

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

Key messages

- Candidates should try to divide their time evenly between the three sections of the question paper.
- Candidates should be aware of the command word used and the mark allocation, and should compose their answer accordingly.

General comments

The standard of responses varied considerably. There were some strong responses seen, but weaker candidates did not always clearly demonstrate the detail of knowledge required to produce comprehensive answers. Stronger candidates were typically able to draw upon their knowledge and gave relevant answers to the questions. Weaker candidates tended to either lack the overall knowledge or found it hard to use their knowledge to fit the context of the questions.

Section A: Applied anatomy and physiology

Question 1

- (a) Stronger candidates were able to apply their knowledge of the movement types to different sporting examples. Most were able to do this for flexion and extension but not always for adduction and abduction. Some weaker candidates selected a joint that was not a ball and socket joint and needed to read the question with care.
- (b) This question was generally well answered. Many candidates used correct muscle names. Some needed to be more specific.
- (c) Many candidates provided detail in their responses, linking how the different receptor types resulted in the stimulus of the pathways. However, some candidates did not explain their responses and either tried to provide a list of key words or confused respiratory control with cardiac control.
- (d) Many candidates were able to name and describe the role of gravity, valves in the veins and the skeletal muscle pump in particular. However, some candidates did not show a good understanding of this area or simply named the features without describing their role in maintaining venous return.
- (e) The majority of candidates were able to describe the effects of exercise on lung volumes.
- (f) (i) Many candidates were able to partly explain the process of gaseous exchange between the alveoli and capillaries. Most candidates focused on oxygen exchange but some candidates also showed their knowledge of how carbon dioxide also diffuses.
- (ii) Strong candidates effectively listed features of the alveoli and capillaries and also noted the command word of explain and so explained the role of the features in improving the efficiency of gaseous exchange.

Section B: Acquiring, developing and performing movement skills

Question 2

- (a) The majority of candidates were able to gain credit for describing the characteristics of skilled performance.
- (b) (i) Most candidates understood operant conditioning and referred to shaping the environment, strengthening the S/R bond and trial and error learning.
- (ii) Most candidates used examples to distinguish between the different types of reinforcement. However, some weaker candidates were confused about negative reinforcement and punishment.
- (c) Responses to this question varied considerably with some candidates making good use of their example. However, few candidates managed to gain full credit with knowledge being either vague or irrelevant in many cases. The weakest candidates confused the concept with open skill classification.
- (d) (i) Only stronger candidates gained full credit for this question. Responses often only included the limited capacity and duration.
- (ii) Most candidates were unable to add to the depth of their answers beyond rehearse/repeat etc. Some candidates used their knowledge of chunking but few gained full credit.
- (e) Many candidates answered this question very well. However, some candidates gained credit for their knowledge of the autonomous stage but confused the associative stage with the cognitive stage when answering.
- (f) (i) The majority of candidates were able to describe the different types of motivation and gained full credit.
- (ii) Only stronger candidates answered this question fully. Many candidates simply described different examples of rewards, prizes, medals, certificates etc.

Section C: Contemporary studies in physical education and sport

Question 3

- (a) (i) Many candidates correctly identified differences. There was some confusion between physical education and the generic concept of sport.
- (ii) Those candidates who answered (i) well were usually able to answer this question well. Many very good answers were seen.
- (b) Answers to this question varied considerably depending on the level of knowledge about a country of the candidates' choice. Stronger candidates successfully described the policies, provision and administration, often including the names of bodies involved in the named country. However, many candidates gave very generic rather than specific responses about scouting and progression routes etc.
- (c) (i) This was generally answered well, with many candidates mentioning a range of physical, mental and social benefits. Some candidates also included the concept of learning skills or developing social values, e.g. leadership. However, some candidates focused entirely on physical benefits and often stated that health could be improved without elaborating on the varying facets of health and well-being.
- (ii) Many candidates identified possible barriers to participation in sport for people with disabilities, but often struggled to provide the breadth of response required for full credit.
- (d) This question required candidates to discuss the suggestion that an increase in the commercialisation of sport has been beneficial for both the performers and the sport. Some candidates focused on the positives of commercialisation rather than considering counter

arguments. Stronger candidates focused on commercialisation rather than purely on media coverage.

