger candidates usually addressed negative effects in some depth showing a good application of knowledge.

(e) Most candidates gained credit on this question. Sportsmanship tended to be better answered than gamesmanship. Many stronger candidates could describe both terms and gave clear and suitable examples of both in the context of the game of basketball.

(f) There were some very strong responses to this question. Candidates were generally able to show a good variety of reasons why some performers become violent during competitive performance.

PHYSICAL EDUCATION

Paper 9396/12
Written Paper 12

Key messages

Candidates should be advised to read every question carefully to ensure that their answers are all relevant to the question.

Differences between two concepts are often best presented in a direct comparison fashion. A table can be a good way to do this.

Practical examples to support an answer should include wording to show how this exemplifies the concept or theory.

General comments

Many candidates were well prepared for this examination. These candidates set out their answers clearly in a logical structure and used correct technical language. Stronger candidates it seemed read each question carefully and gave detailed examples which supported the theoretical knowledge that was required. These candidates also generally seemed to note the mark allocation for each question and gave responses appropriately.

Comments on specific questions

Section A

Question 1

- (a) The strongest candidates showed an excellent knowledge of the synovial joints in the spine and their types of movement. Some candidates stated irrelevant types of joint that were not synovial. Weaker candidates sometimes used joint types that are not found in the spine.
- (b) Many candidates gave a correct movement analysis. Weaker candidates generally named the main agonist at the shoulder and the movement at the hip joint.
- (c) Stronger candidates described both muscle functions. Weaker candidates tended to describe antagonists only.
- (d) (i) In this question, correct units were needed with each response. The stronger candidates gave correct typical values for stroke volume and cardiac output during intense exercise.
(ii) Some candidates gave comprehensive descriptions of the conduction system of the heart. Weaker candidates sometimes described the flow of blood through the heart instead. Some weak candidates did not attempt this question.
- (e) This question focused on how more blood flows to working muscles. The strongest candidates recognised this and addressed it with relevant knowledge. Some weaker candidates instead focused on other topics showing a lack of application to the question.
- (f) Many responses stated that as heart rate increases, so does blood pressure. Stronger candidates were able to describe other factors that caused blood pressure to increase during intense exercise. Some weak candidates focused instead on unhealthy lifestyle choices.

(g) Candidates who it seemed had read the question carefully generally did well on this question. Some weaker candidates mistakenly described the effect of other muscles.

(h) The strongest candidates showed a clear understanding of the physiological effects of lower partial pressures of oxygen at high altitude. Many weaker candidates showed basic knowledge only. Some weaker candidates focused instead on long-term adaptations.

Section B

Question 2

(a) This question was generally answered well. Many candidates used precise terminology well.

(b) Most candidates identified at least one characteristic. Stronger responses gave a second correct characteristic.

(c) Stronger candidates recognised the approach to operant conditioning and gave detailed explanations of this learning theory. Some candidates referred to types of reinforcement and punishment. These could usually be credited if they were explained in relation to strengthening or weakening a stimulus/response bond.

(d) (i) The strongest responses showed an excellent understanding of closed-loop control. Weaker candidates were generally limited to knowledge that adjustments can be made during the performance of the skill. A few very weak candidates misread the question and described a closed skill instead.

(ii) Many candidates were able to give at least one limitation of closed-loop control. Stronger candidates were usually able to gain full credit.

(e) (i) This question needed application of knowledge to a specific sporting situation. The strongest candidates did this well. They usually identified each specific phase of the skill of a goalkeeper saving a penalty and linked these specific phases to the start and finish of each of the terms. Some candidates were not accurate or clear enough. Generally, weaker candidates were not able to correctly identify the start of the skill. Candidates are advised to practice applying knowledge to a range of common sporting examples.

(ii) Many candidates gained credit for saying that the psychological refractory period increases response time. Stronger responses explained why. Some weak candidates did not attempt this question.

