

# PHYSICAL EDUCATION

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<p><b>Paper 9396/02</b> <b>AS Level Coursework</b></p>
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## **Key messages**

- Some Centres produced Action Plans that were entirely fitness based. There should be a balance between skill, fitness, background information and improvement plans.
- Candidate identification continues to be an issue for some Centres. Candidates must be identified by clear numbers (or letters) on the front and back of shirts. Some Centres instead used other methods such as colour of shirt or just a verbal introduction.
- Centres should place candidates in an environment that provides sufficient demand to allow assessment at AS-level. If candidates are asked to complete tasks in a situation of low demand then they cannot access higher marks.

## **General comments**

There were some very strong performances evident. Other candidates with lesser ability had clearly worked hard to achieve a good standard in their activity. There are some candidates who are beginners in an activity and do not reach AS standard.

## **Filmed evidence**

The quality, quantity and type of evidence varied considerably. The majority of Centres produced good-quality filmed evidence. In some cases, this was excellent. The number of cases where it was inadequate was low. Strong centres had reviewed, selected, edited and then checked the DVD before dispatch. For a few Centres the film was blurred, pointed skywards or focused on the wrong candidate however. The film should show both the technique of the skill and the outcome (e.g. a shot in basketball or a tennis serve). The use of a tripod can improve film quality. There was some filmed evidence with very large black backgrounds and only a small picture, this is a format issue and Centres are asked to review their evidence before sending.

Centres should submit all work on a single DVD where possible. Filming should be by activity and not presented by individual candidate, except when there is only one candidate for the activity.

Centres are asked to consider the following issues before the DVD is dispatched: Are the candidates clearly identified? Have the candidate identifiers been written onto the assessment sheets? Is candidate participation very frequent or is there a lot of time when they do not have contact with the ball? Does the film show the best ability of the candidate(s)?, e.g. footage of candidates in rugby where there is little or no contact can make moderation difficult.

## **Selected activities**

Invasion games (mainly Hockey, Football, Netball, Basketball and Rugby), Badminton, Swimming and Track and Field were the activities that were submitted most frequently. Dance, Hill walking, Volleyball, Water Polo and Weight Training were also popular. The other activities that are available were offered less frequently. Nearly all the activities listed in the Guidelines Booklet were selected by some candidates. Outdoor and Adventurous activities were generally limited to Hill Walking.

## Action Plans

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

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

Action plans should have a front cover which shows the mark, candidate name, candidate number and the activity which is being improved. Some work was not very activity specific. Other work identified strengths and weaknesses but then the improvement plan did not refer back to the identified issues. Not all aspects need to be included in the plan, especially if some are focused on in depth. Some training sessions were excellent, whereas others were only repeated twice a week and contained content that lasted a maximum of ten minutes. Some candidates need further guidance on how to construct a training session and a ten-week plan. Centres should note that Action Plans must not just be a record of participation in an activity, either in club training session or lessons. Action Plans cannot be undertaken in weight training and it is also advised that hill walking may not be appropriate. Activities must allow candidates to improve aspects of skill.

## Assessment

This has improved this year. There are still a few Centres whose marks differed from the expected standard significantly.

Some candidates did 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 that opportunities to film candidates at a demand which demonstrates their ability are available and are planned and used.

In Weight Training the evidence has generally improved and most Centres submitted logs. Some of the logs did not follow a logical pattern and has strange use of 1RM, and percentages of it, to create programmes. The weight being used for training varied between exercises from 95% to 40% for the same candidate. Centres must present evidence that the candidate has followed a programme of weight training that has a specific purpose and includes a wide range of weight training stations. The Record Log form should record a candidate's 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

AS and A2 evidence must be separate.

## Comments on specific activities

### Athletics

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

### Cross country

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

### Weight training

Training logs must be used and then marks submitted on a Centre Rank Order sheet.

### **Combat Activities**

Only Judo and Karate are permitted.

### **Dance**

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

### **Games Activities**

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

### **Cricket**

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

### **Outdoor and Adventurous Activities**

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

- Hill Walking – Navigational skills must be filmed for each individual candidate.
- Rowing – Candidates should be assessed and filmed in sculls or pairs.
- Orienteering – Navigational skills must be filmed. Assessment must be on a graded course.

