

PHYSICAL EDUCATION

Paper 9396/11
Written Paper

General Comments

The AS Physical Education examination consists of three compulsory questions, each worth 30 marks and sub-divided into various sub-sections. **Question 1** concerns the Applied Anatomy and Physiology section of the specification, **Question 2** is about Acquiring, Developing and Performing Movement Skills, while **Question 3** assesses understanding of Contemporary Studies in Physical Education and Sport.

The standard of responses varied considerably across the cohort taking the examination. Many candidates did not clearly demonstrate detailed knowledge of the specification and struggled to produce extensive and comprehensive answers. The actual depth of knowledge required to correspond to the mark scheme was frequently missing.

As was often the case in the 2013 examination, candidates regularly failed to carefully read the question and / or didn't understand the command word. Whatever type of question is being answered, it is important that candidates respond in a suitable way to the question being asked. Examiners use command words to indicate the detail of the response required and mark allocations to help candidates decide the length and depth of their answer. Many candidates appear to only scan questions and respond to their chosen key terms, rather than read the whole question in detail and respond in an appropriate way for the style of question. This is especially so when the command word is *explain*, where either a reason or a response of some detail is required.

Comments on Specific Questions

Section A – Applied Anatomy and Physiology

Question 1 examined candidates on the topics of: analysis of movement during a tennis shot; articulating bones; the safety features in a synovial joint; the route of blood through the heart; the changes in heart rate before, during and after exercise; tidal and residual volume (spirometer trace); and regulation of breathing control.

- (a) (i) Candidates had to identify the muscle contraction, movement and agonist muscles involved in a tennis shot. Answers varied considerably. Although some were able to identify certain sections of the table correctly, few were able to identify all parts of the question. Many candidates failed to understand that the question required them to analyse from position A to B and often concentrated on position A only. Many struggled with the movement at the shoulder and several candidates appeared to take a guess with the answers for the elbow joint.
- (ii) Candidates were required to name the bones articulating at the shoulder and elbow joints. Some candidates did not label their answers with the joint they were talking about so it was impossible to decipher which joint was being discussed. Some merely provided a long list of bones. However, it was generally well answered with many candidates gaining maximum credit.
- (iii) Most candidates correctly named the joint at the shoulder as a ball and socket joint. Answers then varied about the features that prevent injury, with many correctly identifying that ligaments join bone together and that synovial fluid assists with lubrication. However, many forgot to answer the second part of the question in relation to the command word *explain*, merely providing a list of the features of the joint.
- (b) (i) Many candidates understood the route of blood through the heart but often did not apply this route to the question – i.e. from the vena cava to the lungs. Most candidates struggled with the correct valve names and did not explain what happens at each stage (as per the requirements of the question).

- (ii) Few candidates recognized the anticipatory rise prior to exercise although most acknowledged the rapid increase in heart rate at the start of exercise. Few candidates could link this increase to a rise in carbon dioxide or decrease in acidity or could then label line C as steady state.
- (c) (i) Candidate's answers were mixed. The minority who knew what the terms tidal volume and residual volume meant often then went on to explain how they change during exercise. More commonly however, candidates did not understand the terms and sometimes gained credit for an apparent guess about what happens to them during exercise.
- (ii) This was poorly answered with very few candidates understanding how breathing rate is controlled. On a few occasions, candidates gained credit for mentioning chemoreceptors or the medulla but generally failed to progress their answer to include the corresponding chain of events.

Section B – Acquiring, Developing and Performing Movement Skills

Question 2 examined candidates on the topics of: skill and ability; skill classification; operant conditioning; the cognitive phase of learning; terminal and concurrent feedback; intrinsic and extrinsic motivation; open and closed loop control; and strategies to improve memory.

- (a) Candidates' responses were mixed although many candidates did gain maximum credit. Skill being learnt was the most common implication whilst ability being "genetic" was also common.
- (b) Candidates were asked to classify a 1500 m race. Answers varied considerably with many correctly identifying some of the skill classifications without giving a detailed justification. A large proportion of candidates incorrectly identified the weather as a variable in the open - closed continua. The most problematic for candidates to justify was their answer to high - low organization; it appeared that most candidates did not understand this.
- (c) Candidates were asked to outline the theory of operant conditioning and explain the disadvantages of using this method. Some candidates gained credit for correctly identifying terms like S-Bond, trial and error or shaping, but few could actually apply these terms to the theory. Only a small minority correctly evaluated the use of operant conditioning and described the link from the types of reinforcement or punishment to what it does to the S-R bond.
- (d) Most candidates were able to identify the cognitive stage of learning. However, few were able to explain the coach's part in maximizing learning during this phase beyond demonstration or providing feedback.
- (e) This was concerned with explaining the terms terminal and concurrent feedback (using practical examples). On the whole it was well answered and candidates were able to identify occasions when feedback could be given at the end of the skill (terminal) or during the skill (concurrent). However, practical examples were often vague.
- (f) Responses varied considerably. Although the majority of candidates were able to identify intrinsic and extrinsic motivation, few were able to expand on their answer. The most problematic part, however, was in trying to explain which type was most important as few candidates gained any credit at all for their answers to the section, giving basic and unqualified answers.
- (g) Candidates were asked to explain the difference between open and closed loop control. This was the most poorly answered question on the paper with few candidates gaining any credit. Many confused the terms with open and closed systems and did not link the importance of when feedback is given during the two differing control systems.
- (h) Candidates tended to gain some credit for mentioning that practice / overlearning the skill can help with the memory process. Some mentioned mental rehearsal but very few provided a suitable number of correct answers to manage to access all the marks.

Section C – Contemporary Studies in Physical Education and Sport

Question 3 examined candidates on: the terms outdoor recreation / education; the benefits of outdoor recreation; the social factors affecting an individual's ability to participate in sport; the advantages of investing heavily in elite sport; the possible negative effects on a performer's ethics when participating in elite sport; and how sporting authorities can act to prevent spectator hooliganism.

