

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

Key messages

Candidates need to answer in accordance with the context of the question and satisfy the command word that is used.

Questions often require candidates to apply theoretical knowledge. This knowledge should be expressed in an appropriate depth for the marks available for the question.

General comments

Presentation of work was usually clear and time management was good as most candidates attempted all questions. Generally candidates found **Section B** the most challenging of the sections.

Comments on specific questions

Section A

Question 1

- (a) (i) Stronger candidates could identify the correct type of synovial joint.
- (ii) Many candidates were able to correctly identify the antagonistic pair. Some weaker candidates named irrelevant muscles.
- (b) (i) Most candidates were able to gain credit for identifying the correct contractions. However, some candidates incorrectly applied other types of contraction.
- (ii) Where candidates correctly identified contraction types for (i), they generally provided the correct descriptions of these contraction types in (ii).
- (c) Many candidates answered this question successfully. Weaker candidates often found the answer for the agonist at the hip joint the most challenging.
- (d) Only the stronger candidates referred to the chambers of the heart and to the valves of the heart as asked for in the question. Some weaker candidates found the identification of the correct side of the heart challenging.
- (e) Although many candidates knew that cardiac output is stroke volume \times heart rate, only the stronger candidates could suggest why the cardiac output of two performers could be the same at rest but different during maximal exercise.
- (f) The stronger candidates were able to explain well why an increase in venous return causes an increase in stroke volume during exercise. Some weaker candidates simply identified what venous return and stroke volume were instead.
- (g) Many candidates understood at least some of the role of haemoglobin. Weaker candidates were unable to access the remaining points, suggesting a lack of detailed knowledge.

- (h) Weaker candidates found this question challenging and although some knew a role of baroreceptors and thermoreceptors, some confused their answer with reference to the heart rather than to ventilation.

Section B

Question 2

- (a) (i) Many candidates scored well on this question.
- (ii) Many candidates knew this area well and justified their classifications appropriately. However, weaker candidates were not able to justify their classification or could have improved their answers by giving justifications suitable for the scenario of a goalkeeper saving a shot.
- (b) Weaker candidates sometimes focused more on barriers to participation than how early childhood experiences and environmental exposure could affect motor skill development.
- (c) Only the stronger candidates could outline three points related to the cognitive theory of learning. Weaker candidates generally showed only superficial knowledge of the theory.
- (d) Only the stronger candidates explained their answer in relation to the context of the question. Some weaker candidates misunderstood the context and explained why closed-loop control would be applicable to many skills. Some candidates misinterpreted the question as being about open and closed skill classification.
- (e) (i) Some weaker candidates found this question challenging and did not correctly identify the process.
- (ii) Most candidates who were successful in (i) could suggest factors that could help with this process.
- (f) Many candidates showed a good understanding of the context of this question and provided a clear practical example. When the concept of PRP was not well known, the practical example and explanation was often confused.
- (g) Most candidates showed a good knowledge and understanding of the strategies that could be used to help a performer progress from the associative phase of learning to the autonomous phase of learning.
- (h) Some candidates found this question challenging. Weaker candidates sometimes confused drive-reduction theory with the inverted-U theory.

Section C

Question 3

- (a) (i) Many candidates were able to successfully identify three characteristics. Some weaker candidates repeated the characteristic which was included in the question.
- (ii) Many candidates answered this question well and made suitable comparisons between the two concepts. However, some weaker candidates could make only one comparative point.
- (b) Candidates generally did well with this question. Strong candidates usually described concepts related to increased national prestige, advertising the country and confirmation of political superiority.
- (c) Some candidates appeared to find the concept of provision problematic. Some weaker candidates described considerations such as confidence and ability instead.
- (d) Most candidates did well on this question. However, weaker candidates did not manage to give a suitable second example.
- (e) Many stronger candidates answered this question well. However, some weaker candidates confused the private sector with the public sector.

- (f) Some weaker candidates focused on other members of society and so responses were not always applicable to the context of the question.
- (g) Most candidates gained credit on this question but only the strongest candidates suggested a breadth of reasons. Weaker candidates lacked depth in their responses and some seemed to resort to repetition.

PHYSICAL EDUCATION

Paper 9396/12
Written Paper

Key messages

Candidates should read each question carefully.

Candidates are reminded to give relevant examples in the correct context.

Candidates must use the correct subject-specialist language for this level of qualification.

General comments

Many candidates showed that they had prepared well for this paper. Time management was good and use of correct technical language was usually appropriate for stronger candidates. Many candidates showed good understanding of the subject.