### **Swimming**

Swimming strokes must be filmed.

# PHYSICAL EDUCATION

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**Paper 9396/04**  
**A Level Coursework**

## **Key messages**

- Use of notes in the oral presentations must be limited to those taken when observing the live performance. The filming should show that candidates are only recording their observations and not listing theoretical knowledge.
- Synoptic talks must include the theoretical disciplines. Some talks lasted less than 10 minutes and some Centres should consult the guidelines and include the opening statement.
- Hill Walking evidence varies in quality between Centres. Some Centres provided detailed evidence. Hill Walking must be filmed and the content should clearly show advanced skills.
- Where candidates are participating in the same activity, film them together where possible. Evidence should be presented by activity rather than by candidate.

## **General comments**

At some Centres the level of demand in games was not at A-level standard in some cases. Simple unopposed skills/drills are not suitable evidence at A-level standard. Candidates must be assessed in a competitive situation, which is a feature that distinguishes A level from AS level.

The enthusiasm and effort that so many Centres and candidates demonstrate is clear. Overall, Centres have provided good filmed evidence. The overall quality of teaching and candidate performance was clear and some performances were clearly exceptional. Other candidates with lesser ability had worked very hard to achieve a good standard in their activity.

## **Filmed Evidence**

The quality, quantity and type of evidence varies across the Centres and range of activities. The majority of Centres produced good filmed evidence. Unfortunately, there are also cases where the evidence was poor. Film angles must enable the skill and the outcome (e.g. where the ball lands) to be seen. A few Centres filmed the skill from either a distance that was too close or from an incorrect angle.

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

Centres are asked to consider the following issues before the DVD is dispatched: Are the candidates clearly identified? Have the identifiers been written onto the assessment sheets? (Please remember that the moderator will be totally unfamiliar with your candidates.) 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)?

Filming of representative games is appropriate. Identification of candidates is more difficult in formal game situations and it is essential that Centres are able to give clear indicators. Sometimes the identification of candidates was unclear.

Centres are reminded that the responsibility for producing the evidence lies with Centre staff and this should not be delegated to candidates. The best Centres had clearly reviewed, selected, edited and then most importantly checked the DVD before dispatch. DVD content should be presented by activity rather than by candidate. Similar candidates should be filmed together. Where chapters or sectioning are used the film should be continuous and not sub-divided for each candidate.

### **Candidate identification**

This again varied considerably between Centres. While candidates are well known to Centre staff, the moderator requires very clear identification from all angles in order to determine which candidate is which. 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. Please do not write DVD 1 or similar as the identifier instead of what the candidate is wearing, e.g. blue socks/yellow boots. Please do not introduce candidates on the film or list their names.

### **Selected activities**

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

### **Evaluating and Appreciating**

In common with other aspects of the Coursework these have varied considerably from high-quality, superbly presented, well-considered work to very short and very basic work. However, more Centres produced work which is of suitable length this year.

The filming of the talks in a formal environment has improved further this year. More Centres had used the opening statement in the Guidelines Booklet. However, it should be noted that the performance must be 'live' and the talk must take place immediately after the observation and only notes of the observation are permitted, this should be made obvious on the film.

The presentation should follow the format laid out and 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. It is useful when the observed performance is included. However, in team games the performer must be clearly identified. Prompts or questions by staff should be kept to a minimum and where their use is necessary marks should be adjusted accordingly. The analysis, improvement methods, anatomical/physiological/psychological/learning/skill type knowledge should be applied to the observed performance. Candidates should not only state their observations but say why they believe that the stated weaknesses and strengths are true and how improvement plans will work and how, when and why they will be progressed. The task instructions in the booklet provide a good outline of what is expected.

### **Standard of practical assessment**

Some Centres marked to within a few marks of the criteria and were generally accurate.

### **Level of demand**

This continues to be an issue that Centres must address and applied to several activities. A much weaker opponent in Badminton, staged opposition in Judo, light winds/calm water in Sailing, easy contact situations in Rugby are all examples of insufficient demand at A-level standard. For example, a skier on an elementary run cannot be marked at a high level. Centres are asked to ensure that in their initial planning of an activity opportunities to film candidates at a demand that demonstrates their ability are available and are planned and used. In particular, the level of demand in games this year was not at an A-level standard in some Centres.

