

# PHYSICAL EDUCATION

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**Paper 9396/11**  
**Written Paper**

There were too few candidates for a meaningful report to be produced.

# PHYSICAL EDUCATION

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Paper 9396/12  
Written Paper

## Key messages

- Candidates are reminded to address the command word in the question. For example, to explain the factors that affect regular participation in sport, answers must identify each factor and say how each factor causes an increase or a decrease in participation.
- Candidates are reminded of the requirement to use a suitable example to support an answer if this is a requirement of the question.

## General comments

Many candidates understood the requirements of the examination paper and managed their time well. These candidates interpreted the command words accurately and used the correct and specific technical language of physical education in their answers.

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

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Strong candidates gave clear descriptions of each type of movement at the ankle and named a correct agonist muscle that causes each movement. Some candidates did not describe each joint movement in enough detail. Some responses for dorsiflexion were too vague.
- (b) Stronger candidates produced an excellent movement analysis of the hurdler's lead leg as shown in the diagrams. Weaker candidates were typically able to identify the type of synovial joint at the hip and knee and the joint movement at the knee. Some terms refer to groups of muscles and are too vague at this level. The syllabus gives a full list of muscles that candidates are expected to know.
- (c) (i) Many answers correctly identified all four structures of the heart. Some candidates did not recognise which side of the heart is the left and which is the right.
- (ii) The strongest answers gave detailed explanations and showed excellent knowledge of the factors that cause stroke volume to increase during exercise. Some candidates simply defined stroke volume.
- (d) Strong candidates showed detailed understanding of the vascular shunt mechanism, including the role of the vasomotor control centre and the pre-capillary sphincters. Weaker responses tended to describe why more blood goes to the working muscles or described the route of blood on the systemic circuit.
- (e) Many candidates were able to identify specific receptors and explained how they detected specific changes in the body during exercise. Some candidates did not apply this knowledge to control of ventilation rate.

- (f) Most responses identified some respiratory volumes and the effects of exercise on each. Some candidates chose to describe the effects of exercise on cardiac volumes and these were not acceptable responses.

### **Section B**

#### **Question 2**

- (a) Most candidates were able to state that gross motor ability involves large muscle groups. Only stronger candidates could explain what psychomotor ability involved. Some weak candidates confused these with other syllabus terms.
- (b) This question was answered well by many candidates. Within some answers, some candidates needed to note that there is a difference between negative reinforcement, which strengthens the stimulus–response bond, and punishment, which weakens a stimulus–response bond to reduce the likelihood of unwanted behaviour reoccurring.
- (c) Good responses gave detailed explanations of open-loop control and used an example. Some candidates knew some of the theory but did not use an example. Some weaker candidates described open skills instead.
- (d) This question asked candidates to apply their knowledge and explain two parts of an information processing model. Some responses simply named other parts of the model and this did not explain the roles of either the sense organs or decision-making. Some weak responses just repeated the words in the question. The stronger candidates explained that, for example, the eyes see the ball coming towards you and the ears detect the sound of the ball off the racquet. This information is filtered and compared using memory to select the motor programme to return the serve. Some candidates used an example in their response.
- (e) Most answers gave a good description of long-term memory. This was a well-answered question.
- (f) The strongest candidates gave a clear description of each type of feedback followed by a good example of its use. Some candidates gave excellent descriptions but did not use a suitable example to support their answers. Some weaker answers were limited to repeating the words in the question.
- (g) Many candidates knew some of the specialist vocabulary for this topic. The strongest answers explained the use of these to modify skills.

### **Section C**

#### **Question 3**

- (a) This question was answered well by most candidates who were able to describe many characteristics of play.
- (b) This question asked candidates to describe two terms in relation to sports participation. The strongest candidates did this well. Some candidates did not apply the terms to sports participation.
- (c) Most candidates were able to describe at least one value. The strongest candidates recognised that four different values had to be described and that each description needed to be applied to an example from physical education in schools. Some answers simply listed values but these needed to be linked to applications in physical education lessons.
- (d) A specific country needed to be identified by the candidate in their answer. Many excellent responses gave details of specific policies and initiatives covering a wide range of answers. Some answers were limited to a general stated list which was not applied to a country.
- (e) (i) Most answers showed good knowledge of the benefits for society of regular sporting involvement. Weaker candidates described benefits for individuals rather than for society.

