

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

Key messages

- Candidates are reminded to read the question with care and to note the mark allocation.
- Candidates are reminded to include practical examples where the question requires this as part of the answer.

General comments

The standard of responses this year varied considerably. Although many good responses were seen, weaker candidates did not always demonstrate the knowledge required. Weaker candidates often lacked the overall knowledge or found it hard to apply that knowledge to the context of the questions.

Centres should remind candidates to pay attention to the number of marks available to establish the level of detail required.

Comments on specific questions

Section A

Question 1

- (a) (i) Stronger candidates were able to analyse the movement correctly at the hip joint. These candidates were able to complete a full movement analysis of the movements of the hip to score full credit. Some weaker candidates did not provide the main agonist muscle and others appeared not to understand the term “agonist”.
- (ii) Only stronger candidates were able to identify two rotator cuff muscles. Weaker candidates found this question very challenging.
- (iii) Stronger candidates were able to identify the static nature of the contraction at the shoulder. Weaker candidates did not recognise the concept of a type of muscle contraction and wrote answers that were often not relevant.
- (b) Stronger candidates showed a good knowledge of the characteristics of slow oxidative muscle fibres. However, it was apparent that weaker candidates confused the characteristics of different fibre types.
- (c) Stronger candidates described how neural factors regulate heart rate after physical activity. It was common for candidates to identify that the heart rate decreases. Weaker candidates were unable to give descriptive detail about the role of the various receptors or of the role of the parasympathetic system in particular.
- (d) Weaker candidates often provided vague answers about how the vascular shunt mechanism affects the distribution of blood during exercise. Stronger candidates identified that vasodilation and vasoconstriction were involved but few could develop answers further.
- (e) (i) Stronger candidates identified the respiratory volumes. Some very weak candidates gave answers that referred to the heart.

- (ii) The strongest candidates were able to describe the immediate effects of exercise on the respiratory volumes.
- (f) Stronger candidates were able to explain some effects on the respiratory system of being at high altitude. Weaker candidates often provided limited reference to the effects on the respiratory system. Some responses were limited to referring to a lower level of oxygen.

Section B

Question 2

- (a) Stronger candidates were able to describe what a simple and a complex skill are. However, some weaker candidates found it difficult to identify a suitable practical example and some confused their interpretation with other skill classifications.
- (b)(i) Stronger candidates were able to explain the theory of operant conditioning in detail to often gain full credit. Weaker candidates tended to confuse the use of negative reinforcement with punishment.
- (ii) Stronger candidates were typically able to apply their knowledge. The strongest candidates correctly linked operant conditioning to several benefits.
- (c) Stronger candidates usually understood open-loop control. The strongest candidates were then able to explain the link to autonomous performers.
- (d) Stronger candidates were able to explain how perception can affect the performance of physical activities. Weaker candidates often produced answers that lacked the detail required.
- (e)(i) It was common for weaker candidates to confuse response time with other terms.
- (ii) Stronger candidates understood response time and therefore were able to provide an explanation of factors affecting this.
- (f) Stronger candidates correctly described examples of positive and negative transfer. However, many weaker candidates were unable to describe an example of proactive and retroactive transfer.

Section C

Question 3

- (a)(i) Many candidates were able to outline two differences between outdoor recreation and outdoor education.
- (ii) The stronger candidates were able to answer this question well and included a range of reasons.
- (iii) The strongest candidates were able to describe benefits. Some weaker candidates resorted to repetition.
- (b)(i) Many candidates identified various sources of funding for elite performers.
- (ii) Stronger candidates showed some understanding of how a country may support excellence in sport. However, many weaker candidates produced answers relating to encouraging general participation rather than focusing on excellence and elite levels.
- (c) This was a well-answered question with many candidates identifying more than one reason why Olympic success is important to many countries. However, weaker candidates could often only identify one reason and often repeated this point.
- (d) This question was generally answered well.

- (e) Some candidates were too vague in their comparison of the possible effects of sportsmanship with the possible effects of gamesmanship. Stronger candidates clearly understood the terms sportsmanship and gamesmanship, whereas weaker candidates seemed to misinterpret the meaning of gamesmanship in particular.