(f) Many candidates gave correct descriptions for these two types of transfer of learning. However, only the stronger candidates gave clear and relevant examples for each type of transfer. Some examples were too vague for credit to be awarded.

(g) This question was generally answered well. Some weaker candidates did not seem to understand or read the question and described a type of feedback without justifying why it is important for a performer in the autonomous phase of learning.

(h) The strongest responses included a detailed explanation of the inverted-U theory. Some weak candidates gave brief responses that needed to be developed further to gain extra credit.

Section C

Question 3

(a) (i) Stronger candidates made clear and direct links to show differences between sport and physical education. Weaker candidates tended to struggle to link between these two concepts.

(ii) This question was answered well by many candidates.

(b) (i) Weaker candidates usually stated that sponsorship was a way that elite performers may be funded. Generally they could not offer other ways and resorted to repetition. Stronger candidates generally offered other, distinct ways of funding.

(ii) Most candidates could articulate provision of high-quality facilities and high-quality coaching. Stronger candidates usually showed an understanding of several other types of provision needed to achieve sporting success at the highest level.

(c) This was generally answered well. Most responses were split into the areas in the question clearly. The strongest answers gave a detailed list of benefits. The question wording asked for benefits apart from increased health and fitness but some weaker candidates gave a list of health benefits. Some other responses were repetitive.

(d) Most candidates were able to give at least one negative effect of commercialism on spectators. Stronger candidates generally highlighted the negative impact of higher prices for tickets, merchandise and TV subscriptions. Some of the strongest candidates considered a wide range of factors to give detailed and comprehensive answers.

(e) Most responses highlighted at least one potential disadvantage. The weaker candidates were generally not able to apply their knowledge further to this area.

PHYSICAL EDUCATION

Paper 9396/13
Written Paper 13

Key messages

Candidates should consider the command word that is used so that the depth of their answer is in line with the command word set.

Candidates need to answer questions with an appropriate depth of theoretical knowledge. Some general terms are too vague at advanced level.

General comments

Presentation of work was generally clear with many strong answers seen in each of the three sections of the paper from the stronger candidates. Weaker candidates occasionally did not fully meet the demands of questions but overall a reasonable depth of knowledge was shown.

Comments on specific questions

Section A

Question 1

- (a) Stronger candidates usually identified all aspects of the movement analysis. Weaker candidates tended to find the ankle joint the most challenging.
- (b) Many candidates found this question very accessible. However, some very weak candidates reused the same types of movement that they had already given in the previous part so were unable to access the full credit available.
- (c) Weaker candidates found this question challenging. Stronger candidates could apply their knowledge to suggest why the knee joint is more stable than the shoulder joint.
- (d) (i) Most candidates were able to gain credit in this question and some stronger candidates managed to attain full credit. Some weaker candidates confused which side of the heart was being labelled and/or the identification of label **C**.

(ii) Weaker candidates found the command word here challenging and did not always explain the role of the valves in the cardiac cycle. Stronger candidates tended to demonstrate their understanding well.
- (e) Although many candidates answered this question successfully, weaker candidates did not have a sufficient depth of knowledge to describe intrinsic factors.
- (f) Only the stronger candidates satisfied the command word to explain here. Weaker candidates could usually state some relevant terms but generally could not explain these points.
- (g) (i) Most candidates showed a good breadth and depth of knowledge in this question. Only very weak candidates tended to struggle, with some referring to features of the alveoli instead.

(ii) Some candidates had a limited awareness of the role of the pleural membranes and how they assist with the functions of the respiratory system. Stronger candidates answered well.

(h) Many candidates understood the ways in which carbon dioxide is transported. Weaker candidates, that it seemed did not have a breadth of knowledge, still usually scored partial credit for knowing that carbon dioxide combines with haemoglobin.

Section B

Question 2

(a) Weaker candidates found this question challenging. Some candidates gave a general answer that did not specifically relate to the progression to kicking a ball in a team game.