- (a) (i) Candidates were asked to explain the terms outdoor recreation and education (using practical examples). Many failed to ascertain the fact that outdoor education is a structured learning process whereas recreation is done by choice, in your free time. Many wrote similar answers for both terms with outdoor recreation tending to be correct.
- (ii) This question allowed candidates to state the benefits of performing in outdoor recreation activities. Most candidates gained credit on this question with common answers being fitness, leadership and sociability. However, as many had misunderstood the terms from part (i), answers often appeared to be guessed in part (ii).
- (b) The majority of candidates were able to identify that access to money affected an individual's opportunity to participate in sport. However, many candidates did not identify any other factors. Those that did tended to discuss family, cultural or racial issues.
- (c) (i) This was concerned with the advantages of investing in elite sport. Most candidates acknowledged the increased potential for success and / or better facilities, but answers were often limited to these points. Very few candidates explored the areas of social control, political superiority, advertising the country (shop window effect), etc.
- (ii) Candidates were asked to give the possible negative effects on performer's ethics when participating in elite sport. Although many candidates did gain credit, few managed to get any more than "winning at all costs" or "cheating" (drugs, etc.). The concepts of negative and positive deviancy were not well known.
- (d) Responses were generally creditworthy with answers focusing on how the sporting organisation could increase security or ban misbehaving supporters. Most answers on the mark scheme were seen, however the depth of response seldom allowed candidates to gain full credit.

PHYSICAL EDUCATION

Paper 9396/12
Written Paper

General Comments

The AS Physical Education examination consists of three compulsory questions, each worth 30 marks and sub-divided into various sub-sections. **Question 1** concerns the Applied Anatomy and Physiology section of the specification, **Question 2** is about Acquiring, Developing and Performing Movement Skills, while **Question 3** assesses understanding of Contemporary Studies in Physical Education and Sport.

The standard of responses was generally quite limited, with relatively few candidates demonstrating clear, detailed knowledge of the specification and producing comprehensive answers. There were many examples where candidates appeared to lack even basic understanding of the requirements of a question. There was the recurring problem of candidates not reading and / or not understanding the question. This was usually through a misinterpretation of the command word or a lack of understanding of the response required by the phrasing of the question. For example, in **Question 2 (b)**, rather than classifying and justifying continua as required by the question, many candidates simply listed a classification of the discus throw without justifying their decision, while others took to describing all the different classifications within the continua listed in the question.

Comments on Specific Questions

Section A – Applied Anatomy and Physiology

Question 1 examined candidates on the topics of: the analysis of movement in a basketball shot; bones and the features of joints; circulation of pulmonary blood to the aorta; changes in heart rate before, during and following exercise; lung volumes; and the effects of altitude on the respiratory system.

- (a) (i) Descriptions of the type of muscle contraction involved at the elbow were generally correctly described as isotonic or concentric. It should be noted by Centres that in this type of question, where a requirement for a single response is implicit in the question, candidates will not gain credit where they simply list as many types of muscle contraction as they know in the hope that one of the answers they provide is correct. Descriptions of the type of movement were generally correct with many identifying elbow extension as the movement occurring. Identification of the agonist was also good, with triceps brachii commonly identified as the main agonist. Centres should note that the question required the names of the appropriate components during the movement from A to B; not 'at A' and 'at B'. Where candidates did respond in this fashion, the terms used for the 'at B' situation were the ones marked. The term in the specification is "triceps brachii", not simply "triceps". The majority of candidates were able to identify the action at the wrist joint, namely flexion, and the agonist, the wrist flexors.
- (ii) This required candidates to identify the bones articulating at the elbow and wrist joints. Many candidates misinterpreted this question, attempting to identify bones that were common to both joints. Another mass of candidates failed to identify which joint was being talked about and simply listed a number of bones, expecting the Examiner to work out which bones go with which joint, which was not accepted. Due to the nature of the elbow joint, credit was given to those candidates who suggested that the elbow contains the humerus and either (or both) the radius and ulna. Correct responses for the wrist joint required the radius, ulna and carpals; candidates who correctly identified the articulating carpal bones, the scaphoid and the lunate, were also credited.

- (iii) The majority of candidates gained credit by clearly identifying that the type of joint working at the elbow was a hinge joint. Relatively few candidates were then able to identify features of synovial joints that help maintain the stability of the joint. Many of these candidates did not explain how the identified feature maintained stability. Quite often the candidates' responses were too superficial for credit, for example use of the term cartilage rather than the required articular cartilage, or the identification of ligaments as being present without suggesting how ligaments maintain stability (by joining bones to bones).
- (b) (i) The majority of candidates were able to describe some of the chambers and valves of the heart, but again there were fewer explanations as to what was involved in each stage of the flow of blood from the lungs to the aorta. Centres should also note that generic suggestions such as "the atria" were only credited if the appropriate side of the heart was also identified. Similarly the terms "systole / contraction" and "diastole / relaxation" were credited, whereas "pump" and "push" were not.
- (ii) The identification and explanation of the changes taking place in the heart rate were rarely understood by the majority of candidates. "Anticipatory rise" and "adrenalin" were occasional creditable responses for point A. There was little creditable evidence for an explanation of what happens at point B, such as the role of chemoreceptors in detecting increased carbon dioxide levels. Correct reasons for the changes at point C were similarly uncommon, except for the observation of "the heart rate returning to resting levels". Centres should remind candidates that if a question asks about different areas, then it is the candidate's responsibility to identify which aspect they are answering. In this question, failure to identify whether a change was occurring at point A, B or C meant no credit could be given.
- (c) (i) Candidates' knowledge of the definitions of minute ventilation and residual volume and the effects of exercise were generally poor. Many candidates only gained partial credit for suggesting that minute ventilation (incorrectly defined) increased during exercise. Very few candidates correctly defined residual volume and only a very small number of candidates correctly stated that it remained unchanged during exercise. Many candidates also incorrectly suggested that these two parameters were concerned with volumes of oxygen rather than volumes of air.
- (ii) The majority of candidates chose to discuss the long-term effects of altitude on the circulatory system rather than the effect on the respiratory system as required by the question. Many candidates thus limited themselves to a single creditable point; the idea that there is a "lower partial pressure of oxygen at altitude", or that there is a "lower pressure gradient at altitude". The effects on the respiratory system such as inefficient gas exchange leading to lower haemoglobin saturation and reduced performance in endurance events were rarely encountered.

Section B – Acquiring, Developing and Performing Movement Skills

Question 2 examined candidates on the topics of: differences between skill and ability; classification of the discus throw; the cognitive theory of learning; the second phase of learning; positive and negative feedback; intrinsic motivation; executive motor programmes; and strategies to improve selective attention.

- (a) Candidates' responses to the differences between skill and ability varied across the cohort. Many candidates correctly identified that skills are learned whereas abilities are innate, but few went on to add a second difference such as abilities being the building blocks of skills, or that certain skills require certain specific abilities.
- (b) Candidates were asked to classify, with justification, the discus throw across four continua. The majority of candidates correctly identified the discus throw as being a closed skill, but many then incorrectly suggested that the environment was concerned with the weather rather than the performance requirements. The discus throw being a discrete skill was well-known and the majority of candidates were able to correctly justify their response. "Internally-paced because the performer decides when to throw" was a common correct response. The high-low organisation continuum proved more problematic for the cohort. Often those who correctly identified that the discus throw had high organisation suggested that this was because there were "many rules" or it is "hard to organise" rather than mentioning the idea of the activity being difficult to break up into parts or having inseparable sub-routines.

