

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

Key Message

Candidates should attempt to give sufficient facts in their answers. There is still a tendency to mention one fact and enlarge on this rather than giving different facts in order to score more marks.

General comments

Candidates worked very hard to produce some very comprehensive and detailed scripts. A wide range of marks were achieved. Candidates had time to produce answers which reflected their knowledge. Performance was better in **sections B** and **C** in which similar scores were achieved, whereas overall fewer marks were achieved in **Section A**.

Stronger candidates were able to apply good examples to the theoretical aspects. The less able candidates found using examples more demanding. Examination technique was generally good. Technical language was used with confidence, which reflects on good teaching. The scripts of candidates who did not score highly lacked detailed knowledge. This was particularly evident in Question 1.

Comments on specific questions

Section A: Applied Anatomy and Physiology

Question 1

- (a) The detail required, concerned the lead leg, (the one with the black shoe) in parts **3** and **4** of the figure. The detail of the joint type and movement occurring was given but the names of the individual muscles was generally not known. It was not sufficient to say quadriceps; the names of the muscles were required in order to score marks in this section.
- (b) The word 'compare' caused problems. Few candidates scored a maximum 5 marks. This was because detail was lacking in the answers. Detail was required for both joints e.g., the socket on the pelvis is deep and cup-like making the joint more stable. And e.g. the socket on the scapula is small and shallow making the joint less stable. It was not sufficient to say "unlike the hip joint".
- Many candidates scored the last item on the mark scheme which stated that a ball and socket joint allows a larger range of movement.
- (c) A description of the cardiac cycle needs to include detail of diastole and systole. Few candidates were aware of this. Detail of the changes in the cycle as heart rate increases was not known.
- (d) This question involved recall. Most candidates scored well.
- (e) (i) A question on neural control requires detailed knowledge of the working of chemoreceptors, baroreceptors and proprioceptors and the fact that the respiratory control centre is in the medulla oblongata in the brain. Answers lacked this detail.
- (ii) There was some knowledge about the extra muscles used in breathing during exercise.

Section B: Acquiring, Developing and Performing Movement Skills

Question 2

- (a) The question required examples. Some of these were unsuitable and reflected guesswork and a lack of knowledge by the candidate. Knowledge of high organisation and low organisation skills was limited. These are more difficult concepts and were not well known.
- (b) Most candidates were aware that operant conditioning requires shaping/modifying behaviour. Very few candidates related Thorndikes Laws to the theory of operant conditioning.
- (c) This question required recall, but a description was needed to score full marks. Negative reinforcement is not well understood.
- (d) Examples of terminal and concurrent feedback were needed to score full marks. These were not always given.
- (e) The definition of arousal was well known. A diagram showing the drive theory with axes correctly labelled was accepted. There was very little detail about the dominant response.
- (f) Many candidates simply used the words given in the model (Figure 2.1) in their answer. This is poor examination technique which could be avoided. Marks were not awarded in this case.
- (g) There was some knowledge about perception, but few candidates could relate this to the learning and performance of skills.

Section C: Contemporary Studies

Question 3

- (a) (i) This was a recall question of the characteristics of play. It was well answered as most candidates were able to state four different ones.
 - (ii) Stating how children benefit from play required some application of knowledge which was not always successful.
- (b) (i) Examination technique was not good as many candidates used words used in the questions in their answer. There was some confusion about risk to the individual; subjective and objective danger were not well known.
 - (ii) There was evidence of in-depth knowledge about people with disabilities. However, application to outdoor recreation was required, and this proved to be difficult.
- (c) This question allowed the candidates some scope to relate knowledge of excellence to a country of their choice. Some candidates spent time discussing mass participation and did not show understanding of the requirements needed to achieve excellence, such as medical and sports science support.
- (d) This was answered well, with candidates seeming to enjoy explaining such factors as lowering crime rate, and being a vehicle for the integration of different races.

