

# PHYSICAL EDUCATION

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Paper 9396/11  
Written Paper

## Key Messages

Where discussion or comparisons are required candidates need to ensure they provide both aspects in their response, otherwise they cannot gain full credit.

Where graphs are used candidates need to annotate them correctly, especially the axes.

## General Comments

Candidates worked very hard to produce some very comprehensive and detailed scripts. A wide range of marks were achieved. Candidates had time to produce answers which reflected their knowledge and understanding.

Performance was better in **sections B and C** in which similar scores were achieved, whereas, overall lower marks were achieved in **Section A**.

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

## Comments on Specific Questions

### **Section A**

#### **Question 1**

- (a) The majority of candidates achieved some marks; knowledge of articulating bones and movements were generally good; identification of agonists weaker – many providing a list of many muscles rather than those required by the question.
- (b)(i) This question proved challenging for many candidates. Some managed to get marks for functional characteristics by writing about slow contraction, less force, and/or tiring slowly. Knowledge of structural characteristics was particularly weak. Many gave insufficient detail to gain credit, for example, 'they are aerobic'.
- (ii) Very few candidates could provide a suitable description of why slow-twitch was suitable for endurance, beyond the more superficial – 'lasts a long time'. Many examples were open to interpretation - 'tennis/golf/yoga' so candidates are advised to be more specific in their examples.
- (c) Many candidates understood the question, but few provided sufficient detail in their graphs. Centres need to focus on appropriate annotation of graphs. The axes were rarely labelled; units were hardly ever provided. Some identified the idea of heart rate starting at resting level/steep initial increase and plateau. The 'Recovery' was usually too linear to be credited.
- (d) Only a few candidates understood the concept of vasodilation/constriction.
- (e) Knowledge of resting blood pressure values was often confused with that of heart rate. Knowledge of cause of changes in blood pressure appeared beyond the knowledge of the majority of candidates – a few managed to get a mark for 'increasing cardiac output'.

- (f) Better candidates identified increased surface area/surrounded by capillaries/thin-walled/layer of moisture.

### Question 2

- (a) When this was answered well it enabled many candidates to achieve maximum marks. Candidates do need to give examples to support their answer, otherwise they can lose marks.
- (b) This question produced a wide spread of knowledge. Some candidates provided a relevant graph, though to be fully credited it needs to be well annotated. There were some cases where candidates confused it with the drive theory. The weakest part of the question was identifying the relationship with task, personality and skill level.
- (c) Candidates showed a general understanding that the Psychological Refractory Period slows reaction time but generally this section was not well answered.
- (d) Many achieved full marks. Marks were mostly lost for weak descriptions and by relying on just providing examples without a back- up explanation.
- (e) Transfer of Learning elicited many incorrect responses. Candidates struggled to identify the different types and often just described a skill. However, those who had some idea managed to achieve high marks.
- (f) The idea of repetition was well understood and was invariably the main source of marks; occasionally the idea of storage in the Long Term Memory cropped up; the rest of the mark scheme very rarely occurred in responses.
- (g) This question proved very challenging for the vast majority of candidates. Some gained a mark for writing about 'trial and error' or mentioned 'thinking' or 'problem-solving'.

### Question 3

- (a) (i) Candidate struggled to provide a direct comparison, often giving a one-sided approach – 'Physical Education is in school time', without the supporting 'sport is extra curricula' or equivalent. This is a technique, which when mastered will equip candidates well.
- (ii) Despite a fairly generous mark scheme, few gained maximum marks. This again required candidates to be able to align one concept with another.
- (b) The majority struggled to identify the appropriate adventurous activities and simply identified outdoor sports as against indoor sports. When correct, the most popular answers were 'natural environment' or 'survival skills'.
- (c) (i) This question was testing the discussion skills of the candidates. It required a fairly logical approach, with clearly identified positive and negative points. On the whole candidates struggled to do this. Candidates could be encouraged to plan their answer first, possibly using a table and then translate this into prose. The most popular accurate responses were about the media portrayal of sports stars and 'commercial breaks'.
- (ii) Candidates need to try and avoid writing at length about sport stars and their impressions of them. The only regularly observed point was about advertising products.
- (d) Some candidates identified the lack of opportunities for women, but there was a tendency for a superficial response to be made, lacking an insight into gender issues.

# PHYSICAL EDUCATION

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Paper 9396/12  
Written Paper

## Key Messages

Where candidates are asked to explain a term they must endeavour not to merely repeat the term in a different format. Using specific and relevant examples can help but they need to use alternative words to that used in the question. For example an explanation of reaction time should not be explained as 'the time taken to react'.

## General Comments

Candidates should not merely learn specific definitions but they do need to have an understanding of key concepts in order to explain a term.

Examination technique was generally good, but Centres are reminded that points made in **Section C** should be made using continuous prose as the answers do require a degree of explanation to demonstrate knowledge and understanding.

The better scripts demonstrated effective and confident use of technical language, which reflects good teaching.