PHYSICAL EDUCATION

Paper 9396/12
Written Paper

Key messages

- Candidates are reminded that comparisons should be made in a direct and clear fashion.
- Candidates are reminded to carefully choose relevant examples to support points they make in an answer if this is a requirement of the question.
- Weaker candidates are reminded to read each question carefully and answer all aspects.

General comments

Most candidates showed a good understanding and applied the correct technical language of physical education in their responses. Answers were often laid out in a clear and structured format. Where candidates returned to a previous question and wanted to write more for their answer, this was clearly indicated.

Many candidates understood the requirements of the questions, paid attention to the number of marks available for each question and managed their time well.

Comments on specific questions

Section A

Question 1

- (a) Many candidates were able to analyse the movements at one of the named joints correctly. Only stronger candidates completed a full movement analysis of the movements of the hip and shoulder during the weight-training exercise. Weaker responses often included vague terms.
- (b) Many candidates could list several features of synovial joints. Stronger candidates could clearly apply knowledge to the context.
- (c) Most candidates could describe eccentric contractions and isometric contractions accurately. Stronger candidates typically used technical language well in this question.
- (d) (i) Many candidates correctly defined cardiac output and named a unit. Some answers did not state a unit for cardiac output.
- (ii) The strongest answers gave a detailed description of the role of the sinoatrial node. Some candidates described the neural factors that regulate heart rate. This did not answer the question.
- (e) Many candidates were able to describe the pulmonary circulatory system in the correct sequential order. Some candidates confused the pulmonary artery and the pulmonary veins.
- (f) (i) Many candidates identified relevant features. Weaker candidates sometimes gave vague responses.

- (ii) The strongest candidates were able to identify and explain two structural features of the bronchi. Weaker candidates were typically not able to identify any features.

Section B

Question 2

- (a) Many candidates were able to explain gross skills and discrete skills. This question asked for a different practical example for each answer. Stronger candidates recognised this and used suitable practical examples to support their answers. Candidates are reminded that they must use examples to support answers when this is a requirement of the question.
- (b) This question stated the four elements of Bandura's observational learning theory. Candidates needed to describe these four elements using a practical example. The strongest answers used one practical example, for example a tennis serve, and applied the theory to learning how to serve in tennis. Weaker candidates showed an understanding of attention and retention. The strongest candidates described motor reproduction in their context.
- (c) Many candidates were able to identify positive and negative reinforcement. Only the strongest candidates correctly described how each is used to learn a motor skill.
- (d) Many candidates achieved partial credit by including aspects about the forming of motor programmes. The strongest candidates included aspects relevant to storage and used their example well.
- (e) (i) There were some excellent answers that showed detailed knowledge of closed-loop control. Some weaker candidates did not understand or read the question carefully enough and described closed skills.
- (ii) The strongest candidates gave good explanations, often including that some skills are too fast for feedback and that closed-loop control does not apply to many open skills where the environment is constantly changing.
- (f) This question was answered well by most candidates. Most candidates could name each phase of learning and describe a characteristic for each. Some candidates focused only on one characteristic. The question asked for a different characteristic of performance in each phase. The strongest answers described a range of different characteristics to show detailed knowledge.
- (g) Many answers correctly stated some aspects of drive-reduction theory. The strongest candidates gave full and detailed explanations. Some candidates mistakenly described another theory.

Section C

Question 3

- (a) Many candidates were able to state what is meant by physical education in schools and described some of its characteristics. Stronger candidates included a range of characteristics.
- (b) This question asked candidates to compare cycling as recreation with cycling as a sport. Candidates are reminded that they must make direct comparisons. When this was done many candidates performed well.
- (c) A range of countries were used to describe how potential elite performers are identified and developed. Candidates are reminded to consider the command word in the question. In this case a description was required. Many excellent responses gave details of specific policies and initiatives covering talent-identification programmes, pathways, funding, facilities and centres of excellence for a specific named country. Weaker candidates could often only make general statements.
- (d) The strongest answers gave a full range of methods. Some weaker response focused on higher levels of the performance pyramid.
- (e) Most answers showed good knowledge of the benefits. Weaker candidates sometimes included statements that were too vague for credit.