PHYSICAL EDUCATION

Paper 9396/12

Written Paper

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Stronger candidates were able to apply good examples to the theoretical aspects. The less able candidates found using examples more demanding. Examination technique was generally good. Technical language was used with confidence, which reflects on good teaching. The scripts of candidates who did not score highly lacked detailed knowledge. This was particularly evident in Question 1.

Comments on specific questions

Section A: Applied Anatomy and Physiology

Question 1

(a) The detail required, concerned the lead leg, (the one with the black shoe) in parts **3** and **4** of the figure. The detail of the joint type and movement occurring was given but the names of the individual muscles was generally not known. It was not sufficient to say quadriceps; the names of the muscles were required in order to score marks in this section.

(b) The word 'compare' caused problems. Few candidates scored a maximum 5 marks. This was because detail was lacking in the answers. Detail was required for both joints e.g., the socket on the pelvis is deep and cup-like making the joint more stable. And e.g. the socket on the scapula is small and shallow making the joint less stable. It was not sufficient to say "unlike the hip joint".

Many candidates scored the last item on the mark scheme which stated that a ball and socket joint allows a larger range of movement.

(c) A description of the cardiac cycle needs to include detail of diastole and systole. Few candidates were aware of this. Detail of the changes in the cycle as heart rate increases was not known.

(d) This question involved recall. Most candidates scored well.

(e) (i) A question on neural control requires detailed knowledge of the working of chemoreceptors, baroreceptors and proprioceptors and the fact that the respiratory control centre is in the medulla oblongata in the brain. Answers lacked this detail.

(ii) There was some knowledge about the extra muscles used in breathing during exercise.

Section B: Acquiring, Developing and Performing Movement Skills

Question 2

- (a) The question required examples. Some of these were unsuitable and reflected guesswork and a lack of knowledge by the candidate. Knowledge of high organisation and low organisation skills was limited. These are more difficult concepts and were not well known.
- (b) Most candidates were aware that operant conditioning requires shaping/modifying behaviour. Very few candidates related Thorndikes Laws to the theory of operant conditioning.
- (c) This question required recall, but a description was needed to score full marks. Negative reinforcement is not well understood.
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- (e) The definition of arousal was well known. A diagram showing the drive theory with axes correctly labelled was accepted. There was very little detail about the dominant response.
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- (c) This question allowed the candidates some scope to relate knowledge of excellence to a country of their choice. Some candidates spent time discussing mass participation and did not show understanding of the requirements needed to achieve excellence, such as medical and sports science support.
- (d) This was answered well, with candidates seeming to enjoy explaining such factors as lowering crime rate, and being a vehicle for the integration of different races.

PHYSICAL EDUCATION

Paper 9396/13

Written Paper

Key Message

Most candidates showed a good command of the technical language required to construct good answers. This is a measure of both independent study and very good teaching.

General Comments

Candidates have performed extremely well. Many scripts contained the detail required to achieve credit at this level. Candidates performed equally well in **Sections A, B, and C** in which similar scores were achieved.

The stronger candidates were able to apply practical examples to the theoretical concepts. The less able candidates found the application of examples very demanding.

Examination technique has shown a marked improvement throughout, although at times candidates used words used in the question in their answer. Key words such as describe, explain, and identify were noted and answers phrased appropriately.

Comments on Specific Questions

Section A: Applied Anatomy and Physiology

Question 1

- (a) This section was answered well though some candidates did not state the full name of the working muscle, e.g. Triceps and Pecs were given rather than Triceps brachii and Pectoralis major. The movement at the shoulder joint caused some problems. The movement occurring was flexion, not lateral flexion or horizontal flexion.
- (b) The question required four structures which provide stability. Many candidates gave a full description of a synovial joint pointing out many structures which prevent friction. The marking scheme contained 15 structures and functions so candidates could readily obtain the credit available. The second part of the question was not answered well. Many candidates mentioned hyper-extension from knowledge of an injury incurred in the World Cup Rugby. Ligaments were not mentioned, nor were specific movements such as the twisting of a hinge joint
- (c) Only a few candidates gained full credit on this section. Adrenalin being released, stimulating the SA node and therefore increasing heart rate gained most candidates partial credit, but detail about increase in temperature and venous return was required in order to receive full credit.
- (d) Recall of facts was required in this section. The first two mechanisms given by the candidate were marked. Credit was awarded for naming and describing the mechanism. Candidates who did not receive credit did not mention veins or that the blood was flowing back towards the heart.