PHYSICAL EDUCATION

Paper 9396/12
Written Paper

Key messages

- Candidates should try to divide their time evenly between the three sections of the question paper.
- Candidates should be aware of the command word used and the mark allocation, and should compose their answer accordingly.

General comments

The standard of responses varied considerably. There was evidence of good understanding in some answers in **Section C**, but responses to questions in **Section A** in particular were often not as strong. Some candidates gave very general answers about the topics and did not focus their responses or supply sufficient detail. There was also a tendency by some candidates to provide a single point to questions that had mark allocations that indicated the need for multiple points to be made.

Comments of specific questions

Section A: Applied anatomy and physiology

Question 1

- (a) Descriptions of the role of these muscles were generally not strong. Some weak candidates seemed unable to locate the muscles.
- (b) (i) The majority of candidates were able to identify at least some of the relevant movements and muscles. Some responses lacked sufficient detail for credit and candidates should be reminded to give muscles specific and full names.
- (ii) Many candidates identified the appropriate types of muscle contraction, but fewer were able to describe their action during a press-up.
- (c) (i) Candidates were usually able to give clear definitions. Some weaker candidates did not provide the units.
- (ii) Stronger candidates were able to state the formula. Some candidates needed to read the question with greater care.
- (d) Candidates' knowledge of the route of blood was generally shown in sufficient detail.
- (e) (i) Many candidates were able to describe the neural receptors involved in regulating ventilation. Weaker candidates showed some confusion between this heart rate.
- (ii) Only the very strongest candidates understood more than the idea that the gases moved between capillaries and the muscles. Explanation of the detail as to how this occurred was rare.
- (iii) Many candidates identified features of the lungs that assisted gaseous exchange. Fewer could supply relevant explanations.

Section B: Acquiring, developing and performing movement skills

Question 2

- (a) Most candidates gained credit for describing the characteristics of skilled performance. Some repeated the characteristics in the question.
- (b) Very few candidates knew the terms gross motor ability and psychomotor ability.
- (c) (i) Most candidates were able to give a movement that could be classified as an executive motor programme, but fewer could explain what was involved effectively.
(ii) Only the strongest candidates answered this question well with most candidates only mentioning the role of feedback. Few candidates described the use of memory and perceptual traces.
- (d) (i) Most candidates showed understanding of the function of feedback to motivate and nearly as many knew its value to correct errors, but few candidates described its use to reinforce correct movements.
(ii) The majority of candidates limited their responses to descriptions of the associative and autonomous phases of learning and then simply repeated the question, suggesting that feedback should be different between the phases.
- (e) (i) Few candidates correctly identified the relationship.
(ii) This question was answered well by a minority of candidates. Some responses were too vague for credit.
- (f) Knowledge of the inverted-U theory of arousal was generally strong.

Section C: Contemporary studies in physical education and sport

Question 3

- (a) (i) The majority of candidates were able to suggest similarities between play and physical recreation. Some responses for were underdeveloped and left too vague for credit to be awarded.
(ii) The majority of candidates were able to identify suitable characteristics of sport.
- (b) (i) Most candidates were able to suggest that elite performers are often professionals and take part at an international level.
(ii) Most candidates suggested that elite performers needed to be fit and have a suitable body shape for their activity. The psychological requirements were less well known but relevant examples were occasionally mentioned in responses.
- (c) Many candidates were able to include better health, social control and talent identification in their responses.
- (d) Knowledge of why governments may invest heavily in developing elite sport was usually limited to the ideas of making the country more famous and winning more medals.
- (e) Descriptions of potential negative effects on a performer's ethics were generally good with common responses mentioning a win-at-all-costs attitude, cheating, drug-taking and over-aggression.
- (f) Some candidates focussed on the effects of the media on performers rather than on the sport. Changes to sporting competition such as changes to start times, rule changes, advertising breaks, and fewer primary spectators were only occasionally mentioned in responses.