- (f) This was answered well. The strongest responses gave a detailed range of strategies to enable greater participation by disabled people. Some weaker responses resorted to repetition.
- (g) This was generally answered well. Many candidates gave a good range of advantages and disadvantages for the sponsor and sport.



PHYSICAL EDUCATION

Paper 9396/13
Written Paper

Key messages

- Candidates must be made aware of the relationship between mark allocation and the number of points they typically need to make.
- Questions sometimes require practical examples to be used.
- When a question asks for differences between two items candidates need to make direct comparisons.

General comments

Presentation of work was usually clear and time-management was good. There was no evidence of candidates running out of time and not completing the paper.

Some general terms are not specific enough at this level. The syllabus shows the correct terms for movements and the muscle names that should be used.

Comments on specific questions

Section A

Question 1

- (a) The strongest candidates answered this question fully correctly. Many candidates were able to identify the type of joint used in flexion of the spine. Identifying the main agonist seemed to be more challenging for some candidates. Weaker candidates tended to resort to using used vague terms.
- (b) The ankle joint actions were more well-known than those of the shoulder. Many candidates were able to correctly identify both the type of movement occurring and the main agonist for the ankle. Fewer candidates correctly identified the type of movement at the shoulder. Some weaker candidates tended to use terms that were too vague.
- (c) Most candidates were able to gain at least partial credit for this question and there were some detailed responses that gained full credit. The command word was noted by many candidates. Weaker candidates tended to include unsuitable functions.
- (d) (i) The strongest candidates gave detailed explanations with precise use of terminology. The weakest candidates limited their responses to the idea that cardiac output increases because the heart rate increases.
- (ii) Stronger candidates produced focused responses, which often explained in detail the role of each of the features in the question. Weaker responses were sometimes limited to vaguely related topic areas without focus on the question asked.
- (e) Stronger candidates noted the need to describe. Weaker responses were typically limited to some key terms only.

- (f) (i) This question was generally answered well. Most candidates showed good understanding of respiratory volumes and could describe how the volumes changed.
- (ii) This question was generally answered well, with detailed knowledge of the role of various receptors provided by many. Some weaker candidates confused this question with other topic areas.

Section B

Question 2

- (a) Many candidates achieved full credit for this question. Weaker candidates tended to attempt to classify the long jump across the four continua without justification. Accurate understanding of the organisation continuum was the weakest of the four areas and understanding of the pacing continuum seemed to be the strongest.
- (b) Many candidates answered this question well and gave detailed answers.
- (c) Many candidates demonstrated some understanding of schema theory. Stronger responses were often accurate and detailed with many candidates achieving full credit. However, weaker candidates showed a lack of close attention to the requirements of this question.
- (d) Candidates generally answered this question well with many achieving full credit. Weaker candidates used some terms in isolation and unqualified and these were too vague for credit.
- (e) There were some detailed explanations of the use of both long-term memory and short-term memory when performing skills. From weaker candidates many responses lacked anything other than superficial detail.
- (f) (i) Many candidates correctly identified the second phase of learning.
- (ii) Some weaker responses were limited in depth. The strongest candidates included a range of strategies.
- (g) Knowledge of the inverted-U theory was generally good. The description of the optimal level of arousal as being the situation where performance was at its highest was usually correctly described. Some weaker candidates did not link arousal and performance when describing the relationship, often resorting to using vague terms.

Section C

Question 3

- (a) Stronger candidates tended to achieve full credit. A comparison was required in responses. Some candidates used a table format effectively to organise their responses.
- (b) (i) The characteristics of elite sport were known to the majority of candidates. Clarity of language was important, this limited some weaker candidates.
- (ii) Most candidates achieved at least partial credit for this question, and many achieved full credit. Weaker responses tended to be too generalised.
- (c) (i) Generally weaker candidates did not focus their response based on the stem. Stronger candidates tended to know a variety of relevant additional benefits.
- (ii) Only stronger candidates named and described two initiatives to increase participation. Some initiatives that were named were not designed to increase participation. Weaker responses were often limited to naming such initiatives.
- (d) The majority of candidates were able to suggest solutions to the problem of violence in sport. Generally, weaker candidates had limited breadth and could often not suggest a range of solutions.