- (e) Detail of both haemoglobin and myoglobin was lacking. A few candidates gave outstanding answers but many did not score. This section differentiated between strong and weaker candidates.
- (f) Knowledge of partial pressures was needed to gain the credit available for the first part of the question. Most candidates had some knowledge of the structure of the alveoli and capillaries in order to gain at least partial credit.

Section B: Acquiring, Developing and Performing Movement Skills

Question 2

- (a) There was a sound knowledge base but some candidates did not use examples, so only gained partial credit. The mark scheme allowed for “other relevant characteristics”. This enabled many candidates to gain full credit.
- (b) Candidates showed a good knowledge of open skills. Three different facts were required to be awarded full credit.
- (c) The drive reduction theory was not well known. Many candidates produced ingenious, but incorrect answers from a poor knowledge base.
- (d) This question required recall. However many candidates chose to repeat the question words as their answer, so did not score.
- (e) Some detail about both short term and long term memory was needed. However this was not often done well.
- (f) Good examples – particularly the example of a skier adjusting position – were used.
- (g) This section required application of knowledge and was an opportunity for the able candidates to show their strengths.

Section C: Contemporary Studies

Question 3

- (a)
 - (i) In depth knowledge was required to produce 4 different facts but many answers were superficial.
 - (ii) Understanding concepts requires understanding the relationships between different aspects. At this level, candidates are required to relate such aspects as a Physical Education programme with preparation for Leisure. Some detail was given but few answered adequately. For example a Physical Education programme should teach the benefits of an active life style.
- (b)
 - (i)(ii) The issue of enhancing performance by taking banned substances is topical and well understood. Most candidates scored highly on both sections.
- (c) There was a range of answers to this question. The more able candidates wrote with confidence including many aspects of political involvement in sport.

- (d) Most candidates included both positive and negative factors influencing participation. Explanations were needed. Most candidates showed a good understanding of the many factors.

PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

Key Message

Centres are reminded to pay close attention to the guidelines for assessment criteria and mark schemes. In cases where these have been ignored, work has had to be remarked, and often candidates are disadvantaged. This problem, along with guidance on how to improve, will be explained to the Centres concerned, via the Moderator's report to the Centre. Because this is a worldwide examination, and work throughout the world must be standardised, it is imperative that all Centres mark to the given criteria.

General Comments

Both staff and candidates at most Centres have worked very hard to produce very thorough, accurate assessments which follow the coursework guidelines.

The production of the DVDs has been generally excellent. Most DVDs are easy to navigate, though filming varies from excellent to very poor. Those who have produced excellent evidence have shown their candidates at their best. Some Centres have trained the candidates to film each other. Some of this work is excellent – e.g. filming mountain biking with a camera on the candidate's helmet!! The enthusiasm of these candidates and their staff is to be admired.

Some filming is very poor, making moderation of the work almost impossible. In these cases a game is often filmed at a distance. One example this year suggested that the Moderator spot the rugby player in green boots. In these cases there is a danger that candidates are disadvantaged. There are guidelines for filming available. The Centres, where there is a problem with the filming, have been told in the Centre report. Should there be further problems CIE will happily help to solve them.

Identification of candidates is mostly excellent. The best are those Centres where the candidates have individually numbered sports shirts. Yellow numbers on black shirts film well. There should be numbers both back and front.

Accompanying notes for the Moderator, giving the running order and other information is very helpful. In addition a short commentary on film can be helpful.