- (c) Candidates were asked to outline the cognitive theory of learning and explain the advantages of this approach. The majority of candidates were unable to suggest that the cognitive theory involves insight or discovery learning. Most responses confused cognitive theory with the cognitive stage of learning. Only a few candidates identified the idea of “understanding the whole problem” to develop a solution. In terms of advantages, a small minority of candidates correctly suggested that the cognitive theory was a “more flexible” method of learning than “aided motivation”.
- (d) This was concerned with the second phase of learning. Many candidates correctly identified the associative phase of learning, but often then limited their remaining response to describe the characteristics of that phase rather than explaining how the coach could maximise learning. Simplistic responses such as “practice”, “reinforce”, “provide guidance” and “provide extrinsic feedback” were all creditworthy but rarely offered.
- (e) Responses to the idea of positive and negative feedback were generally confused with positive and negative reinforcement. Many candidates simply identified a form of reinforcement as positive feedback and / or punishment as a form of negative feedback, without suggesting the actual role of feedback, namely positive is designed to encourage repetition of a skill and negative is designed to correct an incorrect skilled performance.
- (f) Candidates were asked to define intrinsic motivation and outline how a coach could use it effectively. Credit was given for linking intrinsic motivation to self-satisfaction or pride. Methods of using intrinsic motivation were generally limited to repetitive ways of using it, rather than combining it with other motivational methods such as setting goals, ensuring success and making training fun.
- (g) Candidates were required to explain the term executive motor programme. The majority of candidates had little idea of this term beyond the occasional suggestion of it being stored in long-term memory and being composed of sub-routines. An executive motor programme is a series of neural commands to muscles that are stored in the long-term memory, but run from the short-term memory. The use of an example was only credited if the example was linked to the idea of sub-routines.
- (h) Candidates were asked to identify strategies that a coach could use to improve selective attention. The majority of candidates again scored poorly on this question. Although many candidates were able to provide an explanation of the term, very few could identify ways of improving it. The majority of candidates simply suggested that selective attention was essentially paying attention and hence talked about “making information succinct” and “breaking a skill up into parts” rather than focusing on cues, practicing with distractions or mental rehearsal. Centres should appreciate that the simplistic notion of “practice” lacks sufficient depth of knowledge to be worthy of credit. Rather realistic, specific or relevant practice is required. As a simplistic example, to improve a sprinters selective attention to a starting gun requires practice (specific) of focusing on the starting gun rather than practicing 100-metre runs.

Section C – Contemporary Studies in Physical Education and Sport

Question 3 examined candidates on: the terms institutionalised and competitive; reasons to increase mass participation; the concepts of privilege and purposefulness; voluntary and public provision; the advantages of private provision; providing for elite performers; and the positive role of the media.

- (a) (i) Candidates were asked to explain the terms institutionalised and competitive in Coakley’s definition of sport. The majority of candidates found this question difficult, with very few candidates gaining full credit. The term *institutionalised* within Coakley’s definition means organised; having rules and regulations. Competitive means having winners and losers. All too often, candidates simply repeated the question, that “competitive means being in competitions”, which was not credited.
- (ii) Candidates were asked to suggest why a government would wish to increase mass participation. Most candidates were able to suggest that there would be health and/or fitness benefits and possibly “reduce crime”. Other common correct responses in a question where many scored highly included “generating revenue”, “creating employment opportunities” and “increasing numbers of potential elite performers”.

- (iii) The majority of candidates were unable to clearly identify how an individual's choice of leisure activities reflect privilege and purposefulness. Some candidates correctly suggested that privilege was often reflected in choosing leisure activities that involved a financial limitation for others. Knowledge of purposefulness was largely incorrect and limited to suggestions that it meant leisure had a purpose, rather than the idea that it had a functional role within society.
- (b) (i) This was concerned with explaining the terms voluntary and public provision. Candidates' responses to this question were generally very weak, with few identifying the over-riding principle that voluntary provision was from unpaid volunteers who provided leisure / sports opportunities / facilities on a pay to play membership basis where profits were ploughed back into the facilities which were being developed to aid participation. Similarly, public provision responses were weak and generally limited to the idea that such facilities were provided by the government (incorrect), rather than local government (correct), and managed by local authority employees based on a pre-set budget.

 - (ii) Candidates were asked to outline the advantages of private provision. Some candidates correctly identified the "better facilities" usually found at private facilities, but few others mentioned the greater choice provided, the elitist nature of such facilities and the usual provision of personal trainers.
 - (iii) Candidates were asked to state the requirements of an elite performer. Many candidates incorrectly linked this back to the previous questions concerning provision and limited their responses to suggesting that elite performers need private provision and then justifying their choice. Better responses correctly identified that elite performers require funding, high quality facilities, coaching expertise and various forms of additional support such as nutritionists, sport scientists and medical assistance.
- (c) The majority of candidates were able to gain some credit by suggesting that the media could "raise the profile of a sport". However, this was often the only correct response as the majority of answers were based on misinterpretation of the question and concerned themselves with the negative aspects of sporting issues such as drugs and violence rather than the positive issues required by the question such as increasing participation, interactivity with spectators, attracting sponsorship, recent rule changes and generating a more detailed knowledge of certain sports.

PHYSICAL EDUCATION

Paper 9396/13
Written Paper

General Comments

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The standard of responses was generally quite good, with many candidates demonstrating clear, detailed knowledge of the specification and producing comprehensive answers. There were, however, many examples where candidates appeared to lack even basic understanding of the requirements of a question. There was the recurring problem of candidates not reading and / or not understanding the question. This was usually through a misinterpretation of the command word or a lack of understanding of the response required by the phrasing of the question. For example, in **Question 2 (b)**, rather than classifying and justifying continua as required by the question, many candidates simply listed a classification of the triple jump without justifying their decision, while others took to describing all the different classifications within the continua listed in the question.

Comments on Specific Questions

Section A – Applied Anatomy and Physiology

Question 1 examined candidates on the topics of: analysis of movement in the downward phase of a squat; bones and the features of joints; pulmonary circulation; changes in heart rate before and during exercise; lung volumes; and the factors affecting respiratory rate.