- (e) Many candidates were able to describe some of the negative effects that they media may have on sport. Some weaker candidates mentioned the pressure that the media imposes without including the effects of that pressure.

PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

Key messages

- Centres need to ensure that candidates are clearly identified throughout the filmed evidence.
- All evidence and documentation should be reviewed and checked before being submitted.

General comments

There were some high-quality performances seen. In some centres, evidence would have benefited from following the guidance for carrying out coursework more carefully.

Administration

The paperwork submitted by centres was not always well presented. 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 provided filmed evidence or written work, but that work or evidence is worth no credit. Centres who did not apply for the component adjustment should have submitted filmed evidence of two practical activities and an Action Plan.

At some centres marking was too generous whereas in others it was inconsistent. Such centres are asked to 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. The majority of 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 typical form of presentation.

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. Some centres did not focus on the candidate but instead focused on a drill or a small-sided game in which all players were filmed from the same point, making it harder to identify and assess the candidate. In some cases, the candidate was named but not identified with a numbered bib or candidate number, again making identification and assessment more difficult.

For a few centres the video was filmed from too far away or focused on the wrong candidate. This in particular made identification more 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 at some centres.

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

Centres are asked to consider the following issues 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.

Action Plans

Some Action Plans were detailed and structured in accordance with the coursework guidelines. Good 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. The best plans were based on those 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 and as a basis for evaluation.

In this series some centres overmarked Action Plans where 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 too general.

Comments on specific activities

Invasion games

Invasion games were the most popular of the activities. Candidates were sometimes filmed in conditioned drills and whilst performing conditioned games in a competitive environment. However, sometimes the level of demand of the filmed environment did not allow candidates to show their full ability. In some cases, the level and quality of the opposition was too low, or opponents taking part in conditioned games were too passive. If the demand of the environment does not match a high level of performance, then it is difficult for candidates to access the highest marks.

Track and field athletics

Weak filmed evidence was sometimes very brief and did not always show a prescribed competitive situation. Some centres concentrated too much on warming-up activities. In sprinting events for example, the filmed performance of various starts, mid-race actions and race finishes, filmed from different angles, would show the technique and ability of a candidate clearly. In some cases, it seemed that the choice of track and field athletics did not suit the candidates, since the level of performance was very low.

Hill-walking

Most centres presented evidence of candidates performing skills in an appropriate environment. Whilst evidence of the actual expedition walk was submitted by many centres, the acquired skills of the use of a map and compass, navigation, route planning and knowledge and application of safety were not always shown well. According to the coursework guidelines, candidates should be assessed as individuals. They should do this whilst performing such skills in a challenging environment from different parts of the expedition. A log is required evidence of the content, planning and execution of the expedition, but some centres did not provide this evidence.

Basketball

Basketball was a popular activity this year. To show the candidates' full ability, centres should film a variety of drills and small-sided games that focus on the skills and performance of the candidates. Sometimes, candidates were filmed in drills and games where there was a low level of demand and this led to overmarking at some centres.

Weight training

Sometimes, for weaker candidates, recorded training logs were generic and occasionally unrealistic and did not always relate to the specific improvement goals. In better samples, a variety of exercises were filmed

from different angles with a clear explanation of the intended improvement to be gained from such exercises. The highest marks can only be obtained when the exercises, including advanced techniques, are performed with control, accuracy and fluency. At some centres, high marks were awarded to candidates who did not display advanced techniques and lacked control in their performance.

PHYSICAL EDUCATION

Paper 9396/31
Written Paper

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

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

Key messages

- Candidates should ensure they consider the number of marks that are available for each question and to use this as an indication of the required length of answer.
- Candidates should try to make direct comparisons when highlighting differences.

General comments

Most candidates structured their answers appropriately and managed their time well, allowing enough time for each of the three sections in the paper. The use of correct technical language was generally good.

Many candidates showed a broad understanding of all three sections of the course. The quality of written communication was good, showing an excellent standard of spelling, punctuation and grammar, particularly in the use of correct technical language.