### **Double evidence**

Centres are **not** allowed to submit the same evidence to support component 2 and component 4 marks where they have entered candidates for both in the same year. Equally, evidence submitted for component 2 should not be reused for component 4.

### **Comments on specific activities**

Objectively marked activities need specific data to be recorded on the assessment forms and filmed evidence for the critical assessment aspect.

#### **Cross Country**

Candidates must run the specified distance (8 km for females and 10 km for males) and not one that suits the Centre. This is to ensure that comparability between Centres.

#### **Dance**

Solo dances are required and candidates must choreograph the dance. Group dance or dance taken from a school production is 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. Logs should give information/evidence that allows Centres and moderators to award marks and differentiate between activities.

#### **Rowing**

Candidates should be assessed and filmed in sculls or pairs.

#### **Swimming**

Strokes must be filmed.

# PHYSICAL EDUCATION

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Paper 9396/11  
Written Paper

## Key messages

- Candidates should try to divide their time evenly between the three sections.
- Candidates should be aware of the command word used and compose their answer accordingly.
- Candidates should try to tailor the length of their answers and number of points made to the mark allocation for a particular question.
- Some candidates need to be more aware of the difference between examples of skills from activities and examples of the activities themselves.

## General comments

The standard of responses varied considerably. There was evidence of good understanding in many answers. Some candidates gave very general answers about the topic in questions and did not focus their responses or supply sufficient detail. Command words are used to indicate the detail of the response required and mark allocations will help candidates decide the length and depth of their answer. While there were some strong answers, in some instances candidates did not demonstrate sufficient knowledge of the syllabus.

## ***Section A: Applied anatomy and physiology***

### **Question 1**

- (a) Answers varied considerably. Some candidates limited their responses to generic points for fast twitch rather than the specific fibre type in the question. Some candidates mentioned the use of oxygen and glycogen without describing the actual structure and function of the fibre type itself.
- (b) Only the strongest candidates identified the movement occurring at the shoulder. Although many responses identified the shoulder agonist as the deltoid, few gave the agonist at the elbow.
- (c) Most candidates correctly named structures within the knee. Weaker candidates tended not to explain how these structures provide stability. Very weak answers stated that the named structure 'provided stability' but did not explain how this was achieved.
- (d) Many candidates understood the route of blood through the heart but often did not show knowledge of the role of the conduction system. Stronger candidates knew the role of the nodes and explained their importance well. Some very weak candidates were unable to name any chamber within the heart.
- (e) Only the stronger candidates recognised more than one factor that determines blood pressure. A few candidates correctly mentioned several factors and developed their answers further.
- (f) This question proved challenging for many candidates. The strongest knew the detail underpinning the structure of the alveoli and capillaries and answered well. However, some candidates wrote only generic points about where the air enters the body and that it 'goes to the lungs'.
- (g) Only the very strongest candidates understood more than the fact that there is less oxygen at altitude.

**Section B: Acquiring, developing and performing movement skills**

**Question 2**

- (a) Only the strongest candidates were able to provide suitable characteristics. Many candidates gave very generic interpretations of what it means to perform 'skilled movements'.
- (b) Few candidates understood the starting point of a 'motor ability' and therefore many struggled to explain the subsequent progression.
- (c) This question proved challenging. The vast majority of candidates described the stages of learning (cognitive, associative and autonomous) which did not answer the question as it was set. The concept of a 'Gestaltist approach' was rarely mentioned.
- (d) Most candidates appeared to have heard of the stages of observational learning, but many struggled with the context of the question. Stronger candidates mentioned that a performer's attention would be affected by the attractiveness, or equivalent, of the demonstration being observed.
- (e) Few candidates had sufficient grasp of the terminology to provide successful responses.
- (f) (i) The majority of candidates were able to identify that reaction, movement and response time are different concepts. However, many candidates could not define these clearly.
- (f) (ii) A number of candidates answered this question well.
- (g) Although a minority of candidates knew the concept in the question, the majority incorrectly focused on negative performances generically or on negative advice from coaches.
- (h) Most candidates gained partial credit for mentioning that in order to perform well a performer needs motivation. However, few candidates included the concept of a loss of drive/motivation over time.