Stronger candidates seemed to understand the requirements of each question and planned their answers, using suitable practical examples when this was required.

Comments on specific questions

Section A

Question 1

- (a) (i) This was generally well answered.
- (ii) Stronger candidates listed four features and gave clear descriptions of the function of each. Some weaker candidates could only name the synovial membrane and could not give a function.
- (b) Most candidates correctly named the type of movement occurring from A to B and from B to A. The stronger candidates understood that the same muscle acts as the main agonist during both phases of movement in this leg exercise. Candidates are reminded to use technical language expected at this level and as listed in the syllabus. Candidates are expected to use specific terms and this was shown in the question which asked for a different type of muscle contraction.
- (c) Stronger candidates gave clear and detailed descriptions of the route taken by blood from the lungs to the aorta. Weaker candidates tended to omit the names of the valves or did not understand the correct sequence of blood.
- (d) The stronger candidates described the changes to the cardiac cycle as heart rate increases and often referred to systole and diastole in relation to the effects on atrial and ventricular filling and contracting. Weaker responses were often limited to identifying that stroke volume increases.
- (e) Stronger candidates often identified carbonic acid and carbaminohaemoglobin. Weaker candidates generally did not identify any valid ways.
- (f) Stronger candidates answered this question well. Some candidates identified the layer of moisture but were not able to explain how this feature assists gaseous exchange. Weaker candidates sometimes named features that were listed in the question, which could not be credited.

- (g) (i) The stronger responses indicated detailed knowledge of respiratory volumes. Weaker candidates were often unable to give a definition of tidal volume.
- (ii) Stronger candidates highlighted the difference between the partial pressure of oxygen in the alveoli and in the pulmonary capillaries and showed the difference between the partial pressure of carbon dioxide also. These answers often continued on to give detailed explanations of gaseous exchange at the alveoli. Weaker candidates showed a lack of understanding of the topic.

Section B

Question 2

- (a) (i) Many candidates gave suitable justifications for both classifications. Some weaker candidates did not give an answer to justify why taking a penalty may be classified as a discrete skill.
- (ii) Most candidates applied their knowledge of the skill of taking a penalty correctly. Some weaker candidates showed a misunderstanding of the term 'externally paced'.
- (b) Stronger candidates were able to explain fully how a coach may use the named elements of Bandura's observational learning theory. Weaker responses tended to describe the theory using the named elements without addressing the question.
- (c) The strongest responses to this question showed some excellent knowledge. Some candidates gave answers that focused on different forms of reinforcement. Candidates are reminded to read each question carefully and to recognise that information given in the question will not be credited in this format.
- (d) Stronger candidates explained the use of sensory consequences and movement outcomes. Candidates who could not recall the names of these rules of schema could still gain credit for points relating to knowledge of performance and knowledge of results. Some weaker candidates did not attempt this question.
- (e) (i) Stronger candidates explained the basic memory model by showing the relationships between the component parts and showed a clear understanding of how motor programmes are stored and run. Sometimes weaker candidates could identify the short-term memory and the long-term memory but struggled to explain the memory process itself.
- (ii) Some candidates are reminded that when the question asks for strategies a coach can use, they should frame their answers to what the coach can do, which may be different to what a learner can do. Stronger candidates made clear that the coach must get the learner to practice the specific skills that they are trying to memorise.
- (f) (i) The strongest responses included direct comparisons to show that learners in the cognitive phase required different types of feedback to those in the autonomous phase. Some used a table to highlight the differences. This was an appropriate way to show these differences. Weaker candidates sometimes gave limited answers that only pointed out one difference. Generally candidates should give both sides of an answer to show differences clearly. For example, stronger answers stated that in the autonomous phase concurrent feedback can be used and that in the cognitive phase feedback must be terminal.
- (ii) This question was generally answered well.

Section C

Question 3

- (a) Most candidates correctly identified three characteristics of play. Weaker candidates should avoid overstatements.
- (b) (i) Stronger candidates gave detailed explanations of elite sport. Weaker responses tended to identify one or two characteristics of elite sport. Some answers used examples of sporting events, such as the Olympic Games, to say that elite sport relates to national/international standards of performance.

- (ii)** The strongest answers named policies and/or initiatives and gave detailed descriptions to show how they help performers achieve excellence in sport. Some candidates gave examples from their own country and others seemed to use another country, often the United Kingdom. Weaker candidates gave general descriptions to show how excellence could be achieved. These answers sometimes did not include any named policy or initiative.
- (c) (i)** Stronger candidates read the question carefully and included points other than health and fitness benefits. Weaker candidates sometimes resorted to repetition of the question.