- (a) (i) Descriptions of the type of muscle contraction involved at the knee varied between the acceptable isotonic or eccentric, and the incorrect isometric and concentric. It should be noted by Centres that in this type of question, where a requirement for a single response is implicit in the question, candidates will not gain credit where they simply list as many types of muscle contraction as they know in the hope that one of the answers they provide is correct. Descriptions of the type of movement were generally good, with many correctly identifying knee flexion as the movement occurring. Identification of the agonist was less reliable, with many incorrectly identifying the biceps femoris as the main agonist. During eccentric contractions, the agonist is the muscle that actively prevents downward movements, in this case the rectus femoris. Note that any other muscle of the quadriceps group was credited as being correct, but quadriceps was marked as incorrect, the specification requiring more detail than group names for agonist muscles. The majority of candidates were able to identify the action at the ankle joint, namely dorsiflexion, but as explained above, the agonist was the controlling muscle, in this case the gastrocnemius.
- (ii) Candidates were required to identify the bones articulating at the hip and knee joints. The vast majority of candidates correctly identified the femur and tibia at the knee and the femur and pelvis / pelvic bone at the hip. Several candidates suggested that the femur articulates with the acetabulum, but as this is simply a socket / depression in the pelvis, rather than a bone, it was not credited.
- (iii) The majority of candidates gained credit by clearly identifying that the type of joint working at the hip was a ball and socket joint. Many candidates were then able to identify several features of synovial joints that allow movement to occur, but a large proportion of these did not explain how the identified feature permitted movement, as required by the question. Quite often the candidates' responses were too superficial for credit, for example, use of the terms "cartilage" and "capsule" rather than the required articular cartilage and fibrous capsule.

- (b) (i) The majority of candidates were able to describe some of the chambers and valves of the heart, but again there were fewer explanations as to what was involved in each stage of the pulmonary circulation. Centres should also note that generic suggestions such as “the atria” were only credited if the appropriate side of the heart was also identified. Similarly the terms systole / contraction and diastole / relaxation were credited, whereas “pump” and “push” were not.
- (ii) The identification and explanation of the changes taking place in the heart rate were clearly understood by the majority of candidates. “Anticipatory rise” and “adrenalin” were common responses for point A as were “sub-maximal exercise” and “oxygen demands being met” for point B. Correct reasons for the changes at point C were less common. Centres should remind candidates that if a question asks about different areas, then it is the candidate’s responsibility to discriminate which aspect they are answering. In this question, failure to identify whether a change was occurring at point A, B or C meant no credit could be given.
- (c) (i) Candidates’ knowledge of the definitions of tidal volume and minute ventilation and the effects of exercise were generally good, although there were a number of responses that failed to provide the required units, per breath for tidal volume and per minute for minute ventilation. Many candidates also incorrectly suggested that these two parameters were concerned with volumes of oxygen rather than volumes of air.
- (ii) Many candidates were able to clearly identify the mechanism that controls respiratory rate during exercise. The role of the respiratory control centre in the medulla was well known, as was the role of chemoreceptors, the sympathetic nervous system and the diaphragm.

Section B – Acquiring, Developing and Performing Movement Skills

Question 2 examined candidates on the topics of: different types of ability; classification of the triple jump; operant conditioning; the final phase of learning; intrinsic and extrinsic feedback; extrinsic motivation; closed loop control; and strategies to improve response time.

- (a) Candidates’ responses to the differences between gross motor abilities and psychomotor abilities varied across the cohort. Many candidates failed to clearly identify the role of large muscle groups in gross motor skills. Psychomotor skills were often defined as having one or the other of its component parts, rather than including both information processing and movement.
- (b) Candidates were asked to classify, with justification, the triple jump across four continua. The majority of candidates correctly identified the triple jump as being a closed skill, but many then incorrectly suggested that the environment was concerned with the weather rather than the performance requirements. Both discrete and serial were acceptable answers for the discrete-serial-continuous continuum and the majority of candidates were able to correctly justify their chosen response. “Internally-paced because the performer decides when to jump” was a common correct response. The high-low organisation continuum proved more problematic for the cohort. Often those who correctly identified that the triple jump had low organisation suggested that this was because there were “few rules” or it is “easy to organise” rather than mentioning the idea of the activity being “easy to break down into parts” or having “several sub-routines”.
- (c) Candidates were asked to outline the theory of operant conditioning and explain the advantages of this approach. The majority of candidates were able to suggest that operant conditioning involved reinforcement and linked that to the development of a stimulus-response (S-R) bond. Use of “trial and error” and the “shaping” of the environment were also frequent responses. The role of negative reinforcement and punishment were less well-known. Knowledge of the advantages of this method was largely anecdotal and was rarely accurate beyond the fact that “reinforcement increases motivation”. The idea that specific skills can be developed through controlled (game-related) practice sessions was rarely offered as an advantage.
- (d) This was concerned with the final phase of learning. Many candidates correctly identified this as the autonomous phase of learning, but often then limited their remaining response to describe the characteristics of this phase rather than explaining how the coach could maximise learning. Simplistic responses such as “practice”, “reinforce”, “set goals” and “develop intrinsic feedback” were all creditworthy, but rarely offered.

- (e) Responses to this question were generally good, although several candidates lost credit by not providing a suitable practical example. Many candidates simply implied an example in their explanation, such as “intrinsic feedback is when the player gets kinaesthetic feedback”. This type of response was only credited for the explanation, the example being too generalised to be credited.
- (f) Credit was given for linking extrinsic motivation to rewards, but few candidates mentioned that there are two different types of extrinsic motivation. Similarly, many candidates suggested that extrinsic motivation can lead to pressure, cheating and / or drug-taking, but few mentioned the devaluing of extensive reliance on extrinsic motivation, or the damage that extrinsic motivation can have on intrinsic motivation.
- (g) Candidates were required to describe closed loop control. Many candidates gave a suitable example of closed loop control and mentioned the idea of movements requiring feedback and adjustments occurring. The use of memory and perceptual traces to control the movement and storage of the memory trace in long-term memory were less well-known.
- (h) Candidates were asked to identify strategies that a coach could use to improve response time. The majority of candidates scored highly on this question. However, Centres should appreciate that the simplistic notion of practice is considered to lack sufficient depth of knowledge to be worthy of credit. Rather realistic, specific or relevant practice is required. As a simplistic example, to improve a sprinter’s response time to a starting gun requires practice starts (specific) rather than practice 100-metre runs. There were a large number of creditworthy response available, with “improved fitness”, “focus on cues”, “mental rehearsal” and “motivate the performer” the commonest correct responses.