Answers were, on the whole, well written.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

- (a) (i) The majority of candidates achieved some marks; pivot and gliding joints were the most popular response. The actions identified often included too many, for example 'pivot joint allows for extension, flexion, hyperextension circumduction and rotation'; or insufficient alternatives such as; 'gliding joint allows flexion'.
- (ii) The most credit worthy answers were for 'maintains stability' or 'needed for strong core'. Knowledge of these muscles' role in high impact sports was rarely seen.
- (b) Many candidates achieved full marks. Those that did not scored well tended to confuse the conduction system with blood flow through the heart. It is worth noting that, where a process is being explained, the key aspects of the process need to be in the correct order.
- (c) Many candidates achieved full marks. Skeletal muscle pump was generally well known as was the concept of valves to prevent backflow, but candidates do need to locate the valves in veins. Respiratory pump and gravity were less well-known.
- (d) Some candidates gained marks from their knowledge of velocity of blood in identified vessels. Only a few candidates understood the concept of cross-sectional area as a cause of change in velocity.
- (e) The Mechanics of breathing was generally not well answered. The idea of muscle actions were generally good, but the impact on the thoracic cavity and pressure less so.

## Question 2

- (a) This was a well answered question with many achieving maximum marks. Some confusion existed with the concept of motivation. Several gave weak examples, such as 'tennis is externally paced'.
- (b) Many candidates understood the concept of abilities and/or fundamental motor skills, but very few established the causative link between the three terms.
- (c) Generally well-answered, with many candidates achieving full marks. Positive and negative reinforcement, punishment, rewards, repetition and/or mental rehearsal were the most popular responses.
- (d) The most popular and credited responses were, 'fast actions with no feedback', but the majority of candidates appeared to have little knowledge of this concept.
- (e) Many were able to attempt a response, but the majority answered by repeating the question – 'reaction time is the time taken to react'. The importance of a short reaction time was generally well-known, but rarely worthy of 2 marks. The majority suggested that it speeds up movements, but the idea of how that would help performance was largely omitted.
- (f) The majority of candidates knew something about feedback. Positive and negative were popular responses as were intrinsic and extrinsic, and terminal and concurrent; Knowledge of Results and Knowledge of Performance less so and often poorly described, for example, 'Knowledge of Performance is knowledge about your performance'.
- (g) Knowledge of how to use schema theory in practices was very weak. Occasional creditable points were seen, usually for the idea of varying practices.

## Question 3

- (a) (i) Despite a fairly generous mark scheme, few gained maximum marks. Common correct responses were fun/few/made-up rules. Many gave 'free time' and suggested 'no rules'. Many did not provide an example of an activity.
  - (ii) Benefits of leisure were generally well-known.
- (b) Many candidates simply suggested **why** it should be encouraged, rather than **how**.
- (c) (i) A limited range of responses was seen, with the majority only identifying being 'the best' as excellence. Some candidates focused on provision of excellence rather than standards.
  - (ii) Responses included a range of countries with some using the United Kingdom as a basis. Candidates did need to be quite logical and detailed in how they arranged their answer to this question, in order to reduce the amount of superficial points, which could not be credited. Some candidates did not go beyond writing about their own school experiences.
- (d) Many gave what could have been interpreted as inappropriate responses, suggesting that women **are** supposed to stay at home and they **do not have** the abilities needed to play sport. It is important that candidates show an understanding that this idea was/is society's perception, rather than stating it as a fact. Better respondents gave sufficient answers to achieve maximum marks, with ideas about 'role models', 'cultural factors' and discrimination/stereotyping being the most commonly credited points.
- (e) Candidates clearly enjoy this topic and wrote some lengthy answers. Few candidates achieved maximum marks, usually because of detailed but largely anecdotal responses. Few candidates provided sufficient range of reasons to achieve full marks. For this type of topic candidates need to draw on their experiences but make sure they back up their descriptions with theoretical knowledge.

# PHYSICAL EDUCATION

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Paper 9396/13  
Written Paper

## Key Messages

Candidates must remember to give valid sporting examples, particularly when questions specifically ask for examples.

Candidate must endeavour not to repeat the words already given in a question; rather they must try to find alternative words to demonstrate their understanding.

The command word 'Explain' means that an explanation is required and not simply a list of words or terms; this does not demonstrate a knowledge and understanding required for this type of question.

Any graphs/diagrams included in answers must be clearly labelled.

## General Comments

Candidates worked hard to produce some very comprehensive and detailed scripts. A wide range of marks were achieved. Candidates had time to produce answers which reflected their knowledge. Generally, performances were higher in **Section A** and weaker in **Section B**. The less able candidates tended to find providing sporting examples much more demanding. The scripts of candidates who did not score highly lacked detailed knowledge.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

- (a) A four mark answer containing appropriate definitions with the use of relevant supporting examples was required. In some instances, candidates referred to joints other than ball and socket. Candidates sometimes failed to define 'flexion' and 'extension' as being angle increased and decreased and generally showed a greater understanding of 'adduction' and 'abduction'. For the latter two, marks were lost by not being specific enough by defining that it was movement to or away from the midline or centre of the body.
- (b) The phase of movement had to be referred to in gaining marks. Generally, the question was answered well but marks were lost by not stating biceps and triceps brachii. When referring to the antagonistic muscles many candidates did not state lengthening **and** relaxing to gain this mark.
- (c) Essentially this was a well answered question. Differences between eccentric and concentric were well demonstrated. Candidates must remember to specify the phases of each movement.
- (d) Maximum marks were scored in many cases, as candidates knew the equation linking Stroke Volume and Heart Rate with Cardiac Output. Candidates also demonstrated good knowledge of each definition, but on occasions marks were dropped for not giving their associated units.