**Section C: Contemporary studies in physical education and sport**

**Question 3**

- (a) (i) Many candidates tended to identify that play and recreation were fun. However, fewer candidates managed to explain any additional similarities.
- (ii) This was generally well answered with responses regularly identifying points like 'competitive', 'with officials' and 'requiring more dedication through training'.
- (b) The majority of candidates were able to identify that countries want more recognition. Answers commonly included the encouragement of others to take part in physical activity and to increase national pride.
- (c) (i) This was well answered with health and fitness the most common type of response seen. Candidates often identified the social benefits and potential future involvement/career opportunities.
- (ii) Very few candidates knew the exact meaning of these terms although some did identify correct features of public provision.
- (d) Weak responses to this question sometimes contained little beyond stereotypical views of women lacking strength or confidence.
- (e) (i) Stronger candidates were able to identify specific reasons like improving strength or to 'level the playing field'.
- (ii) Most candidates identified the concept of drug testing but did not clarify that these can be random, out of season, unexpected or other relevant detail. Most candidates correctly identified that punishment of some sort is the most common measure used to solve the problem.



# PHYSICAL EDUCATION

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Paper 9396/12  
Written Paper

## Key messages

- Candidates should try to divide their time evenly between the three sections.
- Candidates should be aware of the command word used and compose their answer accordingly.
- Candidates should try to tailor the length of their answers and number of points made to the mark allocation for a particular question.
- Some candidates need to be more aware of the difference between examples of skills from activities and examples of the activities themselves.

## General comments

The standard of responses varied considerably. There was evidence of good understanding in some answers. Some candidates gave very general answers about the topic in questions and did not focus their responses or supply sufficient detail. Command words are used to indicate the detail of the response required and mark allocations will help candidates decide the length and depth of their answer.

## ***Section A: Applied anatomy and physiology***

### **Question 1**

- (a) The majority of candidates were able to identify four movements possible at the hip joint.
- (b) Please note that due to an issue with **1(b)**, full marks have been awarded to all candidates for this question in order that no candidate will be disadvantaged. The mark scheme and question paper have been updated.
- (c) (i) Descriptions of the cardiac cycle were very varied with some candidates showing a strong knowledge but others providing minimal detail.
- (ii) Only the strongest candidates were able to explain how an increase in heart rate means that the duration of diastole is shorter and therefore there is less time for the heart to fill with blood.
- (d) The skeletal muscle pump and gravity were the most popular named venous return mechanisms, with the idea of venous tone being the least popular. Descriptions were occasionally too vague and did not show sufficient detailed knowledge of the mechanism to gain credit.
- (e) Candidates' knowledge of the redistribution of blood was generally good. Vasodilation and vasoconstriction were usually clearly explained, although knowledge of the control mechanism of the vasomotor centre, sympathetic nervous system and pre-capillary sphincters was less clear.
- (f) (i) Strong answers showed a good knowledge of the functions of bronchi. Some candidates confused them with bronchioles or talked about alveoli and their surface area, layers of moisture and single-cell thickness, rather than highlighting the goblet cells secreting mucus to remove particles and the rings of cartilage to maintain structural integrity.

- (ii) Most candidates were able to identify some receptors that are involved in increasing respiration rate, although the explanations of how they did so was often less clear. There was often confusion and the control of respiration rate was linked to heart rate.