(b) Some candidates responded only generally concerning operant conditioning. The strongest candidates were able to apply their knowledge in context to outline benefits to be gained from using operant conditioning.

(c) Some weaker candidates had limited knowledge of the topic area. The strongest candidates commonly used their depth of knowledge to make effective descriptive comparisons between open-loop control and closed-loop control.

(d) (i) Only the stronger candidates could explain the features of recognition schema. Weaker candidates often wrote about recall schema rather than recognition schema or did not seem to know the topic area.

(ii) Only the strongest candidates provided an answer in the context of a coach. Weaker candidates could usually only give a basic description of what schema theory involves.

(e) Most candidates could successfully describe suitable features of the long-term memory, with many attaining full credit. A breadth of knowledge typified the responses of the stronger candidates.

(f) Most candidates identified suitable examples that related to the types of feedback in the question. However, weaker candidates sometimes gave responses that were not in the context of one named activity.

(g) Many candidates showed a good understanding of the types of transfer in the question. However weaker candidates tended to write generically about whole sports rather than transferrable skills and sometimes particularly lacked a clear understanding of bilateral transfer of learning.

(h) Most candidates correctly explained the drive theory of arousal. For stronger candidates this was usually to the level of depth required to score full credit. Most candidates gained at least partial credit. Weaker candidates often explained the Inverted-U theory rather than Drive theory.

Section C

Question 3

(a) Most candidates attained partial credit for this question. The strongest candidates showed a full depth of knowledge and accessed full credit.

(b) Weaker candidates found this question challenging. The strongest candidates knew these concepts well and often gained full credit by making clear and direct comparisons.

(c) Candidates generally did well on this question. Most candidates scored full credit with answers focusing well on the many different aspects of scientific support required to reach excellence in sport.

(d) It was common for weaker candidates to write about other types of provision for this question. Stronger candidates could usually demonstrate their knowledge well.

(e) (i) Most candidates gained at least partial credit on this question. Weaker candidates were usually too vague rather than being specific about how the loss of sponsorship or media deals could result in the cancellation of major sporting events. Very weak candidates tended to simply describe what sponsorship or the media is.

- (ii) Most candidates found this question accessible and many scored full credit. The strongest candidates showed an excellent breadth of knowledge by suggesting four positive influences that the media can have on sport.
- (f) There were very some strong responses to this question. Candidates were generally able to suggest a wide variety of suitable reasons why games players may become violent during competitive performance.

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.

Filmed evidence should align with the Coursework Guidelines.

Candidates should be clearly identified.

General comments

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

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. The summary form was sometimes missing from the evidence. In some cases, the Rank Order forms were missing from the evidence. The moderation process can be complicated by incorrect completion of the necessary forms.

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 worthy of any credit. These candidates should be in the sample as shown in the samples database instructions.

At some centres marking was too generous. Most centres apply the marking criteria found in the Coursework Guidelines consistently across the range of activities submitted by their candidates.

Some centres did not submit evidence for one or more of their sample candidates. Centres are reminded that candidates who do not complete the coursework should be recorded as absent from this assessment.

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 used well by some centres. Centres should ensure that if a DVD is submitted that it can be opened on another computer, and that the DVD is packaged to avoid breakage. USB sticks are used by many centres well.

Centres are reminded that each candidate should be clearly identified throughout the filmed evidence. Some centres identified candidates at the start of filming but then the candidate became hard to identify, especially if they were 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, such as lane numbers. In some cases, candidates were 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 a different 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 where possible.

The length of the filmed evidence was sometimes very short which made it difficult for a judgement to be made.

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 strongest 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, Action Plans were sometimes overmarked at some centres. 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 outline how to structure the Action Plans. This guidance 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.