- (e) A well answered question by many candidates showing good knowledge of the neural control of Heart Rate. Most could name the Cardiac Control Centre (CCC) in the Medulla, as well as identifying the three receptors that detect change. Few mentioned the change in activity of the sympathetic and parasympathetic nerve that is, increasing and decreasing. This was also often the case with the SA node. However, 5 marks were often already gained, many by naming the receptors, the CCC and Medulla.
- (f) Few candidates scored maximum marks here. Although many knew Tidal Volume, there was generally a lack of knowledge in correctly naming the ERV (Expiratory Reserve Volume) and IRV (Inspiratory Reserve Volume). Candidates clearly understood that the body requires more Oxygen and breathes deeper during exercise.
- (g) Some candidates wrote unnecessarily about the effects of exercise when returning to sea level, following altitude training. Their knowledge was good but irrelevant for this question. Those that recognised that the question needed information on changes whilst at altitude generally answered this question well. Many could state that  $PPO_2$  was lower and diffusion gradients reduced. Candidates did not always talk about a diffusion gradient between, for example, alveoli and blood, or air and lungs, which prevented them from gaining the mark. Very few were able to identify that the % of  $O_2$  remains the same.

### Section B

#### Question 2

- (a) Candidates showed good knowledge in defining ability and most scored maximum marks here. Problems that did occur were in giving examples of Gross Motor and Psychomotor Abilities. Candidates gave actual sporting examples such as throwing and jumping, rather than the components.
- (b)(i),(ii) This was generally a weaker question with many candidates omitting to give actual examples to support positive and negative transfer, especially the latter. Candidates showing understanding of optimising and limiting effects was minimal. A good answer stated 'help/aid' learning (positive transfer) rather than repeating positive effect. They had good supporting examples, such as transferring the hockey push pass to a flick, then went on to state that optimising transfer occurs when activities are closely linked or well learned, to gain the 2<sup>nd</sup> mark. A good answer for negative transfer stated that one 'hinders' another, rather than repeating the word negative effect. This was then well supported by an example such as badminton wrist to tennis wrist, then went on to suggest that making the performer aware of differences in the skills gained them both marks.
- (c) Positive reinforcement was well understood by candidates, but marks were dropped where candidates did not give actual practical examples. Some just stated that it occurred when 'performers did something right', which was too vague.
- Negative reinforcement was answered correctly in very few cases. Most candidates gave examples of punishment here. Good responses explained that the annoyance, such as criticism, was removed when the skill was performed right, and gave a valid practical example to support their point.
- Punishment was generally well answered. The mark was dropped here when candidates did not give a practical example such as 'performers did something wrong'.
- (d) Many candidates made the mistake of describing and drawing the graph for the Inverted U theory. Those who were able to describe the Drive theory and give a supporting graph rarely gained extra marks by incorporating valid points about the dominant response. Some candidates were able to identify the shortfalls with the theory by explaining that it does not take into account deterioration in skill by good performers.
- (e)(i) The functions of feedback was answered well, with many candidates being able to explain how it identifies and corrects skill, strengthens the SR bond and motivates. Few were able to describe how it helped control arousal and with goal setting.
- (ii) Candidates did not always refer to the use of feedback here and examples were omitted which lost the two marks available in many cases.

- (f) Candidates could usually come up with the key components to Bandura's theory. However the marks were very often not gained as candidates did not describe sufficiently what each stage meant. An understanding of each was lacking in many cases. Methods of how to 'make a demonstration effective' was answered well, with a variety of responses showing a confidence in this area.
- (g) Candidates were usually able to come up with the key words for Schema theory and most answers incorporated recall and recognition schema. However, similar to 2(f), many answers showed a lack of clear understanding of what each part of the theory meant. With reference to Knowledge of Initial Conditions – many focused on previous environments rather than the situation the performer was actually in at the time. This was also often the case with Response Specifications. Few candidates scored maximum marks here due to the lack of understanding demonstrated with describing each stage of the theory.