### **Section B: Acquiring, developing and performing movement skills**

#### **Question 2**

- (a) Many candidates simply repeated the question and stated that simple skills are simplistic and complex skills have complexity. The question required a response that identified why some skills are simple, such as having little information or stimuli to process and therefore little perceptual or cognitive demand. Some candidates gained partial credit for the examples they provided rather than their explanation.
- (b) (i) Very few candidates were able to describe or provide examples of negative reinforcement, such as the removal of criticism to reinforce the S-R bond. Only a minority of candidates suggested that punishment is designed to prevent the repeat of a response, but many gained credit for their example of a punishment.
  - (ii) Most candidates knew that positive reinforcement involved praising performers and offering rewards but far fewer explained what such methods were designed to do.
  - (iii) The strongest candidates were able to apply operant conditioning theory to what should happen in practice.
- (c) Most candidates provided a simple description of closed skills. A minority of candidates correctly described the importance of kinaesthetic feedback and the role of memory and perceptual traces.
- (d) The majority of candidates struggled to clearly explain schema.
- (e) This question proved challenging for many candidates. Some candidates gained credit by suggesting that perception involved interpreting information. Fewer identified the need for selective attention and the role of the detection, comparison, recognition (DCR) process.
- (f) This question was answered well by most candidates. Many candidates correctly identified movement and reaction time through the diagram provided and described the stages of a 100-metre sprint. Weaker candidates tended to repeat the question.

### **Section C: Contemporary studies in physical education and sport**

#### **Question 3**

- (a) This question was generally well answered with the ideas of 'improved health/fitness', 'social skills', 'appreciation of the environment', and 'fun' being common responses.
- (b) Only the stronger answers made a direct comparison between sport and physical education. Weaker responses typically provided a list of features but did not relate them to each other.
- (c) (i) Knowledge of elite sport was often limited. Responses tended to concentrate on the performer rather than the sport, and this restricted responses to ideas concerning being paid, high media interest and the need for funding. Few answers mentioned the standards of the performers, the relatively low numbers of performers at this level and the support structures needed.
  - (ii) The majority of candidates were able to gain credit for explaining the different stages in the performance pyramid.
  - (iii) The strongest candidates identified the needs of a performer in terms of personal attributes and provision by society such as facilities, coaches and funding.
- (d) In some answers, candidates suggested that disability was a barrier itself, failing to recognise the need to provide equality of opportunity for everybody. However, many correct responses identified discrimination and stereotyping, the lack of funding, suitable facilities and/or coaches.

- (e) Many candidates suggested that dysfunctional behaviour is the norm for elite performers and suggested that being an elite performer was an excuse for such behaviour. Few candidates went into any depth in their responses beyond talking about the pressure involved. Stronger answers suggested where this pressure comes from. The idea that dysfunctional behaviour is most often instantaneous or violent and had multiple causes was rarely mentioned.

# PHYSICAL EDUCATION

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Paper 9396/13  
Written Paper

## Key messages

- Candidates should try to divide their time evenly between the three sections.
- Candidates should be aware of the command word used and compose their answer accordingly.
- Candidates should try to tailor the length of their answers and number of points made to the mark allocation for a particular question.
- Some candidates need to be more aware of the difference between examples of skills from activities and examples of the activities themselves.

## General comments

The standard of responses varied considerably. There was evidence of good understanding in many answers. Some candidates gave very general answers about the topic in questions and did not focus their responses or supply sufficient detail. Command words are used to indicate the detail of the response required and mark allocations will help candidates decide the length and depth of their answer.

## ***Section A: Applied anatomy and physiology***

### **Question 1**

- (a) The majority of candidates knew about concentric contractions, but some then confused isokinetic with isometric.
- (b) Many candidates were able to identify the appropriate type of muscle contraction, movement and agonist for the shoulder, but far fewer candidates identified the movement and agonist for the hip joint.
- (c) Descriptions of the heart rate were generally clear. However many candidates failed to separate the mechanisms involved into before, during and after exercise.
- (d) (i) Descriptions of the systemic circulation were generally clear, although some candidates did not focus on systemic circulation specifically.
- (ii) The effects of ventricular systole, changing cross-sectional area and peripheral resistance on blood velocity were fully explained by a minority of candidates. Most responses were not specific enough, occasionally gaining some credit for generalisations.
- (e) (i) Only the strongest candidates were able to show their knowledge of the mechanisms involved in changing the mechanics of breathing during exercise. Most responses tended to be superficial and described the idea of breathing harder and faster rather than mentioning the need for more forceful contraction of the breathing muscles or that these are aided by other muscles.
- (ii) The vast majority of candidates showed detailed knowledge of the structures in the lungs that assist gaseous exchange.