- (ii) Many responses showed excellent knowledge of several factors that affect participation in sport. Often each of these factors were explained clearly. Some weaker candidates produced a list of factors but did not explain.
- (f) (i) Most candidates understood the meaning of sportsmanship and gave a suitable example. Only the strongest candidates could do the same for gamesmanship. Examples of gamesmanship had to be within the rules.
- (ii) This was generally well-answered. Many candidates stated several different ways that fair play is encouraged in sport. Some weaker candidates resorted to repetition for this question.



# PHYSICAL EDUCATION

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Paper 9396/13  
Written Paper

## Key messages

- Some weaker candidates should be aware of the general relationship between mark allocation and the number of points needed. A three-mark question for example will require more than a single-word response.
- Candidates must read each question carefully to ensure that their answers are relevant.
- When a question asks for differences generally candidates need to make direct comparisons.

## 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.

Some general terms are used at lower levels but are not specific enough at this level. An example is isotonic. The syllabus clearly shows terms and specific muscle names to be used.

## Comments on specific questions

### *Section A*

#### **Question 1**

- (a) Many candidates answered this question very well. However, some candidates did not recognise the idea that concentric contractions involve the muscle shortening, while eccentric contractions involve the muscle lengthening. There were some candidates who described the movements involved in a specific example without stating the required knowledge. Isometric contractions were often poorly described by weaker candidates.
- (b) Knowledge of the elbow joint actions were better known than those of the shoulder. Most candidates identified the correct types of synovial joint. Some candidates did not use sufficient specificity for the elbow agonist.
- (c) Many candidates were able to gain credit on this question and there were some detailed responses that gained full credit. A broad range of physiological knowledge was seen.
- (d) (i) The strongest candidates gave detailed explanations about blood movements using terminology with precision.
- (ii) The majority of candidates were able to sketch a graph that showed changes in heart rate over time. Some did not use the mentioned numerical values well. Some candidates included some degree of anticipatory rise, although this was not required.
- (e) Many candidates knew the concept of vasodilation and vasoconstriction, but candidates often simply identified those terms without explaining what each did. Pre-capillary sphincters were commonly mentioned.

- (f) This question was generally answered well. Most candidates showed good knowledge of features such as the large surface area of the alveoli, the thin membranes and a layer of moisture.

### **Section B**

#### **Question 2**

- (a) Few candidates achieved full credit for this question, either through not providing a suitable practical example, or simply a lack of knowledge of the terms. Some weaker candidates tried to answer with suggestions that repeated terms given in the question.
- (b) Many candidates achieved full credit for this question. The most common issue was a lack of knowledge of the meaning of the terms enduring and underlying.
- (c) (i) Explanations of stimulus–response bonds were often limited to repeating those words in weaker answers. Suggested practical examples were sometimes limited to generalisations about stimuli and responses rather than being specific to an example.
- (ii) Candidates generally answered this question well with some achieving full credit through suggestions such as using positive and negative reinforcement.
- (d) (i) Knowledge was generally not strong. The most common correct response was the idea that feedback corrects weaknesses. The notion that feedback motivates was occasionally seen, but feedback being used to reinforce correct skills was rare.
- (ii) Although many candidates identified the variation between associative and autonomous learners in the use of extrinsic and intrinsic feedback, there were only occasional mentions of positive and negative variations, or terminal and concurrent, or immediate and delayed or generalised or specific.
- (e) (i) Examples suggested for positive transfer were usually correct, but ways of optimising such transfer were often superficial. It was quite common to read about transfer between sports rather than between skills.
- (ii) Knowledge of negative transfer was slightly better than positive. Most candidates knew about the detrimental effects of negative transfer and provided a suitable example. Suggestions that negative transfer could be limited by perfecting one skill before attempting the other were fairly common.
- (f) (i) Most candidates identified extrinsic and intrinsic motivation.
- (ii) Candidates usually answered this question well with responses including a good range of strategies to motivate a group of performers in the answers of stronger candidates.

### **Section C**

#### **Question 3**

- (a) (i) The concept of outdoor education appeared more easily understood than outdoor recreation for the majority of candidates. Many candidates gained credit.
- (ii) This question was answered well by many candidates. Some weaker candidates resorted to repetition.
- (b) (i) Most candidates were able to accurately express suitable similarities for this question.
- (ii) Similarly to (i), most candidates answered very well.
- (c) Most candidates showed a good understanding of why countries invest heavily to achieve Olympic success.
- (d) Only the strongest candidates answered this question well. The question asked for two differences between public and private provision. Most responses were limited to one difference.