Candidates should be marked per activity in rank order. This order should then be placed on the assessment criteria grid. An actual mark can then be given.

Some work is excellent. This bodes well for those candidates who are progressing to A2. Centres that have good candidates are now beginning to award 30/30. The Moderator has concerns about the next group – i.e. lower level one and level two candidates as these are sometimes graded in relation to those achieving 30/30. Some of these 30/30 candidates are possibly well above the 30/30 mark, so the next batch are probably therefore at the lower end of level one, not level two as often awarded.

Centres are to be reminded that if they have more than five candidates per activity then five candidates should be filmed and forwarded for moderation. This sample should be from the top middle and bottom of the range. If a Centre has less than five candidates in an activity then all candidates should be filmed and forwarded for moderation. All activities should be filmed, apart

from those outdoor and adventurous activities which require a log. Some excellent logs have been received particularly those for Hill Walking.

The Moderator has concerns about the weight training assessments. The criteria require a programme of exercises. Often only one exercise is shown, not a programme.

The action plan (which has the same rating as each activity) is now beginning to be more robust. Candidates who use this well seem to show evidence of a good improvement in the chosen activity. Some pre-testing and post-testing needs to take place so that improvement can be noted and evaluated. Marks were adjusted for those Centres who did not produce action plans of a robust nature. Many of these lacked evaluation.

Paper work was generally good.

Both staff and candidates are to be complimented on the work produced. It is time consuming, particularly for those Centres dealing with large numbers of candidates. Thank you and well done to all concerned

PHYSICAL EDUCATION

Paper 9396/31

Written Paper

Key Messages

Candidates should remember the following when answering examination questions:

- use accurate and succinct definitions especially in **Section A**,
- explain by giving reasons for answers,
- give a range of responses if asked to discuss, especially in **Section C**,
- if more marks are allocated for a question, the response often demands more explanatory or discursive points.

General comments

Most candidates performed well with responses that showed good knowledge and understanding of the topics being examined. A minority of candidates ran out of time with some not completing the Olympic question as fully as they might have with better time management. The most able candidates showed detailed explanations when required and they stuck to the question asked. Some candidates either misread the question or went beyond the requirements of the question. The marks allocated to each question often indicate the number of points to be made or the required depth of analysis and most candidates took note of this and responded by giving sufficiently different points to gain credit. Many candidates showed good use of appropriate technical vocabulary to answer their questions and most wrote with a high standard of spelling, grammar and punctuation. Some scripts, however, were difficult to read and the quality of written communication impeded effective explanations at times. Those candidates who were succinct and accurate in their responses scored well when asked for definitions. Many responses revealed that candidates had generally been prepared well for this examination and there were some excellent answers that showed outstanding depth of analysis.

Comments on Specific Questions

Section A

Question 1

(a)

- (i) Many described well the alactacid component of EPOC and included the restoration of ATP and PC stores with a good understanding of the time it takes for full recovery. The more able candidates also recognised that the myoglobin stores of oxygen are also replenished.
- (ii) This was less well answered. The more successful candidates showed a good understanding of how a performer might use their knowledge of the alactacid component to their advantage when training or performing with a good explanation of making good use of rest periods, for example via time-outs in some sports.