### Section C

#### Question 3

- (a) This question was answered fairly well in that candidates were able to describe how lessons are structured according to set time and place, and that they were compulsory. Good answers also described how values, such as fair play, were incorporated within lessons. Very few candidates discussed safety via warm ups and equipment.
- (b) This was a challenging question for most candidates. Even though many could come up with real and perceived risks, few candidates described subjective or objective danger. Stronger candidates were able to discuss survival skills and values such as teamwork. Few explained the need for a risk assessment.
- (c) This section was well answered by many candidates, scoring maximum marks in a high percentage of cases. The range of answers in the mark scheme was well covered by candidates.
- (d) Candidates sometimes did not score marks for disabled people, as many responses were too vague with their points; a lack of facilities or access needed to be supported by an example such as 'ramps to gain access to the facility' or hoists into the pool. Without such supporting examples these points were not gained. This was also relevant to the lack of 'coaches' and 'funding' which in isolation were too vague. Specialist coaches had to be inferred in some way, and lack of funding had to be specific to the actual individual or external source for example the Government. This was also the case with ethnic minorities and candidates usually gained less marks for this minority group compared to the disabled. Candidates sometimes used other target groups in their discussion e.g. the elderly, which was irrelevant.

Good answers did discuss discrimination and stereotyping for either group, and gave supporting examples to support.

- (e) Candidates answered this question well. Maximum marks were achieved in a high percentage of cases. The range of answers in the mark scheme was well covered by candidates.
- (f) This question was very broad and a lot of candidates discussed a wide range of issues linked to sport and commercialism. Candidates rarely mentioned the golden triangle – sport, sponsorship and media and points linked to this. Good answers discussed the sport stars and their increase in performance due to injection of money, the growth in sponsorship and advertising, plus how commercialism has raised the profile of minority sports but at times squeezed amateur sports.

# PHYSICAL EDUCATION

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**Paper 9396/02**  
**AS Coursework**

## **Key Messages**

Centres have continued to develop enthusiasm and interest in physical education across the whole range of candidates. Coursework marks that have been submitted have represented a range of standard across Centres. Some candidates have benefited considerably from high standards of teaching by Centre staff.

Centres are asked to apply the following points in their teaching, preparation and assessment of candidates for all future examination sessions.

1. Selection of activities for teaching and assessment should build on the best experiences and abilities of the candidates. Centres are strongly advised not to assess candidates in activities where they are beginners or at a developmental stage.
2. Assessment of candidates should build on prior experience preferably at IGCSE level.
3. Assessment should take place in the context of GCE AS standard, within conditioned competitive situations or AS prescribed situations using the level descriptors and the guidance notes.
4. Teachers must read the assessment and guidance notes in the Coursework Guidance booklet before teaching an activity so that suitable development can be taught and that candidates can produce their best level of performance.
5. Centres must standardise across all activities that are submitted as coursework. This standardisation should aim to produce comparable assessment across all the activities from the Centre.
6. CIE will be producing updated information to give more guidance to Centres. This will involve more information in the guidance booklet and updated assessment forms for activities.
7. Centres are encouraged to make sure that Action Plans follow the guidance notes and in particular contain detailed improvement plans. In order to achieve the higher levels, candidates must develop all aspects of the performance. The lack of skill development has been noticeable this year. This may mean that candidates need to select the activity that they present more carefully.

## **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 and some 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 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 varied across widely. The majority of Centres produce good quality filmed evidence and in some cases this is excellent. Unfortunately there have been cases where the evidence either does not support the awarded mark or the work does not match the expected demand at AS. The best Centres clearly review, select, edit and then most importantly check the DVD before dispatch. Sometimes the filmed evidence is blurred, points skywards and focuses on the wrong candidate.

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

- Candidates must be clearly identified on the video and the candidate identifiers written onto the assessment sheets (the Moderator will be totally unfamiliar with your candidates).
- The filmed evidence must show the candidate demonstrating the required skills in the activity which supports the mark awarded.
- The filmed evidence should show the best ability and performance of the candidate.



- The filmed evidence must be taken at the point of assessment which must be during the period of the course. It is not appropriate to send in filmed evidence which is a few months old and writing to the Moderator to say that the candidates are now much better.

### **Selected Activities**

Invasion games (mainly Hockey, Football, Netball 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 it is pleasing to see that nearly all the activities that are in the Guidance Booklet are selected by some candidates.

### **Action Plans**

In common with other aspects of the Coursework, the Action Plan work varied considerably from high quality, superbly presented and well considered work to just one side of very basic work. 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 in turn lead to analysis of technique and fitness elements. This should enable detailed planning to bring about improvement which includes 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.

Action plans should ideally have a frontsheet which gives the mark, candidate name, candidate number and the 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 occurred twice a week and contained content that will last about ten minutes. Candidates need to be taught how to construct a training session and a ten week plan. Action plans should not be just a record of participation in an activity.

### **Assessment**

This has ranged from being very accurate to some Centres whose assessments have been significantly generous and therefore scaling adjustments have been applied.

The moderation process will examine the evidence and judge whether the accuracy of the assessment is correct, consistent and fair. If the Centre has internally standardised effectively then any difference between Centre marking and the moderation outcome should be consistent across all activities.

Centres should note that, where adjustments are made, it is the final Coursework marks that are scaled and not individual activity marks.

A few Centres have assessed activities where the candidates are complete beginners, or at an early stage of developing their ability. Clearly candidates can not achieve a performance level 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 that opportunities to film candidates at a demand which demonstrates their ability are available and are planned and used.