Candidates should analyse their strengths and weaknesses and demonstrate an understanding of how to plan a training programme to improve the performance of a specified weakness in their skills, tactics and fitness. The methods used to achieve the goals should be based upon recognised training principles. A thorough evaluation should be included, as well as a full and accurate record of the Action Plan. Please refer to the criteria for assessment within the coursework guidance.

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 was low. 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 this series some candidates performed for their practical evidence in an environment that did not support the mark awarded. Examples of unsuitable environments seen included a temporary basketball post placed on the driveway and the use of a garden as a pitch. In these examples it can be difficult to support the mark awarded.

Track and Field Athletics

Filmed evidence of track and field was sometimes very brief and did not always show a prescribed competitive situation. Some evidence concentrated too much on warming-up activities. In sprinting events for

example, better evidence showed the filmed performance of various starts, mid-race actions and race finishes, filmed from different angles showing the technique and ability of candidates clearly. Some candidates performed one event instead of the required two, and some other candidates performed two activities from the same event area instead of one from each of the event areas of track, jumps and throws.

Cross-country Running

Filmed evidence should support the mark awarded. It should show 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, pacing or of running inclines or evidence of the distance run was sometimes not well included. Male candidates should complete a run of 5 km, and female candidates a run of 4 km. The terrain used in the run should not include roads, except when crossing. Evidence was sometimes submitted of candidates where this had not seemingly been noted.

Dance

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

Gymnastics

Centres are reminded that the guidelines request two vaults from a selection of those named. 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.

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 marks could often 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 strongest 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 performed very basic exercises. The number of exercises performed was very limited in some cases, making it difficult to support high marks if awarded. Safety requirements should be considered during the performance with the use of spotters when appropriate.

Competitive Swimming

Some centres did not identify the swimmers clearly, choosing to name the swimmer at the start of the film but not identifying the swimmer by candidate number and/or lane number whilst filming was undertaken, often from a distance. The best evidence was filmed from directly in front or to the side of the swimmer within close proximity to a specific identified lane. Sometimes the swimming evidence consisted of just a 50 m swim. Evidence of various techniques involved in the specified stroke including starts and turns was seen in the best evidence. High-level marks awarded could not be supported in some cases. Centres are reminded that swimming is marked by calculating an average of two strokes, not one. Please refer to the form.

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 should learn key terms precisely and use them with care.

Candidates should be able to provide sporting examples for various aspects of the syllabus to demonstrate their knowledge and ability to apply.

General comments

Many candidates seemed to have prepared well for the examination. Weaker responses often made a point and repeated it using variations on the same theme. Candidates should be advised to think broadly on some concepts to demonstrate their full understanding.

Comments on specific questions

Section A

Question 1

- (a) Stronger candidates gave detailed descriptions of the lactic acid system. Very weak candidates did not know which energy system produces lactic acid. Some candidates wrote terms only without describing.
- (b) Many responses stated that the predominant energy system changes when there is a change in the intensity of the workload. Stronger candidates gave a second correct answer. Candidates should be reminded that there are reasons why some systems cannot continue to be predominant.
- (c) The strongest candidates showed a good understanding of the oxygen debt. Some candidates confused this with other terms. Stronger candidates differentiated between similar terms carefully in their responses.
- (d) Many candidates understood why the training principles of moderation and variance should be followed. Some answers suggested that overload should be avoided. Overload is necessary for adaptations to take place. Some responses of weaker candidates contained overstatements.
- (e) Most responses showed an understanding that strength endurance training needs more repetitions of each exercise and a lower resistance. Some weaker candidates did not seem to understand the question and stated the repetitions, sets and resistance guidelines for one type of strength only.
- (f) The strongest candidates described a range of physiological changes to skeletal muscle. Weaker candidates usually included some irrelevant changes.
- (g) Many candidates seemed to have learned the definitions of these components of fitness well and produced good responses. Weaker candidates struggled to gain credit, usually through a lack of precise learning.
- (h) Stronger responses evaluated the effects of blood doping and gave positive benefits as well as the health risks. Weaker candidates tended to describe the process of blood doping instead. A few candidates seemed to describe the effects of anabolic steroids.