PHYSICAL EDUCATION

Paper 9396/13
Written Paper

Key messages

- Candidates should try to divide their time evenly between the three sections of the question paper.
- Candidates should be aware of the command word used and the mark allocation, and should compose their answer accordingly.

General comments

The standard of responses varied considerably. Most candidates answered **Section C** well. **Section B** proved to be difficult for many candidates. **Section A** responses varied considerably in terms of depth of knowledge.

Section A: Applied anatomy and physiology

Question 1

- (a) (i) The majority of candidates were able to identify at least some of the movements and muscles asked for. Some responses lacked sufficient detail for credit.
- (ii) Most candidates found this question challenging. Some knew the joint actions involved, but some responses were too superficial.
- (b) Most candidates gained full credit for this question.
- (c) Many candidates answered this question well with the axes correctly labelled, units included and the general shape correctly sketched. Some candidates described what was happening as well, which was not necessary.
- (d) The terms vasodilation and vasoconstriction were often known, but not often well applied to this question.
- (e) This question was generally very well answered. Often weaker responses were very general when referring to increasing ventilation rate and depth.
- (f) (i) The majority of candidates correctly identified the three volumes.
- (ii) Many candidates answered this question correctly.

Section B: Acquiring, developing and performing movement skills

Question 2

- (a) (i) Most candidates gained credit for describing the characteristics of skilful performances.
- (ii) Only the strongest candidates showed a secure knowledge of the terms given in this question.

- (b) (i) Most candidates understood operant conditioning well. Many responses covered a good number of mark scheme points frequently showing a breadth of understanding.
- (ii) This question was challenging for many candidates. Most candidates gained partial credit.
- (c) Only stronger candidates answered this question well. Most responses were generalised and would perhaps have better focus if the key phrases were used. Many candidates suggested the concept of modifying the response/motor programme but other detail was usually lacking.
- (d) This question was generally well answered with many candidates getting full credit. Often candidates provided good examples and included description.
- (e) Many candidates understood this concept. Some candidates tended to talk about transfer between sports rather than between skills.
- (f) Stronger candidates often answered this question well and typically suggested the use of goal setting, making it competitive, peer pressure and punishment. Weaker responses were more limited in breadth.

Section C: Contemporary studies in physical education and sport

Question 3

- (a) (i) Some candidates identified the idea of improved health and social skills as similarities, but could not go further. Differences between the concepts typically provided slightly better responses.
- (ii) Many candidates found this question challenging. Stronger candidates mentioned the idea of competition, rules and sportsmanship.
- (b) This question was generally answered well. Most candidates referred to the New Zealand model and showed good depth of knowledge. When candidates referred to the models of other countries they were generally less informed and responses were often not as strong. Some responses tended to focus on funding and how it was acquired with little knowledge of the organisations in place.
- (c) (i) Most candidates responded well by stating clear benefits for the individual and society.
- (ii) This was a well answered question with the majority of candidates achieving full credit.
- (d) (i) This was another well answered question. Some weaker responses were very limited in depth.
- (ii) The majority of candidates were able to suggest ways of solving the drugs in sport problem and typically suggested longer bans, increased testing and education programmes.

PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

Key messages

- Some centres produced Action Plans that were entirely fitness based. There should be a balance between skill, fitness, background information and improvement plans. Weight training cannot be used as an Action Plan and therefore weight training should not dominate a plan which is submitted under another activity title.
- Candidate identification was an issue for some centres. Candidates must be identified by clear numbers (or letters) on the front and back of shirts and alike. Some centres used other methods instead, such as colour of shirt, or just a verbal introduction which was often not sufficient.
- Centres should place candidates in an environment that provides sufficient demand to allow assessment at AS Level. If candidates are asked to complete tasks in a situation of low demand they are unlikely to access the higher marks. Isolated skills are not suitable evidence at AS Level. In games conditioned competitive situations are required for assessment and evidence.

General comments

There were some very strong performances seen. Some weaker candidates had clearly worked hard to achieve a good standard in their activity. However, a few candidates submitted activities in which they were beginners. The expected standard at AS Level requires candidates to be able to demonstrate a good level of proficiency.