- (e) Many candidates were able to describe some of the social and economic factors that affect participation, but not all responses took account of the command word. Stronger candidates tended to offer well-crafted explanations.
- (f) Candidates knowledge of the advantages and disadvantages of sponsorship were generally good, with many achieving full credit. Some weaker candidates tended to be able to discuss more about the advantages than the disadvantages.



# PHYSICAL EDUCATION

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Paper 9396/02  
AS Coursework

## Key messages

- Centres need to ensure sample candidates are clearly identified throughout the filmed evidence.
- All evidence should be reviewed by centres before submission to Cambridge.

## General comments

Some centres identified the candidate at the start of the filming but then, especially if the candidate was filmed from a distance, the candidate became hard to identify. The use of coloured or numbered bibs that are worn throughout the filming can avoid this issue. In activities where this is difficult the camera should remain focused on the candidate from a verbal introduction until the completion of the task.

There were some high-quality performances seen. However, in other situations, centres and candidates would have benefited from following the guidance given for carrying out coursework more carefully.

## **Administration**

Some centres applied to make use of a component adjustment this series. This required an application to be made and this required those candidates using the adjustment to have all their work evidenced.

## **Filmed evidence**

The quality, quantity and type of evidence varied considerably. The majority of centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked the DVD before despatch. A single DVD or USB, with chapters for each activity and a menu is a good form of presentation.

For a few centres the video was filmed from too great a distance or focused on the wrong candidate. This made identification more difficult. Centres are asked to review their evidence before submission. In some cases, inappropriate or low level of demand evidence was filmed. This was sometimes due to a candidate playing against much less able opposition.

Filming is often best organised by activity and not presented by individual candidate, except when there is only one candidate for the activity, where the activity is an individual activity (e.g. gymnastics) or where the candidates' abilities are very different. The evidence should show both the technique of the skill and the outcome. The use of a tripod would improve film quality for some centres.

Centres are asked to consider the following issues before the DVD 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?

Some centres needed to better review the final evidence before it was submitted. Some centres sent a shortcut file only and so the DVD may be better checked on a different computer.

## **Action Plans**

Some Action Plans were detailed and structured in accordance with the coursework guidelines. The best samples 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 those goals and contained detailed



explanations of weekly training practices and fitness sessions incorporating training principles. Stronger plans often contained evaluations that were personal and linked back to the technical detail involved in the weaknesses, sometimes using specific examples. Fitness or performance testing was used to show a recorded improvement and as a basis for evaluation.

Weaker plans tended to contain a record of training sessions often lacking in detail and these often did not link the elements of the plan together. Goals were often not linked to the suggested weaknesses. Evaluations were sometimes general rather than linked to specific improvements. The recorded training sessions often contained repetition.

### **Comments on specific activities**

Invasion games were the most popular of the activities used by the candidates for assessment. Other popular activities included track and field athletics and outdoor and adventurous activities.

#### **Invasion games**

The evidence here was usually good. Candidates were often filmed in conditioned drills and whilst performing conditioned games in a competitive environment. However, sometimes the level of demand of the filmed environment did not always allow the candidate 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.

#### **Athletics**

Filmed evidence was often very brief and did not always show a prescribed competitive situation. Some centres concentrated too much on warming up activities. In the 100 metres filming various starts, mid-race actions and race finishes being filmed from different angles would show more clearly the technique and ability at some centres.

#### **Hill walking**

Most centres presented evidence of candidates performing skills in an appropriate environment. Whilst evidence of the actual expedition walk was submitted by centres, the acquired skills of the use of map and compass, navigation, route planning and knowledge and application of these were not always well evidenced. Evidencing the various required skills, as described in the coursework guidelines, in a more individual way for some candidates would help to differentiate between candidates at some centres.

#### **Swimming activities**

In life saving and personal survival, centres are reminded that assessment is based on the level of accuracy, control and fluency shown in the strategic assessment situation. In life saving the candidate should perform under pressure and in personal survival the candidate must perform without pauses and without making contact with the pool wall or floor.

#### **Weight training**

Candidates should demonstrate links between the recorded training plan and the activity to which this plan relates by stating specific intended improvement goals and recording the exercises used to achieve these goals in a training log. In some centres recorded training logs were more generic and in some cases they were unrealistic and did not always relate to the specific improvement goals. Some of the better evidence showed a variety of exercises from different angles with a clear explanation of the intended improvement to be gained from such exercises.