Section B

Question 2

- (a) The strongest responses identified characteristics of a neurotic introverted personality and linked these characteristics to reasons for poor performance.
- (b) Stronger candidates described a range of relevant characteristics. Weaker candidates tended to repeat the words in the question or use synonyms for motivation and achievement. Words that were in the question, or synonyms, did not gain credit.
- (c) (i) Most responses identified that social loafing was a lack of effort by individuals in a team game. Only the strongest candidates were able to explain why social loafing might occur and used different practical scenarios to support their answers.
(ii) Stronger candidates gave several ways that a coach could prevent social loafing in their team. Weaker candidates were usually limited to one or two suggestions.
- (d) Many candidates recognised that this question was about the social learning theory of leadership. However, some of these candidates did not recognise that the question was asking them to describe this theory. Weaker candidates sometimes instead described why leaders should be copied.
- (e) Stronger candidates usually gave accurate sporting examples that showed clearly what was being focused on. Weaker candidates tended to name a sport or skill generally and not give sufficient indication as to where the performer's focus should be. These examples were too vague and could not gain credit.
- (f) Many candidates recognised the term 'social inhibition' and gave suitable benefits of mental rehearsal which were credited. The strongest responses covered how mental rehearsal should be carried out as well as describing its benefits.
- (g) Stronger responses covered the four different attributions from Weiner's model and used suitable sporting examples for each. Weaker candidates sometimes did not show any knowledge of the model.

Section C

Question 3

- (a) Most candidates attempted to name the events of the pentathlon at the ancient Olympic Games. Weaker candidates included vague terms such as running and fighting.
- (b) This question asked for features of a positive legacy in the host city. This was answered well by many candidates. Some answers focused generally on the aims of the International Olympic Committee.
- (c) This question was generally answered well. Most candidates identified cost as the biggest factor. Candidates who developed their answer by outlining why so much money needs to be raised by the host nation usually performed well.
- (d) The strongest responses considered why there was a lack of policy over the transition from amateurism to professionalism. These candidates recognised the issues around trying to identify which performers were truly amateur, together with the need for the Olympics to justify saying that they were bringing the greatest athletes from all over the world together, when most of these athletes were professionals. Some weak candidates did not attempt this question.
- (e) Most responses identified the main features of the Olympic Oath. Weaker answers tended to be limited to fair play and not taking drugs.
- (f) This question looked at the development of the Paralympic Games from the 1980s to the present day. Some weak candidates wrote about Dr Ludwig Guttmann and the Stoke Mandeville Games. This knowledge was not relevant. However, many candidates managed to give valid reasons for the growth of the games since Seoul and these candidates answered the question well.

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

Key messages

Candidates should be advised to focus on the specific question asked.

Candidates should learn key terms precisely and use them with care.

General comments

Some candidates used correct technical language and showed good knowledge and understanding of the key concepts of the syllabus. Stronger candidates were able to give a range of practical examples to support their answers when required by the question. Weaker candidates on occasion tended to write generally about a topic with little reference to the specific question.

Comments on specific questions

Section A

Question 1

- (a) The strongest responses described well. Weaker candidates did not usually describe how energy is released from the breakdown of ATP. Alternatively some weaker candidates described how phosphocreatine is broken down instead.
- (b) This question was generally answered well by most candidates.
- (c) (i) Stronger candidates could usually give a clear description of the energy continuum.
(ii) Most candidates provided two suitable contrasting sporting activities or skills.
(iii) Stronger candidates considered the mark allocation and gave several reasons to explain why one activity was at the end of the energy continuum. Some weaker responses were sometimes left underdeveloped and too vague for credit to be awarded.
- (d) Many candidates showed good knowledge of the principles of training and gave clear practical examples to support their answers. Some responses did not include a practical example. In better responses, progression was linked to a described gradual increase in workload over time as adaptations to training occur. The word 'gradual' or a synonym of it was a key aspect in stronger responses to this training principle.
- (e) The strongest responses gave a range of physiological reasons for a cool down. Some weaker responses tended to include changes to the body systems that happen naturally after exercise.
- (f) Candidates who read the question carefully and noted the command word usually answered well. Weaker answers that were limited to descriptions were only able to access partial credit.
- (g) The strongest answers listed a range of physiological adaptations to the muscular system. Some weaker responses stated benefits that did not concern the muscular system.