Comments on specific questions

Section A

Question 1

- (a) This question was answered well. Stronger candidates gave detailed descriptions of the lactic acid system. Weaker responses tended to lack detail or contain errors.
- (b) The strongest answers included a clear practical example that showed a high-intensity activity such as sprinting for a suitable duration. Weaker candidates merely named an athletics event.
- (c) Many candidates showed a detailed understanding of the processes that take place during recovery after exercise. Some responses included irrelevant detail and could have been better focused.
- (d) The strongest candidates gave a clear explanation for each principle of training and supported their answers with examples from fitness training. Weaker candidates tended to resort to repeating the terms in the question.
- (e) (i) The strongest responses gave clear definitions for each term. Some weaker candidates may have understood that speed was an element of explosive strength but the definition given was sometimes of speed itself.
- (ii) Stronger candidates showed a good understanding of plyometric training. These tended to give examples of suitable training exercises and include muscle contraction detail. Weaker responses were generally limited to one or two named exercises only.
- (f) Many candidates were able to identify a test for each of the given fitness components. Some candidates chose to describe each test. This was not required.

- (g) This question was answered well by stronger candidates. Some weaker candidates confused human growth hormone with other types of chemical.

Section B

Question 2

- (a) The strongest candidates made direct comparisons between the trait perspective and social learning perspective of personality. Weaker candidates generally did not make comparisons.
- (b) Many candidates were able to outline some ways to improve team cohesion. Stronger candidates tended to include a breadth of strategies.
- (c) This question was very well answered by many candidates.
- (d) The strongest responses stated what is meant by each attentional style and supported this with suitable sporting examples. Some vague responses did not show whether the focus is internal or external and also did not show how many cues are being attended to. Some candidates did not attempt this question.
- (e) This question was generally answered well. Weaker candidates sometimes gave underdeveloped and vague responses.
- (f) Stronger candidates explained the term 'evaluation apprehension' accurately and described the contrasting effects of social facilitation and social inhibition on performance, depending on the ability level or personality of the individual. Some candidates were not able to explain the term.
- (g) (i) Most candidates were able to explain assertion and gave a suitable sporting example. Some responses were incorrect given the chosen example.
- (ii) Most candidates suggested some methods a coach could use. Stronger candidates noted the mark allocation and understood that a range of methods was needed.

Section C

Question 3

- (a) This question was answered well by most candidates.
- (b) The strongest answers showed detailed understanding of the many reasons why some cities are reluctant to host the Olympic Games. Weaker candidates were generally limited to suggesting one or two reasons.
- (c) The strongest candidates were able to give a detailed reason for each of the boycotts listed. These candidates often showed precise and detailed knowledge concerning the exact reasons.
- (d) Most candidates outlined tourism benefits and ticket sales as ways that mass audiences bring financial benefits for hosts of the Olympics. Stronger candidates included a broader range of benefits.
- (e) The strongest responses showed a good understanding. Some weaker candidates made overstated or imprecise statements about amateurs.
- (f) Many candidates suggested that judges or officials could go against the Olympic Oath by cheating, taking bribes or showing favouritism towards some performers. Weaker candidates could not apply their knowledge.
- (g) Only the strongest candidates were able to describe Sir Ludwig Guttmann's role. Often weaker candidates included irrelevant detail given the question asked.
- (h) The strongest responses suggested many reforms to the Olympic Games to reduce the influence of politics. Weaker candidates often struggled to make any valid suggestions.

PHYSICAL EDUCATION

Paper 9396/33
Written Paper

Key messages

- Candidates are reminded of the requirement to use an example to support every point they make in an answer if this is a requirement of the question.
- Direct comparisons should be made to highlight differences between two aspects.
- Candidates should read each question carefully and pay attention to question stems which may set the required context of their responses.

General comments

The majority of candidates showed a very good understanding of all three sections. The quality of written communication was generally excellent, particularly in the use of correct technical language. Weaker candidates tended to give limited answers or misunderstood the requirements of some questions.