**Section B: Acquiring, developing and performing movement skills**

**Question 2**

- (a) There was confusing over some of the terms in the question. Many answers described 'learned' as being taught, rather than the process of development of skills. 'Goal directed' was frequently confused with goal-setting, instead of the idea that performers are aware of the requirements of what constitutes a successful outcome. 'Follow a technical model' was sometimes described too vaguely and often did not indicate that there is a stylised method of performing the skill.
- (b) Bandura's observational learning theory was known by most candidates and the better prepared candidates were able to describe this very well. A number of weaker candidates did not give examples to demonstrate these elements.
- (c) Few candidates were able to explain how motor programmes are formed. The majority of candidates limited their responses to the idea that such programmes are gained through practice and stored in the long-term memory. Stronger candidates linked the formation of motor programmes to the idea of learning, and how learning may be developed.
- (d) Stronger candidates were able to give a suitable example. Many candidates correctly described the lack of time for feedback. Only strong candidates mentioned the role of memory traces.
- (e) In this question the majority of candidates identified the need to focus on appropriate cues and to practice with or ignore distractions. Some references to practice were vague and better prefixed by a suitable qualifier such as 'realistic', 'relevant' or 'specific'. The ideas of mental rehearsal and increasing arousal were often not mentioned.
- (f) This question proved challenging to many candidates. Some candidates suggested that there were three named parts to the basic memory model and/or that information is stored in the long-term memory. Knowledge of the characteristics of the model in terms of capacity and duration were more common than descriptions of its functions.
- (g) Descriptions of the Inverted-U theory of arousal were provided in some detail by the majority of candidates.

**Section C: Contemporary studies in physical education and sport**

**Question 3**

- (a) This question was generally well answered.
- (b) This question was well answered by most candidates.
- (c) Knowledge of a country's policies and initiatives for developing sporting excellence was often superficial. Weak responses were typically very general.
- (d)(i) The benefits of private provision were generally limited to the idea of better facilities. The ideas of increased choice, less crowding and elitism were rarely present in answers.
- (ii) Many candidates found this question challenging. Careful use of terms and a description was needed to obtain full credit.
- (e) Many candidates suggested a range of ways to encourage women to take part in physical activity. However, few candidates developed their responses fully, for example by mentioning the ideas of better school PE programmes or more female coaches.
- (f) Knowledge in this area was often limited to the ideas of media sports coverage and sponsors' advertisements. The development of these to link increased media coverage to increased product sales and/or marketing was quite rare.
- (g) Many candidates repeated the question by suggesting that sports encourage fair play, without substantiating this with any examples of how they do this. Where examples were provided, the

idea of playing punishments in the form of cards, sending off of players and bans predominated. Few candidates mentioned sport-wide ideas such as fair play charters or deduction of points.

# PHYSICAL EDUCATION

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Paper 9396/32  
Written Paper

## Key messages

- Candidates should be aware of the demands of each type of question by focusing on the command word in the question. For example, explain requires more than a simple description, and this is often reflected in the number of marks available for the question.
- Some candidates would also be advised to tailor the length of their answers to the number of marks available.

## General comments

The majority of candidates were well prepared for this examination and they appeared to manage their time effectively with very few unanswered questions. Many candidates used technical language correctly and wrote clearly. There was good use of sporting examples to support answers in many cases.

The three sections of the syllabus contain three separate areas of knowledge and most candidates showed a broad understanding of all three. Stronger candidates produced clear and well developed reasoning and considered a range of relevant factors, showing a clear understanding of the depth needed at this level. Weaker candidates gave more basic answers, particularly where several points were expected.

