

PHYSICAL EDUCATION

Paper 9396/01
Written Paper 1

General comments

This is the first year that the 9396 syllabus has been examined and only a small number of Centres were entered. A wide range of marks were achieved, however many candidates performed extremely well and produced some very comprehensive and detailed scripts. This is the first time that candidates have been asked to sit compulsory questions in Physical Education and this did not appear to pose any problems to the candidates. The number of questions has been reduced to three and the amount of marks to each section increased from 25 to 30; thus enabling greater syllabus coverage. Candidates were allowed 2 hours and 30 minutes to complete the exam and candidates did not appear to have run out of time and had sufficient time to provide detailed responses. Candidates achieved similar scores on **sections A** and **B** but seemed to perform slightly better on **section C**. Strong candidates provided relevant practical examples to support and explain theoretical concepts and therefore showed good understanding of the syllabus. Weaker candidates found providing practical examples more challenging. Some candidates did misinterpret a couple of questions either through lack of care or lack of subject knowledge but generally exam technique was extremely good. That said, a small number of candidates did answer some of the Contemporary Studies questions in list form which is not appropriate. Candidates should be reminded that all points made should be incorporated into complete sentences in order to demonstrate knowledge and understanding. It was encouraging to see very consistent use of technical language being used appropriately and generally questions were well written with a high standard of spelling, grammar and punctuation. There were a great number of extremely good scripts this year which reflects both the quality of the candidates and the high level of preparation by the Centres; both should be commended.

Comments on specific questions

Section A

Applied Anatomy and Physiology

Question 1

- (a) In the past, this type of question has been split into several parts, however, to the majority of candidates, this was not a problem and they provided very comprehensive movement analyses.
- (b)(i) Most candidates had a sound understanding of this term.
- (ii) Most candidates had a sound understanding of this term.
- (iii) Most candidates had a sound understanding of this term.
- (c) The hormonal aspect of this question was generally answered well but candidate's knowledge of the intrinsic factors controlling heart rate was more superficial with few candidates achieving maximum marks.
- (d)(i) The majority of candidates achieved maximum marks with most candidates describing the pocket valves and the skeletal pump mechanism.
- (ii) Most candidates made reference to point 10 on the marking scheme with fewer making the link with Starling's Law. Few candidates made reference to blood pressure.



- (e) (i) This question differentiated candidates. Candidates needed to understand the impact of the diffusion gradient on the movement of oxygen.
- (ii) In addition, candidates had to apply this knowledge to exercise conditions. However, some excellent answers were provided to the whole of **Question E**.

Some excellent scripts were marked with candidates being awarded maximum marks on most sections.

Section B

Acquisition of Skill

Question 2

- (a) (i) The majority of candidates achieved both marks.
- (ii) The majority of candidates achieved both marks.
- (iii) The majority of candidates achieved one mark but few candidates expanded their answer to achieve two marks.
- (b) The majority of candidates provided a comprehensive answer to this question. However, a very small number of candidates mistakenly confused this question with Gestalt's cognitive theory of learning.
- (c) Candidates seemed to have a sound understanding of the model but seemed to find it more difficult to relate the model to a practical example. A common mistake was early on in the model to only include information about the ball in terms of display and sense organs, implying that the process of selective attention had already taken place. However, a large number of candidates did achieve maximum marks.
- (d) (i) Most candidates seemed familiar with Schema Theory but did find it problematic to apply the theory to the transfer of skills in a practical situation. The application of theory to practical is an essential skill that needs to be developed in all candidates to enable them to answer this type of question successfully.
- (ii) Many candidates made reference to either point 1 or 2 on the marking scheme but few achieved both marks.
- (e) Candidates who remembered to relate their answer to a novice performer scored well, however, some candidates failed to read the question carefully enough and provided a more generalised answer which did not score as highly.

Some outstanding scripts which showed excellent understanding and application to practical situations.

Section C

Contemporary Studies in Physical Education and Sport.