(ii) This question was generally well answered. Many candidates chose to explain how a range of factors restricted participation in sport. Other responses focused on factors that encouraged participation. Both positive effects and negative effects were acceptable. The weakest candidates tended to give a list of factors without any explanation.
- (d)** Stronger candidates used examples to describe how sport and politics have been linked. Boycotts at the Olympics, the Black Power Salute and taking the knee were popular examples. Weaker candidates were often able to give one or two examples of these.
- (e)** There are many ways that the media has benefited sport and most candidates were able to explain some examples of this. The strongest candidates organised their answers in a clear and logical way and gave a range of suitable examples. Weaker candidates typically gave basic responses that were limited to promoting sport by raising awareness. Some weaker candidates described how sport benefits the media instead.

PHYSICAL EDUCATION

Paper 9396/13
Written Paper

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General comments

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- (e) Although many candidates knew that cardiac output is stroke volume \times heart rate, only the stronger candidates could suggest why the cardiac output of two performers could be the same at rest but different during maximal exercise.
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- (d) Only the stronger candidates explained their answer in relation to the context of the question. Some weaker candidates misunderstood the context and explained why closed-loop control would be applicable to many skills. Some candidates misinterpreted the question as being about open and closed skill classification.
- (e) (i) Some weaker candidates found this question challenging and did not correctly identify the process.
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PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

Key messages

Centres should read the Coursework Guidelines before submitting evidence.

All evidence and documentation should be reviewed and checked before being submitted.

Some activities require additional evidence, such as a log book. Centres should ensure that these are submitted along with the evidence of performance.

Candidates should be assessed in competitive situations, not just full-sided games or whole performances.

Centres should ensure that candidates are identified clearly with a form of recognition such as a numbered bib, at the start of the filmed evidence.

General comments

There were some high-quality performances and some accurate marking seen 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 the required evidence as stated in the Coursework Guidelines. Some centres did not follow the requirements of the syllabus in the evidence presented. The identification of candidates was not always clear.

Administration

The paperwork submitted by centres was not always well organised. At some centres the marks on the rank order forms did not match the corresponding marks on the summary form. Centres should note that a zero mark is usually used when a candidate has submitted filmed evidence or written work, but that work or evidence is not creditworthy. These candidates should be in the sample as detailed in the samples database instructions.

Some centres did not submit evidence, without explanation, for one or more of their sample candidates. Centres are reminded that candidates who do not carry out activities should be recorded as absent.

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

Filmed evidence

The quality, quantity and type of evidence varied considerably. Some centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked their files before despatch. A USB stick, with chapters for each activity and a menu is a good form of presentation and this was used by many centres. Sometimes if centres used a DVD, it would not play as a shortcut was sent instead. Centres are requested to please consider submitting evidence on a USB or to check the DVD on another computer.

Centres are reminded that each candidate should be clearly identified throughout the filmed evidence. Some centres identified the candidate at the start of the filming but then the candidate became hard to identify, especially if the candidate was filmed from a distance. The use of coloured or numbered bibs that are worn throughout the filming is often essential. In activities where this is difficult, such as swimming, the camera

should remain focused on the candidate from a verbal introduction until the completion of the task or another system should be used. In some cases, the candidate was named but not identified with a numbered bib or candidate number or lane, which made identification more difficult.

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

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

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

Action plans

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

In this series, Action Plans were sometimes overmarked. 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 daily or weekly diary with little or no evaluation of how to gauge if the suggested training plan had improved performance.

In order to access all the available marks, candidates must 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 clearly based upon recognised training principles. A thorough evaluation should be included, as should 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 did not allow candidates to access higher marks. In some cases, the level and quality of the opposition appeared too low, or opponents taking part in conditioned games were too passive. If the demand of the environment does not match a high level of performance, then it is difficult for candidates to access the highest marks. In some cases, the range of acquired and developed skills indicated in the Coursework Guidelines was not evidenced, with centres submitting video clips of one or two skills repeated in different practice situations rather than a fuller range of skills in highly competitive practice situations. In some cases centres did not submit evidence of conditioned practices but included evidence in the form of a full-sided whole game, thus ignoring the syllabus requirements.

Track and Field Athletics

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

filmed performance of various starts, mid-race actions and race finishes, filmed from different angles showed the technique and ability of candidates clearly at some centres.