- (b) Many candidates gave a good description of testing an athlete's VO_2 max with many choosing the Multi Stage Fitness Test or the use of the Douglas Bag, but few were able to give a clear and accurate definition of VO_2 max.
- (c) Some candidates gave a detailed discussion on the importance of the aerobic energy system used during endurance events and recognised that this system does not produce fatiguing by-products unlike the alactic system. These candidates discussed that other systems were unsuited for endurance work and gave reasons why this might be as well as detailing the breakdown of carbohydrates and the provision of a large amount of ATP. Many candidates' answers did not contain the detail required here.
- (d) This was mostly answered well with candidates explaining how adaptations in muscle cells contribute to an increase in VO_2 max. Candidates often recognised that aerobic metabolism occurs in the mitochondria and produces more ATP and that myoglobin has an affinity for oxygen and therefore more oxygen is available for aerobic respiration.
- (e)
- (i) Only a minority of candidates accurately explained how BMI is calculated and some merely described the measurement of fat in the body via skinfold callipers. The more able candidates gave a clear indication of the formula that is needed to calculate BMI. Many gave good reasons why BMI might be inaccurate for a power-based athlete, recognising that muscle weighs heavy and that many power athletes have greater muscle mass.
 - (ii) This was answered well by most candidates, with many scoring at least three marks. Many identified that a high BMI results in mobility problems and can contribute to coronary heart disease. Some candidates identified valid answers related to psychological aspects linked to the health of individuals. Those that gave four relevant examples of health problems gained full marks.

Section B

Question 2

- (a) Those in the minority that did give an accurate definition of attitudes, referred to predispositions of behaviour towards an attitude object. Many did recognise the links between different attitudes and behaviours related to sport. Those that gave enough examples of links scored well.
- (b) The descriptions showed a good understanding, often of the trait approach and the social learning approach with a few giving an accurate description of the interactionism approach. Those that scored well gave a few separate points for each theory.
- (c) Many candidates gave very good explanations of why personality profiling has limitations with some excellent points related to demand characteristics and ecological validity.
- (d) The more able candidates linked aggression with the intent to harm outside the rules of the game and assertion with forceful behaviour within the rules. Many scored well by giving good reasons for aggressive behaviour with the best candidates also giving practical examples to exemplify their points.
- (e) Again, mainly good descriptions were given of methods to eliminate aggressive tendencies and many described well, arousal control, positive reinforcement of non-aggression and punishment.

- (f) Those that identified the different leadership styles and then linked these to how they might be used scored well.
- (g) The more able candidates gave a good account of the psychological effects on a performer when an audience is present with some good explanations of evaluation apprehension as well as linking the different effects on different levels of performer. Most candidates gave a valid way of how a sports performer might combat the negative effects of an audience with many recognising the need for mental preparation or using focussing techniques.

Section C

Question 3

- (a) Many candidates described well the role of the IOC and a few identified the overall role of promoting Olympism throughout the world and to lead the Olympic Movement. Good descriptions of the role of the IOC included the support for ethics, peaceful competition and equality.
- (b)
 - (i) Good responses to how Hitler used the Berlin Olympic Games included descriptions of the propaganda used and the discrimination against minorities such as the Jews.
 - (ii) Some candidates confused Jesse Owens with the silent protest by Tommy Smith in the 1968 Mexico City Olympics, but many described Owen's gold medal successes and Hitler's refusal to acknowledge Owen's success.
- (c) This was done well by many candidates, showing a good understanding of the growth in the Paralympic Movement. Candidates often cited well the change in attitudes, the technological advances and the increase in facilities and media coverage in their answers. Those that gave good detail and enough separate points scored well.
- (d) The candidates who recognised the meaning of social force scored well and discussed the significance of athletes from all parts of the world meeting together and sharing cultures, with the more able candidates also looking at the negative aspects such as taking performance enhancing drugs and terrorist infiltration.
- (e) Most candidates outlined well a good range of reforms. Many chose to reform the way in which host cities are selected and the need for less corruption. Others suggested that the Olympics should be held in one venue to prevent unfairness and to cut down on unnecessary expense. The more able candidates gave their suggestions but also outlined a brief description why this reform might be important. It was particularly heartening to read so many responses that showed the concern over increasing equality of opportunity and fairness.