## Comments on specific questions

### ***Section A: Exercise and sport physiology***

#### **Question 1**

- (a) Candidates were generally able to describe how ATP is broken down to produce energy, and that it must be re-synthesised. The best answers gave equations to show the coupled reaction as well as correctly identifying the exothermic and endothermic reactions. Some candidates wrote paragraphs to describe each energy system in detail, which was not required for this question.
- (b)(i) Stronger candidates could apply their knowledge of the interplay between the energy systems specifically to an elite performer in a 1500-metre race. Other candidates knew the order of the systems but did not apply this to the event itself. Generally, the ATP/PC system was correctly identified as being used at the very start of the race to give a powerful, fast sprint off the line. However, some candidates were not specific enough about the use of the aerobic system and incorrectly stated that this system would be used at the end of the race.
- (ii) This question was generally well answered. Most candidates identified the slow or lactacid component and could identify the substances that lactic acid is converted into during recovery. Some candidates also explained the alactacid component. This was not required.
- (c) This question was only answered well by the strongest candidates. Very few candidates identified that to reduce body fat percentage an increase in energy expenditure is required, combined with a reduction in calorie intake. The best answers covered the type of exercise needed, the frequency, duration and intensity of training.
- (d)(i) This question was very well answered. Some candidates did not mention that a sprint test must be timed to give a score for evaluation however.

- (ii) The best answers to this question described the use of eccentric contraction. Exercises such as box jumps were mentioned, and that care must be taken and training should only be done with a good strength base.
- (e) This was generally well answered, although some candidates confused creatine with human growth hormone.

### **Section B: Psychology of sports performance**

#### **Question 2**

- (a) Most candidates identified two characteristics of a type A personality. Some answers focused on an incorrect personality type. Good answers generally stressed that type A are very competitive.
- (b) Most candidates were able to give an example of a prejudice in sport. Weaker candidates who were unable to give an example were still able to access the second part of the question and often identified the origins and influences of a prejudice.
- (c) This question proved challenging to many candidates. Few candidates were able to accurately state what is meant by potential productivity and actual productivity. Many candidates gave a range of causes of faulty processes but did not apply this to a team sport.
- (d) Most candidates identified that trait theory of leadership suggests that leaders are born and that social learning theory suggests that the environment affects how leadership characteristics are developed. However, many candidates did not expand on these two theories sufficiently for full credit. The best answers indicated that being born with leadership characteristics meant that these were innate traits meaning that the individual was a good leader in many situations, and that this opposed the social learning theory where leadership was learned by copying others who were role models.
- (e) There were some excellent responses to this question with candidates showing a good understanding of how goal setting manages anxiety. Some candidates however, wrote in detail about the SMARTER principles which were not always relevant to the question.
- (f) This question differentiated between those candidates who understood that there are specific techniques to manage somatic anxiety, and candidates who identified techniques which only address cognitive anxiety. The best answers gave clear descriptions of each technique.
- (g) This question challenged many candidates. Most candidates showed some understanding of all three terms, but failed to develop their answers. The strongest answers gave a sporting example to support their explanation.

### **Section C: Olympic Games – a global perspective**

#### **Question 3**

- (a) (i) Most candidates identified at least three different events at the Ancient Olympics. Sprinting was often seen. The best answers went further and gave stades or diaulos or dolichos.
- (ii) This question was generally well answered with most candidates identifying peace, fair play, promoting unity and cultural diversity.
- (b) The best answers showed how professionalism insinuated itself into the Olympic Games in a secretive manner through broken time payments, sponsorship, scholarships and by offering employment in the army, where an athlete could train full time. Most candidates identified that the IOC had to accept professionalism once the Games were commercialised and the idea of a supreme physical challenge needed the best athletes in the world. Candidates were able to apply their knowledge well to this specific question, particularly when showing that boxing was a sport that resisted the move to professionalism.



- (c) Many candidates identified that women first competed in 1900 in tennis, the role of Alice Milliat and the alternative 'women's Olympics' which put pressure on the IOC to accept women. Furthermore, mixed events were identified and the acceptance of women on the IOC. The best answers also recognised that the 2012 Games had a female equivalent for every male event, but that a few countries still did not give women the opportunity to compete.
- (d) (i) The vast majority of candidates gained credit for identifying drug taking and cheating or going against the Olympic value of fair play. Some candidates talked about biased judging of events and acts such as not shaking an opponent's hand after a bout or aggressive play during a football match.
- (ii) The most common answers to this question were stricter punishments and the use of positive role models to deter performers from dysfunctional behaviour. The best answers highlighted the need for regular drug testing throughout the year and investing more money into WADA to keep up with developments in drugs.
- (e) This was generally well answered. The best answers linked the philosophy and values of the Games to the first argument and talked about the development of sporting facilities, urban regeneration and the boost given to tourism and employment. Most candidates were able to produce a balanced answer which addressed both sides of the argument. However, a few candidates only addressed one viewpoint.