Outdoor and Adventurous activities

In Hill Walking, most centres presented evidence of candidates performing skills in an appropriate environment, but some environments were more challenging than others. Evidence of the actual expedition walk was submitted by many centres but the acquired skills of the use of map and compass, navigation, route planning and knowledge and application of safety were not always shown well. As detailed in the Coursework Guidelines, candidates should be assessed as individuals. They should be assessed performing the acquired and developed skills in a challenging environment from different parts of the expedition. A log is required as evidence of the content, planning and execution of the expedition, but some centres did not provide this evidence.

In Mountain Biking, the required log detailing the experience and other evidence to support candidates' ability was not always submitted. The filmed evidence was sometimes taken from the rider via a helmet camera and not from strategic points on the course to show an overview of the candidate in action.

Whilst Rock Climbing is becoming more popular as an activity for assessment, the evidence did not always show the implementation of the required safety procedures such as tying of knots and fitting a harness. The required log to show candidates' experience was sometimes not submitted and the grade of the climb used in the evidence was not always made clear.

Cross-country Running

Filmed evidence should support the mark awarded during various sections of a competitive race, for example, inclines, a middle section and the last 400 m. 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 and evidence of the distance run was sometimes not clearly included. Centres should refer to the Coursework Guidelines and note that male candidates should complete a run of 5 km, and female candidates a 4 km run. The terrain used in the run should not include roads, except when crossing. Evidence was sometimes submitted of a candidate running around a track, which is not appropriate for this activity.

Dance

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

Gymnastics

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

Weight Training

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

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

Swimming

Some centres did not identify the swimmers well, 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 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. Evidence should be of various techniques involved in the specified stroke, including starts and turns. Not including the required evidence meant that some high-level marks could not be supported.

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 9396/32
Written Paper

Key messages

Candidates should address the specific requirements of each question. In particular, they should focus on the number of marks allocated and the use of practical examples when this is a demand of the question.

Candidates should be able to offer examples to support their answers and show application of knowledge.

General comments

Most candidates showed a good understanding of the requirements of the examination paper. These candidates had prepared well, interpreted the command words accurately and used the correct technical language of physical education in their responses.

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

Comments on specific questions

Section A

Question 1

- (a) The strongest responses covered both aspects of the question and often used equations to show the breakdown and resynthesis of ATP. Weaker candidates tended to omit the role of energy in the resynthesis of ATP.
- (b) Most candidates identified the correct energy systems that were used if sufficient oxygen is available and if there is insufficient oxygen available. Stronger candidates were able to explain how the level of fitness determines the energy system used. These answers generally came from the standpoint of a very fit performer. However, answers that explained the effects of low fitness on energy system usage were also credited.
- (c) (i) Stronger candidates produced accurate definitions for each type of strength. Weaker candidates generally gave only alternative words for endurance and static leaving answers too vague to gain credit.
- (ii) Stronger candidates were able to produce detailed descriptions to show an understanding of how a grip strength dynamometer is used to evaluate strength.
- (iii) This question asked for values for repetitions, sets and resistance guidelines to improve strength endurance. Stronger candidates included a number or a range. Weaker candidates did not give any values and wrote too generally, sometimes only giving definitions for sets and repetitions.
- (iv) Many candidates knew the correct energy system and food fuel. Weaker candidates tended to provide the wrong energy system.
- (d) Most candidates knew that BMI was calculated based on a person's body mass (or weight) and height. The strongest answers explained that BMI is not a reliable measure of body composition in

elite athletes because it does not differentiate between different types of body tissue. Some weaker answers were very generalised and showed misunderstanding about measuring body fat.

- (e) Many candidates showed a clear understanding of how blood doping is carried out and gave physiological benefits for its use. Some weaker candidates focused on problems of this.

Section B

Question 2

- (a) Stronger candidates gave correct characteristics. Weaker candidates tended to confuse this with other syllabus topics.
- (b) Many responses named NACH and NAF as key features of this theory and described a characteristic of each. The strongest responses described the theory of achievement motivation in detail. Weaker candidates struggled to show much knowledge of this theory.
- (c) (i) Candidates who understood this model described it accurately and gained full credit for their answers. Weaker candidates did not seem to know Steiner's model.
- (ii) Many candidates showed good knowledge concerning the problems affecting the productivity of a sports team. Candidates are reminded that they must use a practical example for each answer if the question demands this.
- (d) The strongest candidates gave clear answers to show how the situation, the leader and the members require certain leadership styles based on their characteristics. Weaker candidates were generally unable to explain how the antecedents in the model determined the most suitable leadership behaviour.
- (e) The strongest candidates described each type of goal and gave a clear practical example. Weaker candidates often did not clarify the timescale for each goal and were vague.
- (f) Many candidates explained the relationship between arousal, optimum performance and each factor correctly. Weaker candidates tended to describe the inverted-U theory and did not apply this to the specific factors listed in the question.
- (g) Many responses identified characteristics of this theory of aggression well.