Filmed evidence

The quality 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, with chapters for each activity and a menu is the ideal form of presentation. DVD evidence should not contain a series of very short clips. For a few centres the film was blurred, pointed skywards, filmed from too great a distance or focused on the wrong candidate. There was some filmed evidence with large black backgrounds and only a small picture. Centres are asked to review their evidence before submission. In some cases inappropriate or low demand situations were seen. This was sometimes due to a candidate playing against much less able opposition.

Centres should submit all work on a single DVD where possible. Filming should be by activity and not presented by individual candidate, except when there is only one candidate for the activity or the activity is an individual activity (e.g. Gymnastics) or candidates' abilities are very different. The film should show both the technique of the skill and the outcome. The use of a tripod can improve film quality.

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 frequent or is there a lot of time when they do not have contact with the ball or are inactive? Does the film show the ability of the candidate(s)? For example, footage of candidates in Rugby where there is little or no contact can result in poor evidence.

Centres are reminded that they must review the final DVD before it is submitted.

Selected activities

Invasion games (mainly Hockey, Football, Netball, Basketball and Rugby), Badminton, Tennis, Swimming, Cross Country and Track and Field were the most frequently seen activities. The other activities that are available were offered less frequently.

Action plans

Some Action Plans were of high quality and were superbly presented with well-considered work while others consisted of just one side of very basic work.

Work should be specific to an activity and should address all factors of the performance, not just fitness. The work should include all of the following areas: identification of strengths and weaknesses and the rationale for the judgement, which leads to clear and realistic (SMARTER) goals, which in turn leads to the analysis of technique and fitness elements. Detailed plans for improvement must be provided which include detailed practices, the principles of training (particularly SPOR and FIT) and a week-by-week plan. Finally, the plan should be evaluated and this should include some quantitative results. The task instructions in the Coursework Guidelines Booklet provide an outline of what is expected. The Action Plan must aim to improve performance.

Action plans should have a front cover that shows the mark, candidate name, candidate number and the activity which is being improved. In this session, some work was not very activity specific. Other work identified strengths and weaknesses but then the improvement plan did not refer back to the identified issues. Not all aspects need to be included in the plan, especially if some are focused on in depth. Some training sessions were excellent, whereas others were only repeated twice a week and contained content that lasted a few minutes. Centres should note that Action Plans must not just be a record of participation in an activity, either in club training session or lessons. Action Plans cannot be undertaken in Weight Training. Activities must allow candidates to improve aspects of skill. Candidates focusing on invasion games generally produced strong plans.

Assessment

Some candidates did not demonstrate their ability in sufficiently demanding conditions. For example, a skier on an elementary run cannot be marked at a high level. Centres are asked to ensure that in their initial planning of an activity, opportunities to film candidates at a demand that demonstrates their ability are available, are planned and are used.

In Weight Training this year most centres submitted logs. Some of the logs did not follow a logical pattern or contained very little information. The top section of the log is important in training design. Centres needed to present evidence that the candidate had followed a programme of weight training that had a specific purpose and included a wide range of weight training stations. The Weight Training Individual Candidate Record Form should record a candidate's participation, and this should then be used as the basis of assessment. This is available in the current coursework guidelines. This form must be submitted with coursework.

Comments on specific activities

Athletics

Several examples/attempts (particularly in field events) should be filmed.

Cross-country running

Candidates must run the specified distance, (4 km female, 5 km male), and not a distance selected by the centre. This is to ensure that comparability between centres can be maintained.

Weight training

Logs must be used and then marks submitted on a Centre Rank Order Assessment Form.

Orienteering

Candidates must submit maps and control cards. The distance of the course must be indicated. The course should be unfamiliar to the candidate. Filming must show how skills are applied.

Combat activities

Only Judo and Karate are permitted.

Dance

Three solo dances are required and candidates must choreograph the dances. Group dances or dances taken from a school production are not permitted.

Games activities

These must include conditioned competitive practices (not simple drills) at a standard that places demand on the candidate.