Section C – Contemporary Studies in Physical Education and Sport

Question 3 examined candidates on: the aims of physical education; subjective and objective danger; differences between physical education and physical recreation; the links between sport and politics; methods of reducing the number of drug-taking performers; the terms equal opportunities and esteem; and how National Governing Bodies can encourage mass participation.

- (a) (i) Candidates were asked to use examples to explain the aims of physical education. The majority of candidates found this question difficult, with very few gaining full credit. The aims of developing certain types of motor skill, cognitive development, developing values / ethics, etc. were only occasionally mentioned, and then were rarely accompanied by a suitable example. Centres should appreciate that when examples are requested in a question, marks can often only be credited if a suitable example is provided.
 - (ii) Candidates were required to explain the terms subjective and objective danger. Most candidates were able to suggest that subjective danger involved the performer “thinking of potential danger”, and often this was accompanied by a suitable example that limited this potential danger such as “wearing suitable safety equipment”. There were fewer correct responses in terms of objective danger, with many candidates limiting their responses to the examples of “slipping on rocks” or “when it’s raining”, rather than potential life-threatening situations over which the performer has no control such as avalanches or tsunamis.
 - (iii) The majority of candidates were able to identify some of the differences between physical education and physical recreation. Most candidates readily identified the idea that physical education is based in schools, involves a teacher and is compulsory, whereas physical recreation is optional and done in free time. Knowledge of the concept of physical recreation tended to provide weaker responses.
- (b) (i) This question was concerned with how sport and politics have been linked. Candidates’ responses to this question were generally weak, with few identifying the over-riding principle that Governments are involved in sport through funding, organisations and policies. Similarly there were few references to examples of political involvement such as Olympic boycotts, terrorism or propaganda. Most exemplars that were provided by candidates were rather parochial and attempted to link current political personnel with current sporting incidents, rather than providing historical examples.

- (ii) Candidates were asked to suggest how sporting authorities could try to reduce the number of drug-takers in sport. The vast majority of candidates were able to suggest potential solutions, but often the suggestion was already in place, such as bans and / or tests. Credit was only given for new ideas, but this included “longer bans” and “more frequent testing”. The use of “role models”, “technological improvements” and “naming and shaming” were other common correct responses.
- (c) (i) Candidates had to explain the terms equal opportunities and esteem. The idea of allowing everybody to become involved whatever their background was a common correct theme for equal opportunities cited in candidates’ responses. However, an explanation of the term esteem was rarely correctly given. Esteem is concerned with respect, either for others who may be held in high esteem, or for oneself, where an individual has a degree of high self-esteem based on their own efforts.
- (ii) The majority of candidates were able to gain some credit by suggesting that National Governing Bodies were able to increase mass participation through publicity or advertising. But there was a lack of depth to candidate responses, with many failing to appreciate that increasing participation is a difficult aim for NGBs and that simply providing opportunity to participate is generally insufficient. Rather responses such as “reduced costs at facilities”, “focus on target groups”, “improve school-club links” and “provide award schemes” were creditable.

PHYSICAL EDUCATION

Paper 9396/02
AS Coursework

Key Messages

1. Centres have used the new forms and assessment conditions and have reported no problems with their use. Nearly all Centres used the new forms.
2. New assessment forms exist for some activities.
3. The stipulation that Weight Training cannot be used for Action Plans was adhered to by almost all Centres. Hill Walking is also advised as being not appropriate.
4. Some Centres produced Action Plans that were entirely fitness based. Centres must look at a whole performance and comment on all aspects.
5. Centres are asked to complete a dispatch form included in the back of the Guidelines Booklet to aid checking and use of coursework by Cambridge.
6. The standard of assessment has been more accurate this year. Consequently the need for mark adjustment has been reduced.
7. Candidate identification continues to be an issue. Candidates must be identified by clear numbers (or letters) on the front and back of shirts.
8. Hill Walking evidence has improved but some Centres still need to submit filmed evidence.
9. Some Centres do not place candidates in an environment that applies sufficient demand to allow assessment at AS.

General Comments

What is clear is the enthusiasm and effort that so many Centres and candidates demonstrate. Filming the evidence is difficult and time consuming. Many Centres do a very good job. The overall quality of teaching and candidate performance should be applauded. Some performances are clearly exceptional. Other candidates with lesser ability have worked very hard (sometimes over many years) to achieve a high standard in their activities. Teachers are obviously committed to maximising the ability of candidates.

The new forms and assessment information has been read by many Centres. This has helped Centres mark more accurately and submit better evidence.

Filmed Evidence

The quality, quantity and type of evidence varies considerably. The majority of Centres produce good quality filmed evidence. The number of cases where this is inadequate is reduced.

The best Centres clearly review, select, edit and then, most importantly, check the DVD before dispatch. Sometimes film is blurred, points skywards or focuses on the wrong candidate. The film should show the skill technique and the outcome (e.g. a shot in Basketball or a Tennis serve). The use of a tripod can improve film quality.

There is still filmed evidence with very large black backgrounds and only a small picture. This is a format issue and Centres are asked to check for this error.

A few Centres still submit too many DVDs. One DVD should suffice. Separate DVDs for each candidate or activity should not be submitted.

Centres are asked to consider the following issues before the DVD is dispatched:

- Are the candidates clearly identified and have the identifiers been written onto the assessment sheets (please remember that the Moderator will be totally unfamiliar with your candidates)? If unsure, ask someone who does not know the candidates to view the DVD.
- Is candidate participation very frequent (or is there a lot of time when they do not have contact with the ball)?
- Does the film show the best ability of the candidate(s)? Film of candidates in Rugby where there is little or no contact makes moderation very difficult.

Selected Activities

Invasion games (mainly Hockey, Football, Netball, Basketball and Rugby), Badminton, Swimming, and Track and Field are the activities that are submitted most frequently. Volleyball, Water Polo and Weight Training are also popular. The other activities that are available are used to a much lesser extent but nearly all the activities that are in the Guidelines Booklet are selected by some candidates.

Action Plans

Action Plans vary considerably. They range from high quality, superbly presented, well considered work to just one side of very basic work. More adjustments to marks occur for this component of the coursework than for the performances in activities.

Centres must read the syllabus and guidance notes before teaching and assessing this work.

The work should be activity specific and address all factors of the performance, not just fitness. The work should include: identification of strengths and weaknesses and the rationale for the judgement, which leads to clear, realistic (SMART) goals, which leads to analysis of technique and fitness elements. Detailed plans to bring about improvement must be included and should contain detailed practices, the principles of training (particularly SPORT and FITT) and a week by week program. Finally the plan should be evaluated, which will include some quantitative results.