### **AS Practical Activity assessment**

Candidates are assessed on their ability to select and perform patterned specific movements consistently in a conditioned competitive situation/AS prescribed conditions. For each physical activity, acquired and developed skills have clearly identified phases.

Assessment within a conditioned competitive context ensures that candidates are able to select the appropriate skills whilst also performing them repetitively and consistently as specific movements. The candidate's ability to adapt and adjust them to a variety of situations can be assessed.

The updated Coursework guidance booklet will contain some examples of conditioned competitive situations. However, Centres can devise their own conditioned competitive situations which must be of an appropriate pitch and challenge. Where Centres have devised their own situations then this must be documented and submitted for external moderation. These conditioned competitive situations should place emphasis on the acquired and developed skills in question and pressurise candidates by using features such as a restricted numbers of players, space and range of skills.

The nature of the conditioned competitive situations devised by Centres should:

- focus on the range of applied and acquired skills to be assessed
- enable candidates to be placed in a rank order in terms of ability
- be structured to allow candidates to develop tactical awareness
- be realistic situations in which acquired and developed skills are assessed whilst applying the normal rules/regulations and codes of practice.

In Weight training the evidence varied significantly. 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. A new form for recording a candidate's participation which should then form the basis of assessment will be available in the new Coursework guidelines.

#### **DVD Evidence at AS and A2 level**

The assessment conditions at AS (conditioned competitive situations/AS prescribed conditions) and at A Level (full competitive situations/ prescribed A2 Level conditions) are different. It is **not** permissible for Centres to submit the same evidence for AS level Coursework assessments (9394/02) and for A2 Level Coursework assessments (9394/04).

#### **Assessment Forms**

Centres must consult the updated AS/A Level Coursework Guidance booklet for teaching and assessing candidates for all future examination sessions. The booklet contains new specific assessment forms for some practical activities e.g. Weight Training must be completed for candidates assessed in this activity. Details of activities requiring activity specific assessment forms can be found in the Coursework guidance booklet. Other activities will require the completion of a generic assessment form, e.g. games activities.

# PHYSICAL EDUCATION

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Paper 9396/31  
Written Paper

## Key Messages

There were a relatively small number of entries for this paper. Most scripts showed that the candidates were well prepared for the examination by their Centres. Many candidates used correct technical language to answer their questions and most showed a good standard of spelling, grammar and punctuation. A few candidates were weaker in one or more section of the course, but the majority showed a good range of knowledge and understanding in all three areas.

## General Comments

Many candidates performed well, with detailed scripts often giving good answers to each question. Candidates achieved similar scores on **Sections A** and **B**, but many performed slightly less well on **Section C**. The best candidates explained their answers fully and kept to the requirements of the question. Many candidates wrote irrelevant material that did not answer the question but merely gave background or extra information not required by the question. Candidates are reminded that they must focus on addressing the specific question, rather than writing all that they know on the topic. The vast majority of candidates managed their time well.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

#### **Exercise and Sport Physiology**

- (a) (i) Most candidates answered this question well, but many wrote in detail about ATP splitting which was not relevant to the question.
- (ii) Many candidates scored well on this question.
- (b) This question was well answered by most candidates who were able to explain each training principle and back up this knowledge with a relevant practical example. Candidates should be reminded to use practical examples if required in the question.
- (c) Candidates need to understand how neural adaptations contribute to gains in muscle strength. This did not appear to be fully understood.
- (d) (i) The best candidates scored full credit by showing good knowledge of passive and PNF stretching. A large number of candidates were unable to explain that a muscle must be stretched to the point of resistance in both types of training, and many described an active stretch rather than a passive one.
- (ii) Very few candidates could explain why PNF stretching is more effective than passive stretching. Some had mentioned overcoming the stretch reflex in (d)(i), but did not refer to this as the reason for the greater effectiveness of PNF in this part, and therefore gained no credit.

- (e) Most candidates gained credit for identifying muscle growth and greater strength as an effect of these drugs, and most were able to identify some side-effects. To achieve full credit, candidates had to address both anabolic steroids and human growth hormone as drugs which differ in their physiological effects on the body.

## **Section B**

### **Question 2**

#### **Psychology of Sports Performance**

- (a) This was the best answered question on the whole paper. Most candidates scored full credit, however, some needed to make better use practical examples for each principle, and others gave 'achievable' and 'realistic' as separate principles.
- (b) Many candidates understood and gained full credit for their explanations of Nideffer's 4-dimensional model. Some responses were limited and talked in general about needing to concentrate without addressing the specific requirements of the question. Quite a few candidates described the effects of arousal on the attentional field, which was not relevant to the question.
- (c) This was well answered by the majority of candidates.
- (d) This question required the candidates to consider the effect of different attributions on motivation. The best answers were very comprehensive in their detail. Some used practical examples without identifying whether internal or external, stable or unstable. In this case, credit could only be given where a clear link was made between the theory, the practical example and the effect on motivation. Very few candidates lost credit for failing to use practical examples.
- (e) Many candidates struggled to explain Fiedler's model. Centres should be reminded that models that are identified in the syllabus must be covered as they can be used as the basis for a question. The best answers identified that situation favourableness was the key element and explained what this meant in relation to leadership style.
- (f) This was generally very well answered, although some candidates identified cognitive dissonance as a way of changing an attitude, but did not go into detail about changing specific elements of the triadic model.
- (g) (i) Most candidates identified three causes of social loafing. Some wrote a detailed description on the definition of social loafing, which was not required.
- (ii) This was very well answered by the vast majority of candidates.