Section B

Question 2

(a) This question was generally answered well by most candidates.

(b) (i) Stronger candidates described both components of an attitude correctly and used suitable examples. Often these examples were linked to a positive attitude to fitness training. Some weaker candidates mistakenly described other syllabus areas.

(ii) Many candidates described persuasive communication well. Some answers included irrelevant elements of cognitive dissonance. Weaker candidates sometimes gave examples of general persuasion. These answers did not address the key elements of persuasive communication.

(c) (i) Some weaker responses described other models. These answers could not access full credit.

(ii) This was generally answered well. Stronger candidates seemed to apply their own experiences of effective leadership in sport at times. Some candidates instead included characteristics of an effective leader. These answers did not gain credit unless they explained the effects of these characteristics on a sports team.

(d) (i) This question asked for specific examples of performance goals and process goals for a sprinter. Many candidates gave acceptable examples. A few responses suggested increasing their personal best time without realising that an increase in time means running more slowly. Some candidates gave very unrealistic goals which could not be credited.

(ii) The strongest candidates stated a benefit of short-term goals. Motivation was in the question so this was not awarded credit. Despite this, some weaker candidates still gave this as their answer.

(e) The strongest answers included detailed descriptions of progressive muscular relaxation. Some weaker candidates did not attempt this question. The strongest responses seemed to be based on candidates having experienced this technique, which could be considered for teaching purposes.

(f) Weaker responses sometimes mentioned playing badly and a build up of frustration despite this being listed in the question. Some of these candidates did not then give sufficient different causes of aggression in sport for full credit. The strongest candidates listed a comprehensive range of suggestions.

Section C

Question 3

(a) The strongest answers outlined the format of the stade accurately. Some candidates described it as a race but did not state that it was a foot race clearly.

(b) This was answered well by many candidates who showed excellent knowledge of many of the roles of the International Olympic Committee. Weaker candidates typically seemed not to be well prepared and sometimes wrote about other topic areas.

(c) Most candidates were familiar with the boycott of the 1984 Los Angeles Olympic Games. Stronger candidates identified clearly the reasons given by the Soviet Union for boycotting the games.

(d) This question was answered well. Most candidates suggested several ways in which a host city may prepare to stage the Olympic Games.

(e) Stronger candidates outlined several spectacular aspects of the Olympic Games. Weaker responses tended to be limited to one or two answers that were sometimes left vague and underdeveloped. Some candidates described the honour of representing their country. This was in the question so did not gain any credit.

(f) Stronger responses stated several ways that an athlete could go against the amateur ideals of the IOC. Weaker candidates sometimes answered a different type of question, such as describing a variety of general dysfunctional aspects seen at the Olympic Games.

(g) This question was generally answered well. Some weaker candidates identified roles other than as athletes that women now fulfil. These answers showed some knowledge on occasion but were not relevant to this question.

PHYSICAL EDUCATION

Paper 9396/33
Written Paper

Key messages

Candidates should learn key terms precisely and use them with care.

Candidates should be able to provide sporting examples for various aspects of the syllabus to demonstrate their knowledge and ability to apply.

General comments

Many candidates seemed to have prepared well for the examination. Weaker responses often made a point and repeated it using variations on the same theme. Candidates should be advised to think broadly on some concepts to demonstrate their full understanding.