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

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General comments

Most candidates performed well with responses that showed good knowledge and understanding of the topics being examined. A minority of candidates ran out of time with some not completing the Olympic question as fully as they might have with better time management. The most able candidates showed detailed explanations when required and they stuck to the question asked. Some candidates either misread the question or went beyond the requirements of the question. The marks allocated to each question often indicate the number of points to be made or the required depth of analysis and most candidates took note of this and responded by giving sufficiently different points to gain credit. Many candidates showed good use of appropriate technical vocabulary to answer their questions and most wrote with a high standard of spelling, grammar and punctuation. Some scripts, however, were difficult to read and the quality of written communication impeded effective explanations at times. Those candidates who were succinct and accurate in their responses scored well when asked for definitions. Many responses revealed that candidates had generally been prepared well for this examination and there were some excellent answers that showed outstanding depth of analysis.

Comments on Specific Questions

Section A

Question 1

(a)

- (i) Many described well the alactacid component of EPOC and included the restoration of ATP and PC stores with a good understanding of the time it takes for full recovery. The more able candidates also recognised that the myoglobin stores of oxygen are also replenished.
- (ii) This was less well answered. The more successful candidates showed a good understanding of how a performer might use their knowledge of the alactacid component to their advantage when training or performing with a good explanation of making good use of rest periods, for example via time-outs in some sports.

- (b) Many candidates gave a good description of testing an athlete's VO_2 max with many choosing the Multi Stage Fitness Test or the use of the Douglas Bag, but few were able to give a clear and accurate definition of VO_2 max.
- (c) Some candidates gave a detailed discussion on the importance of the aerobic energy system used during endurance events and recognised that this system does not produce fatiguing by-products unlike the alactic system. These candidates discussed that other systems were unsuited for endurance work and gave reasons why this might be as well as detailing the breakdown of carbohydrates and the provision of a large amount of ATP. Many candidates' answers did not contain the detail required here.
- (d) This was mostly answered well with candidates explaining how adaptations in muscle cells contribute to an increase in VO_2 max. Candidates often recognised that aerobic metabolism occurs in the mitochondria and produces more ATP and that myoglobin has an affinity for oxygen and therefore more oxygen is available for aerobic respiration.
- (e)
- (i) Only a minority of candidates accurately explained how BMI is calculated and some merely described the measurement of fat in the body via skinfold callipers. The more able candidates gave a clear indication of the formula that is needed to calculate BMI. Many gave good reasons why BMI might be inaccurate for a power-based athlete, recognising that muscle weighs heavy and that many power athletes have greater muscle mass.
 - (ii) This was answered well by most candidates, with many scoring at least three marks. Many identified that a high BMI results in mobility problems and can contribute to coronary heart disease. Some candidates identified valid answers related to psychological aspects linked to the health of individuals. Those that gave four relevant examples of health problems gained full marks.

Section B

Question 2

- (a) Those in the minority that did give an accurate definition of attitudes, referred to predispositions of behaviour towards an attitude object. Many did recognise the links between different attitudes and behaviours related to sport. Those that gave enough examples of links scored well.
- (b) The descriptions showed a good understanding, often of the trait approach and the social learning approach with a few giving an accurate description of the interactionism approach. Those that scored well gave a few separate points for each theory.
- (c) Many candidates gave very good explanations of why personality profiling has limitations with some excellent points related to demand characteristics and ecological validity.
- (d) The more able candidates linked aggression with the intent to harm outside the rules of the game and assertion with forceful behaviour within the rules. Many scored well by giving good reasons for aggressive behaviour with the best candidates also giving practical examples to exemplify their points.
- (e) Again, mainly good descriptions were given of methods to eliminate aggressive tendencies and many described well, arousal control, positive reinforcement of non-aggression and punishment.

- (f) Those that identified the different leadership styles and then linked these to how they might be used scored well.
- (g) The more able candidates gave a good account of the psychological effects on a performer when an audience is present with some good explanations of evaluation apprehension as well as linking the different effects on different levels of performer. Most candidates gave a valid way of how a sports performer might combat the negative effects of an audience with many recognising the need for mental preparation or using focussing techniques.

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- (e) Again, mainly good descriptions were given of methods to eliminate aggressive tendencies and many described well, arousal control, positive reinforcement of non-aggression and punishment.