## **Section C**

### **Question 3**

#### **Olympic Games: A Global Perspective**

- (a) Many candidates wrote about historical perspectives and values, which were irrelevant in this question. Most gave fair play or sportsmanship and peace, and some gave other valid answers. Candidates need to understand how the Games act as a social force and explain these social values.
- (b) This was well answered by many candidates who showed a very good understanding of many examples of the Games being used as a political platform.

- (c) (i)** This proved to be a difficult question for many candidates. Few mentioned the role of WADA (World anti-doping agency) and many focused on the consequences for athletes who get caught.
- (ii)** Many candidates showed a detailed knowledge of the big “Drug Bust” at Seoul in 1988. Others struggled and attempted to guess what happened, resulting in some interesting accusations against individuals and some nations’ athletes.
- (iii)** This question proved challenging for many candidates. Candidates should be able to consider what the future will hold for the Olympic Games and reflect on possible reforms. The best candidates did this and argued that naturally occurring substances such as testosterone should be allowed, and that not all drugs cause harm to the body, while also pointing out that other performance enhancing techniques are allowed. However, many candidates were limited to excuses used by athletes when caught, such as spiked drinks or ‘everyone’s doing it’ which did not address this particular question.
- (d)** The best candidates considered why the concept of amateurism is no longer viable from the viewpoints of the athletes, the host country and the IOC.
- (e)** Many candidates identified some spectacular aspects of the competition and gained credit. Some wrote in depth on the strong friendships that are made between athletes at the Games which was not relevant to this question unless the idea of different sports and different cultures was addressed.

# PHYSICAL EDUCATION

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Paper 9396/32  
Written Paper

## Key Messages

There were a relatively small number of entries for this paper. Most scripts showed that the candidates were well prepared for the examination by their Centres. Many candidates used correct technical language to answer their questions and most showed a good standard of spelling, grammar and punctuation. A few candidates were weaker in one or more section of the course, but the majority showed a good range of knowledge and understanding in all three areas.

## General Comments

Many candidates performed well, with detailed scripts often giving good answers to each question. Candidates achieved similar scores on **Sections A** and **B**, but many performed slightly less well on **Section C**. The best candidates explained their answers fully and kept to the requirements of the question. Many candidates wrote irrelevant material that did not answer the question but merely gave background or extra information not required by the question. Candidates are reminded that they must focus on addressing the specific question, rather than writing all that they know on the topic. The vast majority of candidates managed their time well.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

#### **Exercise and Sport Physiology**

- (a) (i) Most candidates answered this question well, but many wrote in detail about ATP splitting which was not relevant to the question.
- (ii) Many candidates scored well on this question.
- (b) This question was well answered by most candidates who were able to explain each training principle and back up this knowledge with a relevant practical example. Candidates should be reminded to use practical examples if required in the question.
- (c) Candidates need to understand how neural adaptations contribute to gains in muscle strength. This did not appear to be fully understood.
- (d) (i) The best candidates scored full credit by showing good knowledge of passive and PNF stretching. A large number of candidates were unable to explain that a muscle must be stretched to the point of resistance in both types of training, and many described an active stretch rather than a passive one.
- (ii) Very few candidates could explain why PNF stretching is more effective than passive stretching. Some had mentioned overcoming the stretch reflex in (d)(i), but did not refer to this as the reason for the greater effectiveness of PNF in this part, and therefore gained no credit.

- (e) Most candidates gained credit for identifying muscle growth and greater strength as an effect of these drugs, and most were able to identify some side-effects. To achieve full credit, candidates had to address both anabolic steroids and human growth hormone as drugs which differ in their physiological effects on the body.

## **Section B**

### **Question 2**

#### **Psychology of Sports Performance**

- (a) This was the best answered question on the whole paper. Most candidates scored full credit, however, some needed to make better use practical examples for each principle, and others gave 'achievable' and 'realistic' as separate principles.
- (b) Many candidates understood and gained full credit for their explanations of Nideffer's 4-dimensional model. Some responses were limited and talked in general about needing to concentrate without addressing the specific requirements of the question. Quite a few candidates described the effects of arousal on the attentional field, which was not relevant to the question.
- (c) This was well answered by the majority of candidates.
- (d) This question required the candidates to consider the effect of different attributions on motivation. The best answers were very comprehensive in their detail. Some used practical examples without identifying whether internal or external, stable or unstable. In this case, credit could only be given where a clear link was made between the theory, the practical example and the effect on motivation. Very few candidates lost credit for failing to use practical examples.
- (e) Many candidates struggled to explain Fiedler's model. Centres should be reminded that models that are identified in the syllabus must be covered as they can be used as the basis for a question. The best answers identified that situation favourableness was the key element and explained what this meant in relation to leadership style.
- (f) This was generally very well answered, although some candidates identified cognitive dissonance as a way of changing an attitude, but did not go into detail about changing specific elements of the triadic model.
- (g) (i) Most candidates identified three causes of social loafing. Some wrote a detailed description on the definition of social loafing, which was not required.
- (ii) This was very well answered by the vast majority of candidates.