Comments on specific questions

Section A

Question 1

- (a) Many candidates showed good knowledge of both energy systems. Only the strongest candidates included full detail for the aerobic system.
- (b) Many candidates explained that periodisation is the splitting of the training year into blocks of time and the stronger candidates used an example from sport to explain a macrocycle, a mesocycle and a microcycle. This was generally answered well.
- (c) Most candidates answered this well and understood that there were several suitable types of training to develop aerobic capacity.
- (d) The strongest candidates made the link between muscle fibre type and different types of strength and explained why fast twitch fibres are structurally suited to generating larger amounts of force. Weaker candidates were generally able to state that slow twitch fibres are used for strength endurance and fast twitch fibres are used for explosive strength.
- (e) (i) Stronger candidates gave accurate definitions for each type of flexibility. Weaker candidates were unclear in their definitions or described static and dynamic stretching.
- (ii) Most candidates described the sit and reach test. The strongest answers accurately described the protocols for carrying out the test. Some descriptions lacked detail.
- (f) Many responses gave detailed descriptions of the benefits and drawbacks of caffeine and creatine.

Section B

Question 2

- (a) The strongest candidates had good knowledge of the trait perspective. Weaker responses tended to focus on the fact that personality is innate and used several synonyms to repeat this point.
- (b) Stronger candidates described each component of a positive attitude and applied this knowledge well. Some candidates mixed up the cognitive and affective components. A few responses did not use a practical example to support their answer, as was required in the question.
- (c) Many responses outlined a range of characteristics of a need-to-achieve approach to performance.
- (d) Most candidates were able to describe one or two characteristics of a highly favourable situation. Stronger candidates could go on to state the most effective leadership style.
- (e) This question was answered well by many candidates.
- (f) The strongest candidates were able to describe several causes of anxiety and supported their answers with sporting examples. Some weaker candidates tended to leave answers underdeveloped and so they were too vague for credit.
- (g) Many candidates explained that frustration increases when a goal is blocked, and that this frustration leads to aggression. Some used a practical example to support their answers. Some candidates described the aggressive-cue hypothesis.
- (h) Those candidates who understood the term 'social inhibition' were generally able to offer some strategies to reduce its effects. Some candidates were unable to describe the term clearly yet managed to suggest a few strategies to reduce its effects. The strongest candidates produced a comprehensive list of strategies.

Section C

Question 3

- (a) (i) The strongest candidates made clear suggestions for achieving cultural diversity at the Olympic Games. Weaker responses tended to be limited to the use of the opening and closing ceremonies.
- (ii) This question was answered very well.
- (b) (i) Most candidates answered this well and outlined a wide range of similarities between the Ancient and Modern Olympic Games. Weaker candidates should be reminded that they should read the question carefully to avoid giving answers that are mentioned in the question stem.
- (ii) Most candidates successfully described differences between the Ancient and Modern Olympic Games. The most common answers covered the different durations of the Games, the changes in who was allowed to compete and the change in the venue.
- (c) Many candidates described how Hitler used the Games to promote Aryan supremacy.
- (d) Most candidates could outline a range of sources of funding for a country to use to host the Olympic Games. Some sources of income needed to be better qualified to be relevant.
- (e) The strongest candidates performed well in this question. Many of their answers showed impressive detail and specific knowledge.
- (f) Many answers showed good knowledge of a range of ways that dysfunctional aspects could be shown at the Olympics. Most weaker candidates only identified cheating and doping as examples.
- (g) The strongest candidates explained that medal counts promote nationalism and are inherently unfair to smaller, poorer countries and that removing the medal count would shift the emphasis towards participation and personal achievement. Many candidates were able to suggest that the

Olympic Motto should be revised to emphasise fair play, and that it does not apply to some sports in the Games.

PHYSICAL EDUCATION

Paper 9396/04
A Level Coursework

Key messages

- Centres should check the quality of filming and that all paperwork is correct before making their submissions.
- Care should be taken to use the criteria found in the coursework guidelines consistently across the whole range of activities.
- When submitting evidence of the Evaluation and Appreciation task, centres are reminded that the use of prompts and stimuli should be limited. Questions that may be used to promote the oral response are set out in the coursework guidelines.

General comments

Administration

Centres who applied for, and were given permission to use, the component adjustment did not always fulfil the minimum requirement since evidence of the oral Evaluation and Appreciation task was sometimes missing, or in other cases filmed evidence of at least one activity was missing.

Centres who did not apply for the component adjustment should have submitted filmed evidence of two practical activities and an Evaluation and Appreciation task.

In relation to paperwork, some centres did not include a Coursework Summary Assessment Form with their evidence.