- (f) Those that identified the different leadership styles and then linked these to how they might be used scored well.
- (g) The more able candidates gave a good account of the psychological effects on a performer when an audience is present with some good explanations of evaluation apprehension as well as linking the different effects on different levels of performer. Most candidates gave a valid way of how a sports performer might combat the negative effects of an audience with many recognising the need for mental preparation or using focussing techniques.

Section C

Question 3

- (a) Many candidates described well the role of the IOC and a few identified the overall role of promoting Olympism throughout the world and to lead the Olympic Movement. Good descriptions of the role of the IOC included the support for ethics, peaceful competition and equality.
- (b)
 - (i) Good responses to how Hitler used the Berlin Olympic Games included descriptions of the propaganda used and the discrimination against minorities such as the Jews.
 - (ii) Some candidates confused Jesse Owens with the silent protest by Tommy Smith in the 1968 Mexico City Olympics, but many described Owen's gold medal successes and Hitler's refusal to acknowledge Owen's success.
- (c) This was done well by many candidates, showing a good understanding of the growth in the Paralympic Movement. Candidates often cited well the change in attitudes, the technological advances and the increase in facilities and media coverage in their answers. Those that gave good detail and enough separate points scored well.
- (d) The candidates who recognised the meaning of social force scored well and discussed the significance of athletes from all parts of the world meeting together and sharing cultures, with the more able candidates also looking at the negative aspects such as taking performance enhancing drugs and terrorist infiltration.
- (e) Most candidates outlined well a good range of reforms. Many chose to reform the way in which host cities are selected and the need for less corruption. Others suggested that the Olympics should be held in one venue to prevent unfairness and to cut down on unnecessary expense. The more able candidates gave their suggestions but also outlined a brief description why this reform might be important. It was particularly heartening to read so many responses that showed the concern over increasing equality of opportunity and fairness.

PHYSICAL EDUCATION

Paper 9396/04

Coursework

Key Message

It is important that both AS and A2 coursework is not submitted on the same DVD. This makes moderation very difficult. AS and A2 coursework must be submitted completely separately. Also there will possibly be more than one Moderator in future making the task of differentiating between the two examinations impossible.

General comments

Most Centres produced very thorough, accurate assessments, which follow the coursework guidelines. Any difficulties which were experienced by Centres individually have been carefully outlined on the Centre report. Centres should note these carefully and work hard to correct the problems for next year.

The production of DVDs is generally good. DVDs are mostly easy to navigate.

Identification of candidates is mostly good. Those Centres whose candidates wear clearly numbered shirts, e.g. yellow numbers, both back and front, on black shirts, are very easy to identify.

Centres who resit the AS examination as well as sitting the A2 examination must resubmit all AS coursework separately.

Centres should follow the guidelines carefully for activities such as swimming, athletics, track cycling and triathlon where the mark is constructed from the performance tables and a critical assessment mark. The construction of the final mark should be clearly shown on the submission.

Some of the logs which have been submitted for the outdoor and adventurous activities are excellent. Centres are reminded that these should be submitted for moderation.

Candidates have performed well in individual activities. There has been some admirable work by very talented candidates.

The evaluation and appreciation of performance has been very well done. Some candidates show excellent performances. All candidates seemed more relaxed this year. Most enjoyed applying their theoretical knowledge to the practical activities. This is an indication of the excellent teaching which has taken place in most Centres. It is important that the candidate is taken to a quiet area to carry out the interview. There is still some confusion related to prompting. Sometimes a candidate forgets an area to be discussed. In this case this is not prompting. Prompting is when the candidate is struggling to apply the theory to practice and clearly needs help. The mark in this case should be lower.

The transition from AS level to A2 level has proved difficult for some Centres. Centres who have offered weight training at AS level, have often experienced a problem moving to A2 level where a new activity has been required.

Centres are to be thanked for their efforts. This assessment is time consuming, and requires hard work by both staff and candidates.