Section C

Question 3

- (a) (i) Stronger candidates showed good understanding and scored well on this question. Some candidates showed misunderstanding about the role of women at the games or were too generalised in their answers.
- (ii) Many candidates made a few valid points on the changing role of women at the modern Olympic Games. However, only the strongest candidates were able to produce the level of detail needed to gain full credit.
- (b) The strongest candidates gave specific examples of a range of political situations. Weaker candidates were often limited to one or two points.
- (c) The strongest candidates were able to explain the transition from amateurism to professionalism in detail.
- (d) This question was very well answered by many candidates.
- (e) (i) Stronger candidates identified three different ways of showing a win-at-all-costs ethic at the Olympic Games, often using specific historical examples. Weaker candidates tended to describe one method only.

- (ii) Stronger candidates suggested several methods to reduce dysfunctional aspects at the Olympic Games. Weaker candidates were generally only able to describe types of punishment and drug testing.
- (f) The strongest responses included detailed knowledge of the Olympic Oath. Some weaker candidates did not attempt this question.

PHYSICAL EDUCATION

Paper 9396/33
Written Paper

Key messages

When defining key terms, candidates should use other appropriate words with care and precision.

Candidates are expected to describe the protocols for fitness tests accurately.

To be credited, practical examples must include enough detail to show understanding of the specific theoretical concept.

General comments

The majority of candidates showed a broad understanding of all three sections of the course and had the correct depth of knowledge. Weaker candidates tended to give limited and often short answers that did not take account of the number of marks that were available for the question. **Section A** and **Section C** were generally answered more successfully than **Section B**.

Comments on specific questions

Section A

Question 1

- (a) This question was answered well by candidates who recognised the energy system. Some candidates misunderstood the question and described other systems.
- (b) Stronger candidates understood the physiological implications of a warm up well.
- (c) Many candidates explained macrocycles, mesocycles and microcycles accurately and gave sporting examples for each cycle with the correct timescales clearly indicated. Weaker responses often did not use a sport to support their answer or confused the timescales involved for each cycle.
- (d) Most candidates showed an understanding of these two fitness components. Some weaker responses were too vague.
- (e) Most candidates described the multi-stage fitness test. The stronger candidates explained that both the level and the number of shuttles completed were needed to compare to the normative data table. Some candidates who described the PWC170 test did not explain that either a graph is drawn and extrapolated or a mathematical calculation is used to give a predicted power output at a heart rate of 170 beats per minute.
- (f) The strongest candidates gave detailed explanations of the use of target heart rates, including the fact that fitter athletes will work at the upper end of the range. Karvonen's principle was explained accurately by some strong candidates.
- (g) The strongest candidates understood that this question asked for a benefit of each ergogenic aid and that this should be applied to a 400-metre sprinter. Some weaker candidates included inaccurate use of key terms in their answers.

Section B

Question 2

- (a) This was generally answered well.
- (b) (i) Most candidates suggested a range of factors that affect the development of a cohesive team. Some weaker answers included references to the leader. These answers were not acceptable as leadership was mentioned in the question and other factors were requested.
- (ii) Only the stronger candidates gained full credit for this question. Weaker candidates generally needed to make more direct comparisons between the two elements in the question.
- (iii) The strongest candidates explained the relationship between the favourableness of the situation and the most suitable leadership style. Some candidates mistakenly described other models. A few weaker candidates did not attempt this question.
- (c) These attentional styles have two dimensions, and both needed to be addressed in the explanation and the practical example. The strongest candidates did this well. Weaker candidates often did not explain the external/internal dimension accurately. Often weaker candidates tended to give a practical example that was narrow external rather than narrow internal.
- (d) Stronger candidates described the key elements of Hanin's zone of optimum functioning theory well. Weaker candidates tended to describe the inverted-U theory instead.
- (e) This question was answered well by most candidates.
- (f) The strongest responses included the use of attribution retraining to avoid learned helplessness. Weaker candidates tended to give answers that did not address the specific nature of learned helplessness. Some candidates could only define this term.