# PHYSICAL EDUCATION

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Paper 9396/32  
Written Paper

## Key messages

- Candidates are reminded of the requirement to use a sporting example to support an answer if this is a requirement of the question.
- Candidates are reminded to read each question carefully and to refer back to the question when explaining several factors to avoid missing or forgetting key parts of the question.

## General comments

Most candidates structured their answers appropriately and there was no evidence of candidates being short of time to complete the paper. The use of correct technical language was generally good.

Many candidates interpreted the command words accurately and wrote clear and concise answers.

Sporting examples were used appropriately when required by stronger candidates who also tended to pay attention to the number of marks available for each question.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Stronger candidates typically used equations for the breakdown and resynthesis of ATP to show the principle of coupled reactions. Some responses did not explain the energy changes clearly.
- (b) Some of the strongest candidates created a table to compare the four elements of the question clearly.
- (c) Stronger candidates were able to describe the energy continuum well. These responses also mentioned that intensity and duration of the activity were the key variables. Many candidates also recognised that if a coach could identify the energy systems that were predominant, they could focus on these in training.
- (d) (i) The strongest candidates explained the term EPOC well. Some weaker candidates described EPOC using slight variations of the words.
- (ii) Many candidates stated that oxygen was used to replenish myoglobin, resynthesise phosphocreatine and remove lactic acid. This question was generally well answered.
- (e) The strongest responses described how target heart rates provided a guide for exercise intensity. They also gave correct ranges as percentages of maximum heart rate and showed how maximum heart rate may be calculated. Only the very strongest candidates stated that fitter athletes train at the upper end of the zone or that less fit performers worked at the lower end of the zone. Some weaker responses described types of training or referred to  $VO_2$  max instead.
- (f) Most candidates described the hand grip dynamometer test or the 1RM test and did so well. Some weaker candidates described tests which did not measure maximum strength.

- (g) This question was answered well by most candidates. Many positive and negative effects were described. Some answers went into great detail about the same effect. Candidates are encouraged to offer other different answers where they are known.

### **Section B**

#### **Question 2**

- (a) Most responses stated that extroverts tended to be sociable and outgoing, and that neuroticism led to unpredictable behaviour. Some weaker responses described the trait of introversion, instead of neuroticism. Candidates are reminded to refer to the question when there is more than one element in the question to be addressed.
- (b)(i) Only the strongest candidates were able to explain achievement motivation in enough detail to gain full credit. Many answers achieved partial credit.
- (ii) This question was based on the theory of achievement motivation. Weaker responses often obtained credit for stating that if the environment is familiar then motivation is likely to be higher, for example playing at home in front of a supportive audience.
- (c) Strong candidates tended to score well by addressing each factor methodically. Other weaker responses tended not use a sporting example to support each answer.
- (d)(i) Most answers gave several characteristics of a performer who is in the zone. This was a well-answered question.
- (ii) The strongest candidates explained that simple tasks need high arousal to be performed well, whereas complex tasks need low arousal. They also explained what the outcome on the performance might be if arousal was not at the desired level. Weaker candidates were unable to describe the relationship correctly.
- (e) This was a well-answered question. The strongest answers outlined social facilitation as a concept and considered many factors that may be positively affected by an audience. Some answers made only one or two limited points and repeated them for a range of athletics events.
- (f) The strongest candidates were able to show a distinction between the aggressive-cue hypothesis and frustration–aggression theory. Some answers were limited to identifying that a cue may trigger aggression.

### **Section C**

#### **Question 3**

- (a) This question was answered well by most candidates.
- (b) The strongest answers explained the wreath or death mentality accurately and clearly. Some candidates did not understand the concept and appeared to resort to speculation.
- (c) The strongest candidates were able to give several problems linked to the bidding process. Weaker candidates generally stated that corruption was an issue and highlighted the high cost of hosting the Olympic Games as a further problem for many cities.
- (d)(i) Most candidates outlined various costs for athletes. This was answered very well by the majority of candidates.
- (ii) Many candidates identified a range of types of facilities. This was generally answered well.
- (e) The strongest candidates showed good knowledge of amateurism and its impact on participation by working-class people. Weaker responses were typically vague and did not include explanation.
- (f) Many answers showed detailed knowledge of the changing role of women at the modern Olympic Games. Some of the answers needed reference to the period to show the chronological order of

changes. Weaker responses tended to give vague comments or talked about the ancient Olympics instead.