The task instructions on page 8 of the Coursework Guidelines booklet provide a good outline of what is expected. The Action Plan must be on one of the candidate's two practical activities and must aim to improve the candidate.

Action plans should ideally have a front cover which details the mark awarded, candidate name, candidate number and activity which is being improved.

Some work this year has not been very activity specific. Other work has identified strengths and weaknesses and then the improvement plan has not referred back to the identified issues. Some training sessions are excellent whereas others have only been repeated twice a week and contain content that will last a maximum of ten minutes. Candidates need to be taught how to construct a training session and a ten week plan.

Action plans must not be just a record of participation in an activity, either in a club training session or lessons.

It is repeated that Action Plans cannot be undertaken in Weight Training and it is also advised that Hill Walking is not appropriate. Activities must allow candidates to improve aspects of skill.

Assessment

This has ranged from very accurate to a point where Centres have been over three levels too generous.

Some Centres will have marked to within a few marks of the criteria and some are very accurate. The moderation process will examine the evidence, aim to give as much credit to the candidate as possible and then arrive at a precise mark for the activity. If the Centre has internally standardised effectively then any difference between Centre marking and the moderation outcome should be consistent across all activities.

Just a few Centres have continued to assess activities where the candidates are complete beginners, or at an early stage of developing their ability. Frequently such candidates cannot achieve a performance that is at AS level standard.

Another problem is that candidates sometimes do not demonstrate their ability in sufficiently demanding conditions. So, for example, a skier on an elementary run cannot be marked at a high level. Centres are asked to ensure that in their initial planning of an activity opportunities to film candidates at a demand which demonstrates their ability are available and are planned and used.

In Weight Training the evidence has improved. Most Centres submitted logs. Some of the logs did not follow a logical pattern with quite puzzling use of IRM and percentages of it to create programs. Centres must present evidence that the candidate has followed a program of weight training that has a specific purpose and includes a wide range of weight training stations. The new form should record a candidates' participation which should then be used as the basis of assessment. This is available in the current Coursework Guidelines. The Weight Training log must be submitted with coursework.

Double Evidence

There has not been a problem with Centres using the same evidence to support both AS and A2. Centres are thanked for observing this regulation.

Comments on Specific Activities

The following activities have raised issues that Centres are asked to note.

Cross Country Candidates must run the specified distance and not one that suits the Centre. This is to ensure that comparability between Centres can be maintained. (4 km female, 5 km male).

Weight Training Training logs must be used and then marks submitted on a centre Rank Order Assessment Form.

Combat Activities Only Judo and Karate are permitted.

Dance Candidates must choreograph the dances. Group dances or dances taken from a Centre production are not permitted.

Games Activities Must include conditioned competitive practices (not simple drills) at a standard that places demand on the candidate.

Cricket Assessment on two out of three skill areas.

Outdoor and Adventurous Activities

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

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

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

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

Swimming Swimming strokes must be filmed.

PHYSICAL EDUCATION

Paper 9396/31
Written Paper

Key Messages

Most scripts showed that the candidates were well prepared for the examination by their Centres, having been taught both the correct depth and breadth of the syllabus. Many candidates used correct technical language to answer their questions and most candidates wrote with a good standard of spelling, grammar and punctuation. However, a number of candidates did not use a practical sporting example when asked to do so and lost out on credit as a result. The vast majority of candidates managed their time effectively.

General Comments

The three sections of the course examine different bodies of knowledge and a wide range of marks were achieved across these three areas. Many candidates showed a greater depth of knowledge in section C than in previous years. Section A was answered well and was often the highest scoring section of the three. The questions in section B required more focus. Straightforward answers were done well, while responses that needed to be developed with sporting examples stretched and challenged candidates and needed more explanation.

Comments on Specific Questions

Section A

Question 1

- (a) (i) Candidates were generally better at defining kinetic energy, making the link between energy and movement. Energy itself has a very specific definition and only those who had learned this gained credit.
- (ii) Most candidates showed a detailed knowledge of the aerobic system and many reached a maximum for this question well before they had finished their explanation.
- (b) The most popular answers were about age and gender and their effects on VO_2 max. The best answers addressed a range of factors and explained how they affected VO_2 max. Candidates who merely gave a list of factors and did not explain each did not gain credit.
- (c) This question was generally well answered. Candidates were able to explain both the alactacid and lactacid components and use of the correct technical terminology was good. Many answers had gained full credit before explaining how lactic acid is removed from the body.
- (d) (i) A significant number of candidates knew about Karvonen's principle and could give the correct formula. Some candidates gave a correct percentage of maximum heart rate but it was surprising that they did not go on to state how maximum heart rate is calculated.
- (ii) This question required candidates to show knowledge of physiological adaptations to the cardiovascular system as a result of training and the best answers covered a range of correct responses. Some candidates gave adaptations to the respiratory or muscular systems and this suggests that they did not understand the difference between the systems. Candidates needed to use the term *hypertrophy* rather than saying that the heart became thicker or stronger for credit.

- (e) Most candidates showed a good understanding of blood doping. Candidates should be reminded that they will gain more credit if they link an increase in red blood cell count to an increase in haemoglobin and this then results in the blood being able to carry more oxygen to the working muscles.

Section B

Question 2

- (a) (i) This question asked for a sporting example to be used. Many responses were excellent and it was common for candidates to talk about fitness training in order to describe the three components of an attitude.
- (ii) This question required candidates to explain the persuasive communication theory. This has four components; the persuader, the message, the situation and the recipient. Many answers were excellent and contained detailed explanations. Others lacked detail and missed the key points.
- (b) Candidates need to understand that there are several characteristics of the peak flow experience and that in this question they needed to be linked to a practical example. The best responses described a performer being very confident and highly motivated, gaining enjoyment from the performance, which feels effortless, while being able to selectively attend to the relevant stimuli.
- (c) Most candidates were able to identify a cognitive stress management technique and there were some good descriptions of how the technique is performed. Candidates need to be prepared to go into detail when they are given a choice of techniques to describe. Only the very best answers achieved full credit for this question.
- (d) (i) Most candidates could describe some of the positive effects of home-field advantage on a team. The best responses also considered the negative effects on the away team, including the effect of a hostile crowd and the proximity effect.
- (ii) Many candidates understood the need to describe at least five different ways to counter the effects of social inhibition. The most common responses included two stress management techniques, training in front of a crowd, developing good selective attention and ensuring that skills were well learned so that the dominant response is correct.
- (e) (i) Most candidates were able to explain what is meant by a cohesive group and the best answers made the link between task cohesion and social cohesion. Many candidates addressed the need for good communication and an awareness of each others' roles to avoid any faulty processes such as social loafing.
- (ii) Candidates were generally able to suggest one or two strategies to improve cohesion and there were some excellent answers that covered a full range of techniques that a coach could use.