Section C

Question 3

- (a) This was answered well by most candidates who often made direct comparisons to show the differences between the ancient and modern Olympic Games. Weaker candidates sometimes did not make the differences explicit.
- (b) (i) Most candidates were able to give a reason why terrorists might target the Olympic Games. The strongest candidates recognised the mark allocation and expanded their answers to cover several reasons in greater detail.
- (ii) Stronger candidates suggested at least three ways to protect athletes from a terrorist attack. Weaker responses tended to focus on heightened security and did not consider other approaches.
- (c) This question was answered well by many candidates.
- (d) (i) Stronger candidates understood the term broken-time payments and explained them well. A few candidates did not attempt this question.
- (ii) The strongest answers linked broken-time payments to the transition to professionalism. Weaker candidates tended to describe the terms amateur and professional without addressing this specific question.
- (e) This question was generally answered well by stronger candidates with depth of study often shown.
- (f) The strongest candidates understood the significance of Seoul and applied this well. Some candidates described the role of Dr Ludwig Guttmann instead.

PHYSICAL EDUCATION

Paper 9396/04
A Level Coursework

Key messages

Centres should check the quality of filming and should ensure that all paperwork is correct before making their submissions.

Please consult the Coursework Guidelines before submitting evidence.

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

General comments

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

Administration

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

In relation to paperwork, some centres did not include a summary form with their evidence and others did not record candidate marks on the correct forms. For example, Swimming and Track and Field Athletics require the recording of marks on particular forms that show the breakdown of performance assessment marks, critical assessment marks and the calculation of the final mark. In some cases, centres did not complete the required Rank Order forms for each activity and/or they did not separate rank orders for male and female candidates where these are required by the syllabus.

Filmed evidence

The quality, quantity and type of evidence varied. 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 on USB stick is a form of presentation used well by some centres.

For a few centres the evidence was filmed from too far away or focused on the wrong candidate. This made candidate identification particularly difficult. Centres are asked to review their evidence before submission. In some cases, inappropriate evidence was filmed. Some centres did not identify the candidates at the start of the filmed evidence, or they introduced the candidate in a different setting from where the evidence was filmed, and then did not identify the candidate in the actual performance. Candidates were typically best identified by numbered or coloured bib, by numbered shirt, by coloured swimming cap, by specialist clothing or by a printed number attached to clothing. 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 by candidate number, 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 questions 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 filmed on DVD, the DVD was damaged. Centres could consider the use of a USB flash stick as the method sending recorded evidence. Whatever the method evidence, submissions should be checked and a copy kept.

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 candidates performing. In team games, some evidence was filmed while following the ball and not the candidate and therefore it was hard to focus on the candidate taking up positions or supporting the play. Some footage was very brief and taken from one perspective. The filming of a performance from different angles allows the action to be seen more clearly. In some circumstances it was hard to identify the candidate as evidence was presented, for example, with more than one player wearing the same number in a game or the candidate changed their number during filming without any record of this.

Evaluation and Appreciation task

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

Centres are reminded that candidates are not allowed to use pre-prepared notes but can use notes that have been made during the observation of the live performance. 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 that live 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.

At some centres different candidates used the same theoretical content to evaluate the observed performance even when the activity or 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 generic response rather than responding to the specific performance under analysis.

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

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

Comments on specific activities

Invasion games

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

The quality of evidence was generally suitable with candidates filmed in fully competitive situations such as school, college or club fixtures. Sometimes 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. There were some cases of the candidate being substituted from the game, leaving considerable footage without the candidate under assessment being present. Stronger submissions contained edited and annotated footage of the candidate at key moments during the game, clearly demonstrating the required tactics and strategies.

Some candidates were filmed in less competitive situations where the quality of the opposition or the level of intensity of the activity may not have contained enough demand to allow candidates to demonstrate their skills. Some centres presented evidence of only training or practice drills without any evidence of a full competitive game. These centres should consult the Coursework Guidelines before submitting evidence.

Swimming activities

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

Cross-country Running

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

Track and Field Athletics

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

Dance

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

Outdoor and adventurous activities

Rock Climbing

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

Mountain Biking

Candidates should be assessed while planning and taking part in a physically and technically challenging competition at a difficult level with the course conditions detailed. Submissions sometimes did not meet these criteria and filming was sometimes done from a camera on the candidates' helmets rather than from various points of the course so that the candidates' level of technical ability could be assessed.

Gymnastics

In Gymnastics candidates are assessed in a formal agility sequence and they should produce a written record of the sequence prior to moderation. In some cases the centres did not produce the written evidence.