- (g)** This question asked candidates to consider the recent developments in the athletic performances of some Paralympic athletes, some of whom had qualified for the Olympic Games on merit. Most answers suggested that some Paralympic athletes may have an unfair advantage from the advanced technology, for example, from prosthetic blades. Other excellent answers were also given to support the proposal in the question. Weaker candidates are reminded that they need to reflect on the issues raised in this section of the syllabus and must be able to make suggestions on ways forward for the Olympic Games.



# PHYSICAL EDUCATION

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**Paper 9396/33**  
**Written Paper**

## **Key messages**

- Candidates are reminded to read each question carefully and refer back to the question when describing several factors.
- Weaker candidates are reminded that negatives as well as positives can be considered for some questions.

## **General comments**

Most candidates structured their answers appropriately and there was no evidence of candidates being short of time. The use of correct technical language was generally good.

Many candidates interpreted the command words well and generally wrote clear answers. Stronger candidates tended to pay attention to the number of marks available for each question.

## **Comments on specific questions**

### ***Section A***

#### **Question 1**

- (a) Many accurate graphs were seen. Some candidates used labels well to support their answers.
- (b) There were many detailed responses to this question. Weaker candidates managed to explain that carbon dioxide is breathed out from the lungs. Some candidates misunderstood the question and explained the different ways that lactic acid is removed from the body.
- (c) This was a well-answered question. Stronger candidates were able to apply specificity in three different ways to a swimming training programme. Weaker candidates generally managed to make one or two valid comments.
- (d)(i) The strongest responses defined the term accurately and in full. Some weaker responses described aerobic exercise, not aerobic capacity.
- (ii) The strongest candidates understood that the test was performed on a cycle ergometer and many gave clear descriptions. Some candidates described other tests.
- (iii) The strongest responses gave an extensive list of physiological adaptations. Some candidates described irrelevant adaptations.
- (e) Most candidates described how a throwing and catching activity such as the Anderson wall toss test would improve hand–eye coordination, but this activity must be repeated regularly for improvements to occur. The strongest answers progressed the catching drills by making them harder and recommended juggling.
- (f) This question was answered well by most candidates. Many excellent responses recognised the timescale involved and the processes together with the reasons behind carbohydrate loading.

## Section B

### Question 2

- (a) (i) Most responses described several limitations of personality profiling in sport.
- (ii) Most candidates gave a suitable reason to show that personality profiling would be of benefit for a sports coach.
- (b) Many candidates were able to describe four factors that may negatively affect group cohesion and the standard of answers was generally very good.
- (c) (i) The stronger candidates tended to include the relationship between trait and state anxiety and described other effects on the performer and sports performance.
- (ii) Most responses described the process of stopping negative thoughts. The strongest responses described the process in detail and evaluated the technique, often giving positives and negatives.
- (iii) This question was answered well. Most responses gave three positive effects of goal setting in sport. Weaker responses repeated the question by saying it reduced anxiety. The weakest candidates simply described goal setting.
- (d) This was a well-answered question. The strongest answers explained a range of positive effects of a large audience on elite performers. Responses often referred to the increase of arousal and the dominant response being correct for elite performers.
- (e) Most candidates correctly stated that attribution to lack of effort is an internal and unstable attribution. The strongest candidates evaluated this attribution and showed that it may have positive or negative effects depending on the personality of the performer and their perception of the actual amount of effort they believe they put in. Some candidates chose to suggest other attributions but this was not relevant to the question.

## Section C

### Question 3

- (a) (i) This question was answered well by most candidates.
- (ii) The strongest answers outlined a range of strategies used to combat discrimination.
- (b) The strongest candidates were able to give several examples to show different ways that athletes have been used as pawns. Many answers covered the use of boycotts to make a political point by denying their athletes the chance to participate and also addressed the use of athletes to promote nationalism or a particular ideology.
- (c) Most candidates described some of the methods used by the People's Republic of China to pursue Olympic success. This was answered very well by the majority of candidates.
- (d) Many candidates identified some financial benefits for the host country. The benefits needed to be financial and to benefit the host country, which was not noted by some weaker candidates.
- (e) The strongest candidates used their knowledge to explain why professionalism was accepted as a concept by the IOC. Weaker responses were often limited to describing amateurism.
- (f) The strongest responses described some elements of the Salt Lake City scandal. Weaker answers referred to doping scandals and suggested that candidates may have been referring to events at other Olympic Games instead.
- (g) This question was answered very well. Many responses included good descriptions of the spectacular aspects of the Olympic Games and showed an appreciation of the Olympics as the pinnacle of athletic achievement.