## **Section C**

### **Question 3**

#### **Olympic Games: A Global Perspective**

- (a) Many candidates wrote about historical perspectives and values, which were irrelevant in this question. Most gave fair play or sportsmanship and peace, and some gave other valid answers. Candidates need to understand how the Games act as a social force and explain these social values.
- (b) This was well answered by many candidates who showed a very good understanding of many examples of the Games being used as a political platform.

- (c) (i)** This proved to be a difficult question for many candidates. Few mentioned the role of WADA (World anti-doping agency) and many focused on the consequences for athletes who get caught.
- (ii)** Many candidates showed a detailed knowledge of the big “Drug Bust” at Seoul in 1988. Others struggled and attempted to guess what happened, resulting in some interesting accusations against individuals and some nations’ athletes.
- (iii)** This question proved challenging for many candidates. Candidates should be able to consider what the future will hold for the Olympic Games and reflect on possible reforms. The best candidates did this and argued that naturally occurring substances such as testosterone should be allowed, and that not all drugs cause harm to the body, while also pointing out that other performance enhancing techniques are allowed. However, many candidates were limited to excuses used by athletes when caught, such as spiked drinks or ‘everyone’s doing it’ which did not address this particular question.
- (d)** The best candidates considered why the concept of amateurism is no longer viable from the viewpoints of the athletes, the host country and the IOC.
- (e)** Many candidates identified some spectacular aspects of the competition and gained credit. Some wrote in depth on the strong friendships that are made between athletes at the Games which was not relevant to this question unless the idea of different sports and different cultures was addressed.



# PHYSICAL EDUCATION

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Paper 9396/33

Written Paper

## Key Messages

There were a relatively small number of entries for this paper. Most scripts showed that the candidates were well prepared for the examination by their Centres. Many candidates used correct technical language to answer their questions and most showed a good standard of spelling, grammar and punctuation. A few candidates were weaker in one or more section of the course, but the majority showed a good range of knowledge and understanding in all three areas.

## General Comments

Many candidates performed well, with detailed scripts often giving good answers to each question. Candidates achieved similar scores on **Sections A** and **B**, but many performed slightly less well on **Section C**. The best candidates explained their answers fully and kept to the requirements of the question. Many candidates wrote irrelevant material that did not answer the question but merely gave background or extra information not required by the question. Candidates are reminded that they must focus on addressing the specific question, rather than writing all that they know on the topic. The vast majority of candidates managed their time well.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

#### **Exercise and Sport Physiology**

- (a) (i) Most candidates answered this question well, but many wrote in detail about ATP splitting which was not relevant to the question.
- (ii) Many candidates scored well on this question.
- (b) This question was well answered by most candidates who were able to explain each training principle and back up this knowledge with a relevant practical example. Candidates should be reminded to use practical examples if required in the question.
- (c) Candidates need to understand how neural adaptations contribute to gains in muscle strength. This did not appear to be fully understood.
- (d) (i) The best candidates scored full credit by showing good knowledge of passive and PNF stretching. A large number of candidates were unable to explain that a muscle must be stretched to the point of resistance in both types of training, and many described an active stretch rather than a passive one.
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## **Section B**

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- (e) Many candidates struggled to explain Fiedler's model. Centres should be reminded that models that are identified in the syllabus must be covered as they can be used as the basis for a question. The best answers identified that situation favourableness was the key element and explained what this meant in relation to leadership style.
- (f) This was generally very well answered, although some candidates identified cognitive dissonance as a way of changing an attitude, but did not go into detail about changing specific elements of the triadic model.
- (g) (i) Most candidates identified three causes of social loafing. Some wrote a detailed description on the definition of social loafing, which was not required.
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# PHYSICAL EDUCATION

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**Paper 9396/04**  
**A2 Coursework**

## **Key Messages**

Centres have continued to develop enthusiasm and interest in physical education across the whole range of candidates. Coursework marks that have been submitted have represented a range of standard across Centres. Some candidates have benefited considerably from high standards of teaching by Centre staff.

Centres are asked to apply the following points in their teaching, preparation and assessment of candidates for all future examination sessions.

1. Selection of activities for teaching and assessment should build on the best experiences and abilities of the candidates. Centres are strongly advised not to assess candidates in activities where they are beginners or at a developmental stage.
2. Assessment of candidates at A2 Level should ideally build on prior experience at IGCSE/AS Level.
3. Assessment should take place in the context of GCE A Level standard, within full competitive situations or A2 prescribed situations using the level descriptors and the guidance notes.
4. Teachers must read the assessment and guidance notes in the Coursework Guidance booklet before teaching an activity so that suitable development can be achieved and candidates can produce their best level of performance.
5. Centres must standardise across all activities that are submitted as Coursework. This standardisation should aim to produce comparable assessments between teachers and across all the activities from the Centre.
6. CIE will be producing an updated Coursework Guidance booklet to give more information and guidance to Centres as well as updated assessment forms for activities. This will particularly assist Centres in assessing objectively assessed activities.
7. Centres are encouraged to make sure that they follow the Evaluation and Appreciation guidance notes. Candidates should be taught to apply their knowledge to the 'effective performance' that has been observed.