Cricket

Assessment should be carried out on two out of three areas.

Outdoor and adventurous activities

Prescribed minimum conditions apply. Conditions must be entered onto assessment sheets.

Hill Walking – Navigational skills must be filmed for each individual candidate.

Rowing – Candidates should be assessed and filmed in sculls or pairs.

Orienteering – Navigational skills must be filmed. Assessment must be on a graded course.

Competitive swimming

Swimming strokes must be filmed.

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

Key messages

- Candidates need to ensure they are able to define and use key terms precisely.
- Candidates need to include description when this command word is used. In such cases a simple name or statement is unlikely to achieve full credit.

General comments

Many candidates showed a broad knowledge of all three sections and many showed use of technical language, which was generally accurate. Stronger candidates tended to note the number of marks available for each question and used this to guide their responses. Some candidates made good use of bullet points. Weaker candidates often gave limited answers and did not attempt some questions.

Comments on specific questions

Section A: Exercise and sport physiology

Question 1

- (a) (i) Stronger candidates gave the correct definitions. Weaker candidates generally attempted to give at least one definition sometimes arriving at a suitable creditworthy alternative wording.
- (ii) Most candidates were able to state three suitable fuels.
- (b) Many candidates were able to identify the predominant energy system and stronger candidates went on to describe this system correctly.
- (c) Most candidates gave at least some physiological benefits of a warm up. Some weaker candidates could only state simply changes and did not relate these to a benefit.
- (d) (i) Most candidates were able to name and describe a test for aerobic capacity. The most common test used was the multi-stage fitness test. The strongest candidates were able to describe their chosen test correctly and stated the appropriate result. Comparison to tables of normative data to give a meaningful evaluation was rarer. Weaker responses were often limited to giving a basic description of a test. Some descriptions of tests were vague and some suggested tests did not always measure aerobic capacity.
- (ii) The strongest answers described the type of exercise and a suitable intensity, time and distance of the work interval, together with the correct work to relief ratio. Weaker responses were limited to a general description of interval training without applying knowledge to improving aerobic capacity.
- (e) Many candidates identified two nutritional aids to aid performance during a marathon, and explained a benefit of each. However, some candidates gave aids that are used before rather than during a marathon. Candidates should be reminded to read each question carefully.
- (f) The majority of candidates were able to describe some effects of alcohol. Answers needed to be related to the effect on performance and this was missing in some weak responses.

Section B: Psychology of sport performance

Question 2

- (a) Many candidates gave a sporting example of a short-term goal and a long-term goal. Stronger candidates were also able to give an example of an intermediate-term goal and to differentiate this from the others.
- (b) The strongest candidates gave several reasons why personality profiling has limitations in sport. Weaker candidates tended to suggest that people act differently in different situations. Some responses that simply described personality profiling as unreliable or not valid needed to explain these points.
- (c) Many candidates gave some reasons for the importance of effective leadership in sport. Weaker responses were often limited to listing characteristics of good leaders in sport.
- (d) (i) Most candidates were able to give the meaning of the term. Weaker candidates sometimes resorted to repeating the words in the question.
- (ii) The strongest candidates were able to apply their knowledge to this question, and recognised that sporting examples were required.
- (iii) Many candidates were able to link level of arousal to attentional width or the number of cues that the performer can focus on. Weaker responses tended to just describe the inverted-U theory.
- (e) (i) Only the strongest candidates were able to answer this question with precision.
- (ii) Most candidates described several possible causes of anxiety in sport. Weaker responses often described one possible cause, and then repeated the same cause using other words.
- (f) (i) Some candidates were unfamiliar with the instinct theory of aggression. Strong answers gave clear and detailed descriptions of this theory. Weaker responses were limited to describing aggression as natural and innate behaviour.
- (ii) The majority of candidates were able to explain the term and gave reasons why its use is acceptable often giving examples from rugby and from boxing.