Comments on specific questions

Section A

Question 1

- (a) Stronger candidates gave detailed descriptions of the lactic acid system. Very weak candidates did not know which energy system produces lactic acid. Some candidates wrote terms only without describing.
- (b) Many responses stated that the predominant energy system changes when there is a change in the intensity of the workload. Stronger candidates gave a second correct answer. Candidates should be reminded that there are reasons why some systems cannot continue to be predominant.
- (c) The strongest candidates showed a good understanding of the oxygen debt. Some candidates confused this with other terms. Stronger candidates differentiated between similar terms carefully in their responses.
- (d) Many candidates understood why the training principles of moderation and variance should be followed. Some answers suggested that overload should be avoided. Overload is necessary for adaptations to take place. Some responses of weaker candidates contained overstatements.
- (e) Most responses showed an understanding that strength endurance training needs more repetitions of each exercise and a lower resistance. Some weaker candidates did not seem to understand the question and stated the repetitions, sets and resistance guidelines for one type of strength only.
- (f) The strongest candidates described a range of physiological changes to skeletal muscle. Weaker candidates usually included some irrelevant changes.
- (g) Many candidates seemed to have learned the definitions of these components of fitness well and produced good responses. Weaker candidates struggled to gain credit, usually through a lack of precise learning.
- (h) Stronger responses evaluated the effects of blood doping and gave positive benefits as well as the health risks. Weaker candidates tended to describe the process of blood doping instead. A few candidates seemed to describe the effects of anabolic steroids.

Section B

Question 2

- (a) The strongest responses identified characteristics of a neurotic introverted personality and linked these characteristics to reasons for poor performance.
- (b) Stronger candidates described a range of relevant characteristics. Weaker candidates tended to repeat the words in the question or use synonyms for motivation and achievement. Words that were in the question, or synonyms, did not gain credit.
- (c) (i) Most responses identified that social loafing was a lack of effort by individuals in a team game. Only the strongest candidates were able to explain why social loafing might occur and used different practical scenarios to support their answers.
(ii) Stronger candidates gave several ways that a coach could prevent social loafing in their team. Weaker candidates were usually limited to one or two suggestions.
- (d) Many candidates recognised that this question was about the social learning theory of leadership. However, some of these candidates did not recognise that the question was asking them to describe this theory. Weaker candidates sometimes instead described why leaders should be copied.
- (e) Stronger candidates usually gave accurate sporting examples that showed clearly what was being focused on. Weaker candidates tended to name a sport or skill generally and not give sufficient indication as to where the performer's focus should be. These examples were too vague and could not gain credit.
- (f) Many candidates recognised the term 'social inhibition' and gave suitable benefits of mental rehearsal which were credited. The strongest responses covered how mental rehearsal should be carried out as well as describing its benefits.
- (g) Stronger responses covered the four different attributions from Weiner's model and used suitable sporting examples for each. Weaker candidates sometimes did not show any knowledge of the model.

Section C

Question 3

- (a) Most candidates attempted to name the events of the pentathlon at the ancient Olympic Games. Weaker candidates included vague terms such as running and fighting.
- (b) This question asked for features of a positive legacy in the host city. This was answered well by many candidates. Some answers focused generally on the aims of the International Olympic Committee.
- (c) This question was generally answered well. Most candidates identified cost as the biggest factor. Candidates who developed their answer by outlining why so much money needs to be raised by the host nation usually performed well.
- (d) The strongest responses considered why there was a lack of policy over the transition from amateurism to professionalism. These candidates recognised the issues around trying to identify which performers were truly amateur, together with the need for the Olympics to justify saying that they were bringing the greatest athletes from all over the world together, when most of these athletes were professionals. Some weak candidates did not attempt this question.
- (e) Most responses identified the main features of the Olympic Oath. Weaker answers tended to be limited to fair play and not taking drugs.
- (f) This question looked at the development of the Paralympic Games from the 1980s to the present day. Some weak candidates wrote about Dr Ludwig Guttmann and the Stoke Mandeville Games. This knowledge was not relevant. However, many candidates managed to give valid reasons for the growth of the games since Seoul and these candidates answered the question well.