# PHYSICAL EDUCATION

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Paper 9396/33  
Written Paper

## Key messages

- Candidates should be aware of the demands of each type of question by focusing on the command word in the question. For example, explain requires more than a simple description, and this is often reflected in the number of marks available for the question.
- Some candidates would also be advised to tailor the length of their answers to the number of marks available.

## General comments

The majority of candidates were well prepared for this examination and they appeared to manage their time effectively with very few unanswered questions. Many candidates used technical language correctly and wrote clearly. There was good use of sporting examples to support answers in many cases.

The three sections of the syllabus contain three separate areas of knowledge and most candidates showed a broad understanding of all three. Stronger candidates produced clear and well developed reasoning and considered a range of relevant factors, showing a clear understanding of the depth needed at this level. Weaker candidates gave more basic answers, particularly where several points were expected.

## Comments on specific questions

### ***Section A: Exercise and sport physiology***

#### **Question 1**

- (a) Candidates were generally able to describe how ATP is broken down to produce energy, and that it must be re-synthesised. The best answers gave equations to show the coupled reaction as well as correctly identifying the exothermic and endothermic reactions. Some candidates wrote paragraphs to describe each energy system in detail, which was not required for this question.
- (b)(i) Stronger candidates could apply their knowledge of the interplay between the energy systems specifically to an elite performer in a 1500-metre race. Other candidates knew the order of the systems but did not apply this to the event itself. Generally, the ATP/PC system was correctly identified as being used at the very start of the race to give a powerful, fast sprint off the line. However, some candidates were not specific enough about the use of the aerobic system and incorrectly stated that this system would be used at the end of the race.
- (ii) This question was generally well answered. Most candidates identified the slow or lactacid component and could identify the substances that lactic acid is converted into during recovery. Some candidates also explained the alactacid component. This was not required.
- (c) This question was only answered well by the strongest candidates. Very few candidates identified that to reduce body fat percentage an increase in energy expenditure is required, combined with a reduction in calorie intake. The best answers covered the type of exercise needed, the frequency, duration and intensity of training.
- (d)(i) This question was very well answered. Some candidates did not mention that a sprint test must be timed to give a score for evaluation however.

- (ii) The best answers to this question described the use of eccentric contraction. Exercises such as box jumps were mentioned, and that care must be taken and training should only be done with a good strength base.
- (e) This was generally well answered, although some candidates confused creatine with human growth hormone.

### **Section B: Psychology of sports performance**

#### **Question 2**

- (a) Most candidates identified two characteristics of a type A personality. Some answers focused on an incorrect personality type. Good answers generally stressed that type A are very competitive.
- (b) Most candidates were able to give an example of a prejudice in sport. Weaker candidates who were unable to give an example were still able to access the second part of the question and often identified the origins and influences of a prejudice.
- (c) This question proved challenging to many candidates. Few candidates were able to accurately state what is meant by potential productivity and actual productivity. Many candidates gave a range of causes of faulty processes but did not apply this to a team sport.
- (d) Most candidates identified that trait theory of leadership suggests that leaders are born and that social learning theory suggests that the environment affects how leadership characteristics are developed. However, many candidates did not expand on these two theories sufficiently for full credit. The best answers indicated that being born with leadership characteristics meant that these were innate traits meaning that the individual was a good leader in many situations, and that this opposed the social learning theory where leadership was learned by copying others who were role models.
- (e) There were some excellent responses to this question with candidates showing a good understanding of how goal setting manages anxiety. Some candidates however, wrote in detail about the SMARTER principles which were not always relevant to the question.
- (f) This question differentiated between those candidates who understood that there are specific techniques to manage somatic anxiety, and candidates who identified techniques which only address cognitive anxiety. The best answers gave clear descriptions of each technique.
- (g) This question challenged many candidates. Most candidates showed some understanding of all three terms, but failed to develop their answers. The strongest answers gave a sporting example to support their explanation.

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