Section C: Olympic Games: a global perspective

Question 3

- (a) The strongest responses gave several correct points. Weaker candidates sometimes described differences between the ancient and modern Olympic Games.
- (b) The International Olympic Committee has several roles and the vast majority of candidates were able to describe some of them. The weakest candidates showed confusion concerning these roles.
- (c) Many candidates showed a very good knowledge of the tragic circumstances surrounding the terrorist attack at the Munich Olympics in 1972.
- (d) Most responses described Hitler's use of the 1936 Berlin Olympic Games to promote the supremacy of the Aryan race. Only the strongest candidates tended to identify other examples.
- (e) Most candidates correctly described one of these sources of funding, and the strongest responses outlined the source of all three types of funding well.
- (f) Many candidates answered this question well. The majority of responses outlined many of the features of this Olympic Oath.
- (g) The strongest candidates explained the spiral of extravagance very well. Some weak candidates did not attempt this question suggesting a lack of knowledge of this part of the syllabus.

PHYSICAL EDUCATION

Paper 9396/33
Written Paper

Key messages

- Candidates need to ensure they are able to define and use key terms precisely.
- Candidates need to include description when this command word is used. In such cases a simple name or statement is unlikely to achieve full credit.

General comments

The majority of candidates showed a very good understanding of all three sections. The quality of written communication was generally good. For the strongest candidates the use of technical language was good. Questions that asked for sporting examples to support answers were generally very well-answered. Weaker candidates tended to give short answers and misunderstand some of the requirements in questions.

Comments on specific questions

Section A: Exercise and sport physiology

Question 1

- (a) Most candidates identified a feature of tennis to support each of anaerobic and aerobic. The strongest responses made multiple points. Some weaker responses justified the position of other sports on the energy continuum.
- (b) (i) Many candidates correctly stated that an oxygen debt/EPOC is caused by a lack of oxygen during exercise due to the exercise being anaerobic. Weaker responses were sometimes limited to defining the term itself.
- (ii) The majority of candidates showed an excellent understanding of both components of the recovery process. Some candidates could not identify the alactacid and lactic acid components. However often some credit was still gained for stating what happens during recovery.
- (c) Most responses described how overload can be achieved by increasing the frequency, intensity and duration of training. Stronger responses also added that the rest period can be reduced. Some responses only described ways to increase the intensity.
- (d) (i) Most candidates were able to define and give an example of static strength. Some responses gave a correct definition but failed to give a sporting example.
- (ii) The strongest answers described a type of training, at least one static strength exercise, the correct intensity, and the length of time the static position should be held for. Weaker responses were limited to a general description of weight training without applying knowledge to improving static strength.
- (e) (i) Almost all responses named two factors affecting flexibility, and many also identified a third factor. Some candidates described or explained how these factors affected flexibility, although this knowledge was not required.

- (ii) The majority of candidates were able to name and describe a test for flexibility. The most common named test was the sit and reach test. The strongest candidates were able to describe the test correctly and in sufficient detail. Weaker responses were often limited to giving a basic description of a test.
- (f) The majority of candidates were able to describe benefits and potential side-effects of human growth hormone. Weaker candidates sometimes described the side-effects of anabolic steroids.

Section B: Psychology of sport performance

Question 2

- (a) (i) Most candidates were able to describe the cognitive and affective components of an attitude.
 - (ii) Most responses explained how the persuader, recipient and message could promote a change of attitude in a performer. The strongest responses also described how the situation can help this process.
- (b) The strongest candidates seem to have considered which of the SMARTER factors they could best describe. This was a successful approach. Almost all responses linked each description of a factor to a sporting example. Weaker candidates tended not to give sporting examples.
- (c) (i) Stronger candidates were generally able to define arousal precisely.
 - (ii) Many candidates were able to say that cognitive performers need low arousal, and that higher ability performers do better with higher arousal. Weaker responses described the inverted-U theory without reference to differences in ability level.
- (d) (i) The strongest candidates were able to give several negative effects of an audience on sporting performance. Weaker candidates tended to describe one effect in several different ways.
 - (ii) Most responses described a few strategies that a coach could use to combat this. The strongest responses gave a comprehensive list of strategies.
- (e) Candidates need to know the different attributions that may be used to explain success or failure, and were asked for a sporting example of each. Stronger candidates were able to do this very well. Some weak candidates did not attempt to answer this question.
- (f) Many candidates explained the term learned helplessness but only the strongest candidates tended to show an understanding of the term mastery orientation.