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 for the Evaluation and Appreciation task, centres are reminded that the use of prompts and stimuli should be regulated and limited.

Some activities are assessed using performance tables, these should be used and forms filled in correctly.

General comments

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. Well prepared centres submitted organised samples.

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 a different 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 well, 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. In the filmed evidence for invasion games, some centres included a number of candidates in the same footage at the same time, but these candidates were not identified well, just by name, which made identification difficult.

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. In some cases, where the evidence was sent on DVD, the DVD was blank or failed to play. USB is a method of storing and sending recorded evidence that works well at many centres.

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 difficult to see the candidate taking up positions or supporting the play. Some footage was very brief and taken from one limited perspective. The filming of a performance from different angles can usually allow the action to be seen more clearly. In some circumstances it was hard to identify the candidate and 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 or note of this.

Evaluation and Appreciation task

The filmed evidence for this task was generally well presented with both the performance being observed and the recorded interview included in the footage.

Candidates sometimes only provided a commentary on the action rather than an analysis of performance. The candidate should refer to observations in the verbal interview after the performance has been watched, using any written notes taken during those observations.

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. Candidates should not continually read from the notes, but rather use them as a prompt. The oral task should be filmed as soon as possible after the observation. In some high-level 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 with the candidate responses to those questions filmed. The continuation from observation to analysis clearly demonstrated candidate application of knowledge and supported the mark awarded in good examples. Some centres are reminded that this is a spoken task rather than a written task.

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 some 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.

Candidates were sometimes filmed in fully competitive situations such as school, college or club fixtures. Sometimes in weaker submissions an unedited, full-length club or school fixture was used as the situational evidence and the candidate under scrutiny was not always present on camera, since the filming tended to follow the ball or the action and not the candidate. Better evidence showed candidates in edited game situations where the contact with the ball, and/or the game involvement was the focus.

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 fully. Some centres presented evidence of only training or practice drills without any evidence of a full competitive game. The Coursework Guidelines should be consulted before submitting evidence.

Swimming activities

The quality of evidence in these activities varied. Some high-quality evidence showed candidates up close, from various angles and some centres used underwater cameras to film swimmers performing starts and turns, supplemented by footage of the candidates in highly competitive situations such as a club or college swimming gala.

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, with the image of the swimmer gradually decreasing in size. In such circumstances it was often difficult to see the techniques and actions of the swimmer. Centres are reminded that there are performance assessment tables to be used in some 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. In these activities, higher level marks were sometimes awarded when the evidence showed the candidate touching the side or similar. Weaker submissions would benefit from more closely consulting the Coursework Guidelines before sending evidence.

Track and Field Athletics

There was some good evidence of Track and Field with candidates of a high standard filmed at competitive organised athletics meetings when their times/distances and their level of performance were clearly demonstrated.

Performance tables are used to determine the Performance Assessment mark of candidates. However, in some cases, the distances and times used in these tables, whilst recorded by the centre, were hard to verify from 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. The Critical Assessment mark and the Performance Assessment mark should be included in the mark calculation and clearly recorded on the specific form. Some weaker submissions provided evidence of various candidates competing in the same athletics event with no evidence of other aspects. Other centres did not always use the correct form to record the marks in this activity. Other errors occurred when candidates were assessed in only one event instead of two. Some submitted evidence of two events from the same event area instead of two events from track, jump or throw. 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 centres did not submit a written programme. In such cases there was sometimes marks needed to be adjusted.

Gymnastics

In gymnastics candidates are assessed in a formal agility sequence performed in a grid and they should produce a written record of the sequence prior to moderation. In some cases candidates performed the sequence in an area that was smaller and did not produce the written evidence.