## **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 and some 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 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 varied widely. The majority of Centres produced good quality filmed evidence and in some cases this is excellent. Unfortunately, there are also cases where the evidence either does not support the awarded mark or the work does not match the expected demand at A2. The best Centres clearly review, select, edit and then most importantly check the DVD before dispatch to Cambridge. Sometimes the filmed evidence provided is blurred, points skywards and focuses on the wrong candidate.

Centres are asked to carefully check the DVD filmed evidence.

- Candidates must be clearly identified on the video and the candidate identifiers written onto the assessment sheets (the Moderator will be totally unfamiliar with your candidates).
- The filmed evidence must show the candidate demonstrating the required skills in the activity which supports the mark awarded.
- The filmed evidence should show the best ability and performance of the candidate.

- The filmed evidence must be taken at the point of assessment which must be during the period of the course. It is not appropriate to send in filmed evidence which is a few months old and writing to the Moderator to say that the candidates are now much better.
- At A2, filming of representative games is appropriate. Identification of candidates must be very clear.

### **Selected Activities**

The most frequently assessed activities continue to be invasion games (mainly Hockey, Football, Netball and Rugby), Badminton, Swimming and Track and Field are the activities that are submitted most frequently. Volleyball and Water Polo are also popular. The other activities that are available are used to a much lesser extent but it is pleasing to see that nearly all the activities that are in the Guidance Booklet are selected by some candidates.

### **Evaluation and Appreciation**

In common with other aspects of the Coursework the Evaluation and Appreciation oral analysis presentation work has also varied considerably. From high quality, superbly presented, well considered work to just very brief talks that cover very little of the requirements.

These presentations are normally recorded in classrooms in formal conditions which help to maximise the confidence of the candidate and make the presentation analysis very clear. In some cases the microphone was too far from the candidate and, in others situations, the talks were outside with road, wind and other noise preventing the candidate to be clearly heard. All the work should ideally be recorded inside and in a formal environment. The exception to this is where as part of the presentation the candidate coaches or refers to a performance.

As with practical activity evidence, Centres must check DVDs before dispatch to ensure that the oral analysis presentations can be clearly understood.

Centres are urged to read the syllabus and updated Coursework guidance notes before teaching and assessing this work.

Candidates should clearly identify themselves by name, number and state the activity that they are analysing (this can be verbally or by caption on the DVD).

Some candidates were clearly very knowledgeable about the performance being analysed and the disciplines in the theory component theoretical knowledge underpinning the performance. Those who could apply this knowledge to the observed performance deserved to achieve high marks. Other candidates appeared to know the information but found it difficult to apply the knowledge and/or present it in a logical and coherent manner. Unfortunately, some candidates appeared not to fully understand the depth and width of the task. The lack of preparation was very apparent. Some had clearly prepared themselves for what can be a daunting presentation and others had applied little consideration prior to their talk.

### **Assessment**

This has ranged from being very accurate to some Centres whose assessments have been significantly generous and therefore scaling adjustments have been applied.

The moderation process will examine the evidence and judge whether the accuracy of the assessment is correct, consistent and fair. If the Centre has internally standardised effectively then any difference between Centre marking and the moderation outcome should be consistent across all activities.

Centres should note that, where adjustments are made, it is the final Coursework marks that are scaled and not individual activity marks.

A few Centres have assessed activities where the candidates are complete beginners, or at an early stage of developing their ability. Clearly candidates will find it very difficult to achieve a performance level that is at A2 level standard.

Centres should also note that candidates sometimes do not demonstrate their ability in sufficiently demanding conditions. 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 at A level standard either in full competitive situations or A2 prescribed conditions are planned and used.

In objectively marked activities the Centre must use the performance tables **and** provide DVD evidence of the candidate so that the 'critical assessment' aspect of the mark can be moderated.

### **DVD Evidence at AS and A2 level**

The assessment conditions at AS (conditioned competitive situations/AS prescribed conditions) and at A Level (full competitive situations/ prescribed A2 Level conditions) are different. It is **not** permissible for Centres to submit the same evidence for AS level Coursework assessments (9394/02) and for A2 Level Coursework assessments (9394/04).

### **Assessment Forms**

Centres must consult the updated AS/A Level Coursework Guidance booklet for teaching and assessing candidates for all future examination sessions. The booklet contains new specific assessment forms for some practical activities e.g. Olympic Weight Lifting, Life Saving, Track Cycling which must be completed for candidates assessed in these activities. Details of activities requiring activity specific assessment forms can be found in the Coursework guidance booklet. Other activities will require the completion of a generic assessment form, e.g. games activities.