Section C

Question 3

- (a) (i) There were many detailed answers that addressed both similarities and differences between the modern and ancient Olympic Games. Candidates are reminded that where there is a contrast between then and now they need to give both sides of the point to gain credit. For example, nowadays the Olympics are held in a different city each time needs to be linked to the fact that the ancient Games took place at Olympia.
- (ii) To discuss the impact to a city of hosting the Olympic Games candidates need to understand that there are benefits and drawbacks that need to be addressed. Many answers reflected this. Almost all candidates identified that a city will benefit from improved infrastructure and an increase in income from tourism.

- (iii) This question was generally very well answered. Almost all candidates gave at least three roles of the IOC, and many listed considerably more roles and showed detailed knowledge. For the second part of the question most candidates identified doping by athletes, boycotts by countries and alleged bribery of IOC officials as problems that the IOC has encountered. A few candidates failed to address this part of the question.
- (b) (i) Most candidates understood that amateurism meant taking part in sport for no monetary gain, and many added that amateurs played for the love of the sport. The best answers made reference to the link to class distinction and the idea of the gentleman amateur, and also talked about the ethic of sportsmanship and fair play that are linked to this concept.
- (ii) This question proved challenging for many candidates and a lot of responses tended to focus on the positive impacts on the host city or to the athletes. The best answers highlighted the increase in funding, particularly from certain multinational companies and from media rights. This money helped ensure the financial stability of the Games in the 1980s because cities no longer had to worry about the huge expense of staging the Games as the IOC could guarantee financial support. Moreover, the IOC now had the funding to address doping issues and employ professionals in a range of fields to ensure the success of the Games.
- (c) There were some excellent answers to this question. Others needed to go into more detail to explain why the Paralympic Games were established. Most candidates made the link between the IOC's aim to act against discrimination and the drive for equality of opportunity for all athletes, whatever their disability. Many candidates also identified the role of Dr Ludwig Guttman and the rehabilitative nature of encouraging competition among injured soldiers.

PHYSICAL EDUCATION

Paper 9396/32
Written Paper

Key Messages

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General Comments

The three sections of the course examine different bodies of knowledge and a wide range of marks were achieved across these three areas. Many candidates showed a greater depth of knowledge in section C than in previous years. Section A was answered well and was often the highest scoring section of the three. The questions in section B required more focus. Straightforward answers were done well, while responses that needed to be developed with sporting examples stretched and challenged candidates and needed more explanation.

Comments on Specific Questions

Section A

Question 1

- (a) (i) Candidates were generally better at defining kinetic energy, making the link between energy and movement. Energy itself has a very specific definition and only those who had learned this gained credit.
- (ii) Most candidates showed a detailed knowledge of the aerobic system and many reached a maximum for this question well before they had finished their explanation.
- (b) The most popular answers were about age and gender and their effects on VO_2 max. The best answers addressed a range of factors and explained how they affected VO_2 max. Candidates who merely gave a list of factors and did not explain each did not gain credit.
- (c) This question was generally well answered. Candidates were able to explain both the alactacid and lactacid components and use of the correct technical terminology was good. Many answers had gained full credit before explaining how lactic acid is removed from the body.
- (d) (i) A significant number of candidates knew about Karvonen's principle and could give the correct formula. Some candidates gave a correct percentage of maximum heart rate but it was surprising that they did not go on to state how maximum heart rate is calculated.
- (ii) This question required candidates to show knowledge of physiological adaptations to the cardiovascular system as a result of training and the best answers covered a range of correct responses. Some candidates gave adaptations to the respiratory or muscular systems and this suggests that they did not understand the difference between the systems. Candidates needed to use the term *hypertrophy* rather than saying that the heart became thicker or stronger for credit.

- (e) Most candidates showed a good understanding of blood doping. Candidates should be reminded that they will gain more credit if they link an increase in red blood cell count to an increase in haemoglobin and this then results in the blood being able to carry more oxygen to the working muscles.

Section B

Question 2

- (a) (i) This question asked for a sporting example to be used. Many responses were excellent and it was common for candidates to talk about fitness training in order to describe the three components of an attitude.
- (ii) This question required candidates to explain the persuasive communication theory. This has four components; the persuader, the message, the situation and the recipient. Many answers were excellent and contained detailed explanations. Others lacked detail and missed the key points.
- (b) Candidates need to understand that there are several characteristics of the peak flow experience and that in this question they needed to be linked to a practical example. The best responses described a performer being very confident and highly motivated, gaining enjoyment from the performance, which feels effortless, while being able to selectively attend to the relevant stimuli.
- (c) Most candidates were able to identify a cognitive stress management technique and there were some good descriptions of how the technique is performed. Candidates need to be prepared to go into detail when they are given a choice of techniques to describe. Only the very best answers achieved full credit for this question.
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Question 3

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PHYSICAL EDUCATION

Paper 9396/33

Written Paper

Key Messages

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The three sections of the course examine different bodies of knowledge and a wide range of marks were achieved across these three areas. Many candidates showed a greater depth of knowledge in section C than in previous years. Section A was answered well and was often the highest scoring section of the three. The questions in section B required more focus. Straightforward answers were done well, while responses that needed to be developed with sporting examples stretched and challenged candidates and needed more explanation.

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PHYSICAL EDUCATION

Paper 9396/04
A2 Coursework

Key Messages

1. Nearly all Centres used the current forms and referred correctly to the Coursework Guidelines Booklet. There is no requirement to submit old and current forms.
2. Centres who have used the new forms and assessment conditions have reported no problems with their use.
3. There was good evidence that Centres had used the updated guidelines to influence teaching and for assessment. New assessment forms exist for some activities.
4. The use of duplicate evidence at A2 and AS was not an issue this year.
5. Use of notes in the oral presentations MUST be limited to those taken when observing the live performance. The filming should clearly show that candidates are only recording their observations and not listing theoretical knowledge. Too many candidates used notes in their presentations. In many cases it was very unclear what these notes contained and when they had been compiled.
6. Oral analysis must include the theoretical disciplines. Some talks lasted less than 10 minutes; Centres should read the guidelines and include the opening statement.
7. Despite a request to use the new Dispatch Sheet very few Centres submitted this with their coursework. Centres are asked to complete the Dispatch Sheet included in the back of the Guidelines Booklet to aid checking and use of coursework by Cambridge.
8. Hill Walking evidence varies in quality. Some Centres have read the updated guidelines and responded with good quality evidence. Hill Walking must be filmed.
9. Most Centres have used the Weight Training for Fitness Logs. However, these do not always record a logical/constructive training program. It is expected that training programs will be based on sound theoretical principles.
10. The level of demand in games this year has been not at an A2 level for some Centres. Simple unopposed skills/drills are not suitable for evidence at A2.