# PHYSICAL EDUCATION

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**Paper 9396/04**  
**A Level Coursework**

## **Key messages**

- Centres need to check they have included all paperwork with their submissions.
- Filmed evidence should be reviewed by the centre before submission to ensure it is complete and appropriate.

## **General comments**

### **Administration**

Some centres applied to make use of a component adjustment this series. This required an application to be made and this required those candidates using the adjustment to have all their work evidenced.

In relation to paperwork, most centres included the appropriate forms including a Coursework Summary Assessment Form. Other centres are reminded that all the required paperwork should be checked carefully and included in the evidence of coursework before being sent to Cambridge.

### **Filmed evidence**

The quality, quantity and type of evidence varied considerably. The majority of centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked the DVD before despatch. A single DVD or USB, with chapters for each activity and a menu is a good form of presentation.

For a few centres the video was filmed from too great a distance or focused on the wrong candidate. This made identification more difficult. Centres are asked to review their evidence before submission. In some cases, inappropriate or low level of demand evidence was filmed. This was sometimes due to a candidate playing against much less able opposition.

Filming is often best organised by activity and not presented by individual candidate, except when there is only one candidate for the activity, where the activity is an individual activity (e.g. gymnastics) or where the candidates' abilities are very different. The evidence should show both the technique of the skill and the outcome. The use of a tripod would improve film quality for some centres.

Centres are asked to consider the following issues before the DVD 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?

Some centres needed to better review the final evidence before it was submitted. Some centres sent a shortcut file only and so the DVD may be better checked on a different computer.

It is important that candidates are filmed in the best possible way and in the most appropriate situations so that they are able to fully demonstrate their skills and abilities. Some footage received was taken from such a distance that it was hard to see the candidate performing. In team games some evidence was filmed whilst 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 too brief and taken from one limited perspective. The filming of a performance from different angles can help moderators to see the action 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 with the candidate changing their number during filming. Thorough reviewing of the evidence will help to alleviate some of these problems.

## **Evaluation and Appreciation Task**

The filmed evidence for this aspect of the coursework component was generally well presented. Footage of the observed performance was generally included with the evidence either in a separate named file, or better still, immediately before the filming of the Oral Analysis.

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. Then the Oral Analysis should be filmed as soon as possible after that live observation.

Some centres are reminded that 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.

Any prompting should be open ended and transparent. Questions, stimuli or prompts that are directive should affect the marks awarded.

A pause in the oral response should be included in the continuous filming and does not necessarily indicate a low-level response as it might mean that the candidate simply needs to gather their thoughts. There are suggested questions in the coursework guidelines that could be used, if needed, by teachers.

There were a number of very high-level evaluations, which included good knowledge of the chosen sport with the use of technical language to explain weaknesses in the performance and which also contained relevant theoretical concepts to explain and improve those weaknesses. Other evaluations lacked detail and contained repetitive theoretical content that had little relevance to the observed performance.

## **Comments on specific activities**

Invasion games remained the most popular activities chosen by the candidates for assessment and in most cases the choice was supported by good-quality filmed evidence. There was also a variety of other activities presented by centres.

### **Invasion Games**

The quality of evidence was generally good with candidates filmed in suitably 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 did not contain enough demand to allow the candidate to access the highest marks.

### **Swimming Activities**

The quality of evidence in these activities was varied. Some high-quality evidence showed candidates in close-up, from various angles and sometimes 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 which 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. Centres are reminded that there are performance assessment tables used to calculate the mark in swimming activities. In swimming, tables are used to determine the performance assessment mark. Tasks in Personal Survival and Life Saving are to be judged on consistency, fluency and accuracy and should be completed in pressured situations.

### **Cross-country Running**

Candidates should be assessed on a marked course in a pressured competitive situation over 10 km (males) and 8 km (females). Some centres needed to better evidence the length and variety of the course used. The best evidence showed a variety of terrain, including suitable inclines, filmed the candidates at various stages of the race and included a suitable number of other runners as competition. For some centres the evidence presented was of just the start and finish of the race with just one other competitor present.



### **Track and Field Athletics**

Performance tables are used to determine the performance assessment mark of the candidate. The distances and times used in these tables needed better evidencing at some centres. It was best when the filming of an athletics event contained clear footage of the timing or measurement of that event.

### **Badminton**

Badminton was one of the most popular net/wall games chosen by candidates. The quality of performance differed from some low-level recreational performances to some intense competitive games. Centres are reminded that to achieve high-level marks candidates should be presented in a competitive environment where the level of demand justifies the mark awarded.