Question 3

- (a) (i) Most candidates had a good understanding of the term play. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (ii) Most candidates had a good understanding of the term Physical Education. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (iii) Most candidates had a good understanding of the term Physical Recreation. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (iv) Most candidates had a good understanding of the term sport. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.



Please note that if the information for all or parts of question A were provided in list form that no marks were awarded

- (b)(i) The majority of candidates were familiar with the performance pyramid and answered this question thoroughly achieving 4 marks.
- (ii) Some good points were raised by candidates and they provided a very thorough response to this question.
- (c) The majority of candidates achieved at least three marks for this question, however, most candidates only stated that sport was work because you were paid and did not offer further explanation.
- (d) In the past this question has proved difficult to candidates, however, candidates seemed very well prepared and provided a variety of very comprehensive answers.
- (e) The majority of candidates chose to refer to people with disability, although, some candidates also considered women in sport which was also credited. Answers were generally comprehensive with many candidates achieving maximum marks.

Overall some outstanding scripts, which were extremely comprehensive deservedly achieving very high marks.



PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

General comments

Most Centres have produced excellent, accurate assessments.

Identification on the DVDs has been good. It is very helpful for the candidates to have numbered shirts. The commentary is most helpful. The Centres with very large numbers of candidates who have taught the candidates to film each other have produced excellent work. The vast majority of Centres are producing DVDs in the correct format. It is important that DVDs are produced in a format that can be viewed by the Moderators in the UK (full sized DVD, single layered and viewable in Windows Media Player or Quicktime). DVDs produced in an incorrect way will be returned to Centres which will consequently delay moderation and possible issuing of results for the Centre.

The expansion of activities has benefited the candidates, enabling them to work to their strengths. It has been a pleasure to moderate activities such as Triathlon, Cycling, Water Polo, Karate and Rowing and Sculling. These new activities have led to an increase in standard in individual activities.

If a candidate is worth 30/30 when using the banded criteria in the guidelines, then please award this mark. The video evidence should fully justify the awarding of these high marks. There is a tendency to use the top candidate as a "bench mark". This then means that some very good candidates are measured against this top candidate rather than using the banded criteria. At AS level many candidates were worth 30/30.

Centres are still insisting that all candidates do the same activity. Whereas this is understandable in a core activity such as weight training, in some cases candidates have been severely handicapped by offering an activity in which they are absolute beginners.

It is vital that Centres use the banded criteria as given in the guidelines. Some Centres invent their own marking schemes, albeit from the guidelines. This is not appropriate in any way. These Centres will find that their marks have been reduced. The procedure to use is as follows:-

This system should also be used for the marking of the action plan

1. Place all candidates in rank order in each activity / action plan
2. Decide in which of the banded criteria the candidates fit. (More than likely, if you have several candidates, the full rank order will cross over several of the bands)
3. Award a mark according to whether the candidate is at the top, middle or bottom of the decided band.
4. Ideally check the marks with a colleague.
5. Go through a process of internal standardisation across all activities offered by the Centre as outlined in the guidelines.

Some activities require a log book – e.g., Canoeing, All Horse Riding, Mountain Biking, Mountain/ Hill Walking, Orienteering, Rock Climbing, Sailing, Skiing, Snowboarding, Windsurfing. A sample of these should be submitted for moderation.

The new format for the action plan led to a much more thorough assessment by the candidates of their strengths and weaknesses. Those who undertook some pre-testing were then able to evaluate improvement with more accuracy, by the use of continuous testing or post testing. It is now vital that a candidate shows knowledge of planning a training programme, and an understanding of training principles and techniques if they are to gain high marks in this aspect.

Some Centres produced excellent work. Some Centres however, had not made the transition from the previous syllabus. In this case marks were adjusted accordingly.



An evaluation of the success of the plan is an integral part of the component.

Some candidates learned a tremendous amount from this new format, and worked with obvious enjoyment.

For moderation purposes a sample of the action plans are required from each Centre. Please select from the top, middle and bottom of the range.

Paper work was generally good.

Staff are to be complemented on their efforts. Many hours must have been spent to produce these assessments, especially by those who are dealing with a high number of candidates. The quality of work produced has been of a high standard.