General Comments

What is clear is the enthusiasm and effort that so many Centres and candidates demonstrate. Filming the evidence is difficult and time consuming. Many Centres do a very good job. The overall quality of teaching and candidate performance should be applauded. Some performances are clearly exceptional. Other candidates with lesser ability have worked very hard (sometimes over many years) to achieve a high standard in their activity. Teachers are obviously committed to maximising the ability of candidates.

Filmed Evidence

The quality, quantity and type of evidence still varies across the whole range of Centres and activities. However, there was a noticeable improvement in the overall quality. Very few DVDs failed to play or arrived damaged.

The majority of Centres produce good quality filmed evidence. In some cases this is excellent. Unfortunately there are also cases where the evidence is very poor. The best Centres clearly review, select, edit and then, most importantly, check the DVD before dispatch. Sometimes film is blurred, points skywards or focuses on the wrong candidate. The film should show the skill technique and the outcome (e.g. a shot in Basketball or a Tennis serve).

Centres are asked to consider the following issues before the DVD is dispatched:

- Are the candidates clearly identified and have the identifiers been written onto the assessment sheets (please remember that the Moderator will be totally unfamiliar with your candidates)? If unsure ask someone who does not know the candidates to view the DVD.
- Is candidate participation very frequent (or is there a lot of time when they do not have contact with the ball)?
- Does the film show the best ability of the candidate(s)? Film of candidates in Rugby where there is little or no contact makes moderation very difficult.

Filming of representative games is appropriate. Whilst identification of candidates is more difficult in formal game situations, it is essential that Centres are able to give clear indicators. Sometimes the identification of candidates is very unclear. There are also occasions where the candidate does very little 'in the game' and this continues to be an issue.

Common problems associated with filmed evidence are:

- Centres have copied the shortcut meaning that the evidence does not exist on the DVD
- the formatting of the filming leads to a small picture surrounded by a large black background
- a lack of sound
- camera shake due to lack of use of a tripod
- camera angle does not allow the skill and the outcome (e.g. was the ball in or out, or over the net or not?) to be viewed
- camera distance is too far for individual candidates to be identified or too close so that the context of the game cannot be appreciated (please see section on candidate identification).

Candidate Identification

This again varies considerably between Centres. The problem stems from the fact that candidates are well known to Centre staff and so the importance of very clear identification from all angles is not as paramount as it is to the Moderator. The Moderator cannot ask the candidate to turn around or change position to view the game from a different angle.

Candidates *must* be identified by large numbered or lettered bibs that can easily be seen at a distance. These *must* be on the front and back.

The identifier must be written onto the first column on the Centre Order of Merit sheets.

Do not introduce candidates on the film or list their names. Please use the system as described.

Selected Activities

Invasion games (mainly Hockey, Football, Netball, Basketball and Rugby), Badminton, Swimming, and Track and Field are the activities that are submitted most frequently. Volleyball, Water Polo and Weight Training are also popular. The other activities that are available are used to a much lesser extent but nearly all the activities that are in the Guidelines Booklet are selected by some candidates.

Evaluation and Appreciation

In common with other aspects of the Coursework these have varied considerably. From high quality, superbly presented, well considered work to just very short, very basic work.

Centres must read the syllabus and guidance notes before teaching and assessing this work.

The presentation should follow the format laid out in the Guidelines Booklet.

The presentation must start with the opening statement in the Guidelines Booklet read by the staff.

The observations *must* be of another person taking part in one of the two activities that the candidate has submitted as a practical activity. This problem was much improved this year but still remains an issue.

Prompts and questions by staff should be kept to a minimum and where their use is necessary marks must be adjusted accordingly.

Candidates must be aware of all the required elements.

The analysis, improvement methods, anatomical / physiological / psychological / learning /skill type knowledge should be applied to the observed performance. Candidates should not only state their

observations but say *why* they believe that stated weaknesses and strengths are true and *how* improvement plans will work and *how / why / when* they will be progressed.
The task instructions on pages 13 - 15 provide a good outline of what is expected.
Adjustment to marks continues to be frequent and more extensive for this aspect of the component than for the practical activities.

Standard of Practical Assessment

This has ranged from very accurate to a point where Centres have been over three levels too generous in their assessment of performance. However, more Centres have received only a small scaling adjustment this year which is an improvement.

Some Centres will have marked to within a few marks of the criteria and some are very accurate. The moderation process will examine the evidence, aim to give as much credit to the candidate as possible and then arrive at a precise mark for the activity. If the Centre has internally standardised effectively then any difference between Centre marking and the moderation outcome should be consistent across all activities.

Level of Demand

This continues to be an issue that Centres must address.

Candidates sometimes do not demonstrate their ability in sufficiently demanding conditions. So, for example, a skier on an elementary run cannot be marked at a high level. Centres are asked to ensure that in their initial planning of an activity opportunities to film candidates at a demand which demonstrates their ability are available and are planned and used. The level of demand in games this year has been not at an A2 level for some Centres. Simple unopposed skills / drills are not suitable for evidence at A2.

Double Evidence

Centres are not allowed to submit the same evidence to support AS and A2 marks where they have entered candidates for both examinations in the same year. Equally, evidence submitted for AS should not be reused at A2.

Comments on Specific Activities

The following activities have raised issues that Centres are asked to note for next year.

Cross Country Candidates must run the specified distance and not one that suits the Centre. This is to ensure that comparability between Centres can be maintained. (8 km female, 10 km male).

Track and Field Events must be filmed.

Triathlon Transition phases must be filmed. Times are required for the different disciplines. This activity has shown a marked improvement in filmed evidence this year.

Combat Activities Only Judo and Karate are permitted.

Dance Candidates must choreograph their dances. Group dances or dances taken from a Centre production are not permitted.

Outdoor and Adventurous Activities

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

Hill Walking Navigational skills must be filmed for each individual candidate. It is not sufficient to just submit a log. Group numbers for the expedition should ideally be four.

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

Swimming Strokes must be filmed.