Section C: Olympic Games: a global perspective

Question 3

- (a) (i) The strongest responses gave a detailed description of the bidding process to host the Olympic Games. Some candidates were aware that the process has changed recently. Credit was given for whichever system was described.
 - (ii) Most candidates identified the need for high security at all venues. Only the strongest candidates were able to suggest other ways to ensure the safety of the athletes.
 - (iii) Many candidates gave several aims of a positive legacy. Some candidates explained that the positive legacy that must be part of any bid has not always followed after the Olympic Games have taken place. The question did not require candidates to consider whether the legacy has been achieved but credit was given for valid points made, such as stadia unused after the Games, and evidence that participation rates did not actually increase in line with predictions.
- (b) Most responses described Hitler's refusal to allow German Jews to represent their country at the 1936 Berlin Olympic Games. Many candidates also described several other correct examples in great detail. Some candidates made reference to athletes who were banned as a result of doping violations but this was not an example of using political power to prevent these athletes taking part.

- (c) The best responses described how commercialism impacted on the Olympic Games, including a range of revenue sources and ways that the money can be used to ensure that the Games remain the pinnacle of sporting achievement. Weaker responses often described how the Games act as a social force.
- (d) The majority of responses explained the growth of the Paralympic movement well. The best answers used a chronological approach to consider the early days, their development and the current situation.

PHYSICAL EDUCATION

Paper 9396/04
A Level Coursework

Key messages

- The use of notes in the oral presentations must be limited to those taken when observing the live performance. The filming should show that candidates are only recording their observations and not listing theoretical knowledge.
- Candidates must watch a live performance and not a filmed performance.
- Synoptic talks must include the theoretical disciplines. Some talks lasted less than 10 minutes and some centres should consult the guidelines and include the opening statement.
- Hill Walking evidence varied in quality between centres. Some centres provided detailed evidence. Hill Walking must be filmed and the content should clearly show advanced skills.
- A-level evidence should be in a full formal environment (e.g. a tennis match or swimming competition). Some applied skills can be useful evidence. Good evidence often occurs when it has been edited to provide a focus on the candidate.

General comments

At some centres the level of demand in games activities was not at A-level standard in all cases. Simple unopposed skills or drills are not suitable evidence at A-level standard. Candidates must be assessed in a competitive situation, which is a feature that distinguishes A Level from AS Level. Centres should place candidates in an environment that provides sufficient demand to allow assessment at A Level. If candidates are asked to complete tasks in a situation of low demand then they cannot access higher marks.

Even if centres are entering candidates for AS and A Level in the same series, they must submit completely separate coursework for each component (02 and 04).

Overall, centres provided good filmed evidence. The overall quality of candidate performance was clear and some performances were very strong.

Filmed evidence

The quality and type of evidence varied across centres and the range of activities. There were some cases where the evidence was limited. Film angles must enable the skill and the outcome (e.g. where the ball lands) to be seen. A few centres filmed the skill from either a distance that was too close or from an unsuitable angle.

Where candidates are participating in the same activity they should be filmed together where possible. Evidence should be presented by activity rather than by candidate. For example, several badminton players should be filmed together unless they are of very different abilities.

Common problems associated with filmed evidence were that the format of the filming or copying created footage with a small image surrounded by a large black background or a lack of sound. Other issues were a lack of tripod use resulting in camera shake, the camera angle not allowing the skill and the outcome to be viewed, having too many participants in the shot (e.g. candidates unidentified in a rugby match) or the distance of the camera from the action. This was sometimes either too far for individual candidates to be identified or too close for the context of the game to be seen.

Centres are asked to consider the following issues before the DVD is despatched: Are the candidates clearly identified? Have the identifiers been written onto the assessment sheets? Is candidate participation frequent or is there a lot of time when they do not have contact with the ball? Does the film show the ability of the candidate(s)?