Filmed evidence

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

For a few centres the video was filmed from too far away or focused on the wrong candidate. This in particular made identification more difficult. Centres are asked to review their evidence before submission. In some cases, inappropriate evidence was filmed. A low demand was sometimes due to a candidate playing against much weaker opposition. 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 identified by a numbered or coloured bib, by a numbered shirt, by a coloured swimming cap, by specialist clothing or by a printed number attached to clothing.

Filming should be by activity and not presented by individual candidates, except when there is only one candidate for the activity, where the activity is individual (e.g. Gymnastics) or where the candidates' abilities are very different. The film should show the performance in a competitive context. The use of a tripod would improve film quality for some centres.

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

Centres are reminded that they must review the final evidence before it is submitted. Some centres did not do this and there were instances of filmed evidence of an invasion game in which selected candidates did not take part or were not included in the filming even though they were taking part.

It is important that candidates are filmed in the best possible way and in the most appropriate situations so that they can fully demonstrate their skills and abilities in their chosen activity. Some footage received was taken from such a distance that it was hard to see the candidate performing. In team games some evidence was filmed 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 brief and taken from one perspective. The filming of a performance from different angles helps the moderator to see the action more clearly at some centres. 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 changing their number during filming without note of this.

Evaluation and Appreciation

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 Oral Analysis. Some centres are reminded that this is an oral task rather than a written task.

Centres are also reminded that candidates are not allowed to use pre-prepared notes but can use notes that have been made during the observation of the live performance. The Oral Analysis should be filmed as soon as possible after that live observation.

At some centres different candidates from the same centre used the same theoretical content to evaluate the observed performance, even when the activity and observed performer were very different. The Evaluation and Appreciation should be individual and applied to a specific performance, with candidates responding to what they have seen rather than what they expect to see. Actions within different observed performances require different appropriate and justified theoretical explanations. Sometimes candidates appeared to repeat a pre-learned response generically rather than one for 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 are a number of suggested questions in the coursework guidelines that could be used by teachers if needed.

There were a number of very high-level evaluations which included obviously detailed knowledge of the chosen activity with the use of technical language to explain weaknesses in the performance and which also contained relevant theoretical concepts to explain and improve those weaknesses. The strongest responses were filmed by another person who recorded the performance under scrutiny, being watched by the candidate and then, without pause and in continuous footage, filmed both the teacher and candidate in conversation immediately after that performance. Weaker evaluations lacked detail and contained repetitive theoretical content that had little relevance to the observed performance.

Comments on specific activities

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

Invasion Games

The quality of evidence was generally good with candidates filmed in fully competitive situations, such as school, college or club fixtures. However, some candidates were filmed in less competitive situations where the quality of the opposition or the level of intensity of the activity did not contain enough demand to allow the candidate to access the highest marks.

Swimming Activities

The quality of evidence in this activity was 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. Some lower quality 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 is often difficult to see the techniques and actions of the swimmer. Centres are reminded that there are performance assessment tables used in swimming activities. In swimming, tables are used to determine the performance assessment mark, whilst in life saving and personal survival the performance assessment tables are used as part of the judgement in awarding the final mark. Tasks are judged on consistency, fluency and accuracy and should be completed in pressured situations.

Cross-country running

Candidates should be assessed on a marked course in a pressured competitive situation over 10 km (males) and 8 km (females). It was sometimes hard to determine the length and variety of the course from the evidence presented. 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.

Track and field athletics

Performance tables are used to determine the performance assessment mark of the candidate. The distances and times used in these tables, whilst recorded by the centre, were sometimes hard to verify on the evidence and it was useful when the filming of an athletics event also contained footage of the timing or measurement of that event. Some centres provided evidence of a number of candidates competing in the same athletics event, even though it was clear that the performance in that event was lacking in quality. Some centres could consider the full range of athletics events to find the ones that are best suited to the candidates' abilities.

Basketball

Some of the evidence for basketball was of high quality and showed candidates playing at highly competitive levels in school or club fixtures. Quite often, there was more than one candidate filmed for evidence in the same game footage and when this situation occurs it is sometimes difficult to focus on one candidate, with the camera sometimes filming the game from a distance.