Filming of representative games is appropriate. Identification of candidates is more difficult in formal game situations and it is essential that centres are able to give clear indicators. The player number is useful but sometimes the team or shirt colour was omitted.

Centres are reminded that the responsibility for producing the evidence lies with centre staff and this should not be delegated to candidates. Many centres had clearly reviewed, selected, edited and then, importantly, checked the DVD before despatch. DVD content should be presented by activity rather than by candidate. Similar candidates should be filmed together. DVD evidence should not contain very short clips where possible. A single DVD with chapters for each activity and a menu is a good form of presentation.

Candidate identification

While candidates are well known to centre staff, the moderator requires very clear identification from all angles in order to identify candidates. Candidates must be identified by large numbered or lettered bibs/shirts that can easily be seen at a distance. These must be on the front and back. In formal team games the team/colour must also be included. The identifier must be written onto the first column on the Rank Order Assessment forms. Please do not write the DVD number relating to which DVD the candidate is on or use what the candidate is wearing, e.g. blue socks/yellow boots as ID. Please do not introduce candidates on the film verbally or list their names.

Selected activities

Invasion games (mainly Hockey, Football, Netball, Basketball and Rugby), Badminton, Competitive Swimming and Track and Field Athletics were the activities that were submitted most frequently. The other activities that are available were used to a lesser extent. Outdoor and Adventurous activities were mainly Hill Walking.

Evaluation and appreciation of performance

In common with other aspects of the coursework, these varied considerably from high-quality, superbly presented, well-considered work to very short and very basic work. Generally centres produced work which was of suitable length.

The filming of the talks in a formal environment was generally suitable. Most centres used the opening statement in the Guidelines Booklet. However, a few centres did not follow this guidance. It should be noted that the performance must be live and the talk must take place immediately after the observation. Only notes of the observation are permitted and this should be made obvious on the film.

The presentation should follow the format laid out and should start with the opening statement in the Guidelines Booklet read by staff. It is useful when the observed performance is included. In team games the performer must be clearly identified. Prompts or questions by staff should be kept to a minimum and where their use is necessary marks should be adjusted accordingly. The analysis, improvement methods, anatomical/physiological/psychological/learning/skill type knowledge should be applied to the observed performance. Candidates should state their observations and should also say why they believe that the stated weaknesses and strengths are appropriate, how improvement plans will work and how, when and why they will be progressed. The task instructions in the booklet provide an outline of what is expected.

Standard of practical assessment

Many centres were generally accurate. However in a number of cases scaling was necessary to bring marks to the required level.

Level of demand

The level of demand was an issue in some centres. A much weaker opponent in Badminton, staged opposition in Judo, light winds/calm water in Sailing, easy contact situations in Rugby etc. are all examples of insufficient demand at A-level standard. For example, a skier on an elementary run cannot be marked at a high level. Centres are asked to ensure that in their initial planning of an activity, opportunities to film candidates at a demand that demonstrates their ability are available, are planned and are used. The level of demand in Games was not at an A-level standard in some centres.

Double use of evidence

Centres are not permitted to submit the same evidence to support Component 02 (AS) and Component 04 (A Level).

Comments on specific activities

Some more objective activities need data to be recorded on the assessment forms and filmed evidence for the critical assessment aspect.

Cross-country running

Candidates must run the specified distance (8 km for females and 10 km for males) and not one that is chosen by the centre. This is to ensure that there is comparability between centres.

Dance

Solo dances are required and candidates must choreograph the dances. Group dances or dances taken from a school production are not permitted.

Outdoor and adventurous activities

Prescribed minimum conditions apply. Conditions need to be entered onto assessment sheets.

Hill walking

Navigational skills must be filmed for each individual candidate. It is not sufficient to submit just a log. Group numbers for the expedition should ideally be four. Logs should give information/evidence that allows the centre staff and moderators to award marks and differentiate.

Rowing

Candidates should be assessed and filmed in sculls or pairs.

Competitive swimming

Strokes must be filmed.