

SPORT & PHYSICAL EDUCATION

Paper 8386/02
Coursework

Key messages

Evidence should be reviewed and forms checked by centres before submission.

Candidate identification is very important as moderators will not be familiar with a centre's candidates.

Centres should use the PDF files from the syllabus database as forms. Please do not attempt to convert these forms into another format.

A Coursework Assessment Summary Form needs to be completed by each centre.

An Order of Merit form needs to be completed for each activity in which a centre is submitting marks for candidates.

The Log of Competitive Participation is part of the assessment process and must be submitted for all candidates entered by the centre (not just the sample of candidates).

Action Plans and filmed evidence of warmups are **not** required in this syllabus.

General comments

There were some high-quality performances seen. Many centres had read and then applied the coursework section of the syllabus to their marking. Some centres presented well-structured evidence that facilitated the moderation process. However, some centres did not follow the coursework section and submitted evidence that was insufficient. Centres need to provide the required evidence, as stated in the coursework section. The identification of candidates was not always clear at some centres.

Before uploading videos and documentation onto the platform, centres should save them with a filename according to the content of the file (e.g. group or individual physical activity), as detailed in the samples database instructions. Sometimes forms and videos were sent without an appropriate name to match their content.

Administration

The forms submitted by some centres were carefully completed. In many cases the Coursework Assessment Summary Form, all the Order of Merits and Logs of Competitive Participation were complete and the accuracy of awarded marks was checked. This facilitated the progress of the moderation process. The forms submitted by some other centres were not always well organised. At some centres the marks on the Order of Merits did not match the corresponding marks on the Coursework Assessment Summary Form.

Centres should note that a zero mark is usually used when a candidate has submitted filmed evidence but that evidence is not creditworthy. These candidates should be in the sample as indicated in the samples database instructions.

At some centres, marking was too generous. Centres should apply the marking criteria found in the syllabus carefully and consistently across the whole range of activities submitted by their candidates.

Log of Competitive Participation

The Log of Competitive Participation is part of the assessment process and must be submitted for all candidates entered by the centre (not just the sample of candidates). Without a Log of Competitive Participation, a mark cannot be awarded for Effective Performance. The criteria state the Log of Competitive Participation must support Effective Performance marks.

In this series logs of Competitive Participation were of various lengths depending on the type of activity. Some activities can be undertaken more frequently than others and this is appreciated. Most candidates included a Log of Competitive Participation for all the competitive situations they participated in over the duration of the course, supporting their Effective Performance mark. Some centres did not include Logs of Competitive Participation and so Effective Performance marks had to be removed as the criteria clearly mentions this area must be supported by the Log of Competitive Participation.

Some centres, in addition to the Log of Competitive Participation, submitted additional supporting documentation that reinforced the other evidence of their candidates' ability levels in competitive participation. Examples included the times/results from track and field athletics, swimming and cross-country running races.

Filmed evidence

When filming candidates, it is important that each candidate can be identified easily. Where possible, the candidate should be clearly identified at the start of filming. The method used to identify candidates should match the information presented on the Order of Merit form. Most centres used effective ways to identify candidates. In some situations, identifiers were changed but when this happened, most centres used clear notes to indicate this to avoid confusion. However, some centres did not clearly identify all candidates throughout the evidence, and this caused a delay in the moderation process.

For a few centres, the evidence was filmed from far away, focused on the wrong candidate or played in a narrow window as if it had been recorded on a mobile device. This made identification difficult. Centres should have reviewed their evidence before submission. In some cases, low level of demand evidence was used. This was sometimes due to a candidate playing against much less able opposition or taking part in drills and skill activities that were passive and static rather than competitive and challenging.

The quality, quantity and type of evidence varied. Some centres produced good-quality filmed evidence. Many centres had reviewed, selected, edited and then checked their files before uploading. In some very good submissions evidence was edited to allow a focus on a particular candidate and phases of play. This enabled periods of irrelevance to be removed and clearly showed candidates performing a range of skills with tactical awareness demonstrated along with control, fluency and accuracy consistently in competitive situations, often supporting the mark awarded. However, centres are reminded that evidence must not be edited to make candidates appear more consistent or more able than they normally are. The speed settings of filmed evidence should not be adjusted.

Some centres used continuous and unedited evidence for physical activities such as Badminton, Table tennis and Competitive swimming. For activities that are longer in nature such as Association football, Volleyball and Field hockey they often included multiple examples of phases of involvement that show how the candidate was involved and what the outcome of that involvement was.

Some centres just filmed the whole Association football, Volleyball, Basketball or Field hockey game which meant there were lots of periods of irrelevance where the candidates did not demonstrate any skills as they were not involved in the play. This may have been better edited to show when the player was involved.

Comments on specific activities

Association football / Volleyball / Field hockey / Basketball

Most centres followed the syllabus closely and edited the evidence to show a range of skills being performed with control, fluency and accuracy in phases of play. This clearly showed what candidates could do and the level at which they could perform. Some evidence clearly showed how the range and quality of skills performed was maintained even under pressure in appropriate levels of competition that was appropriate to the ability of the candidates. Some evidence clearly demonstrated the overall performance, allowing

moderators to correlate the marks awarded, taking the performer's influence on the activity and other performers into account.

Some centres filmed candidates continuously in conditioned drills and performing conditioned games in a competitive environment. Due to this sometimes the range of skills shown was limited as at times candidates were not involved in gameplay.

In some cases, the level and quality of the opposition was too low, or opponents taking part in conditioned games were too passive. If the demand of the environment does not match an outstanding or very good level of performance, then it is difficult for candidates to access the highest marks.

Track and field athletics

Most candidates were assessed on the range and quality of skills and tactical awareness in different events from two of the three different event areas, as detailed in the requirements for the syllabus. Filmed evidence of track and field was sometimes very brief and did not always show a competitive situation or only included evidence of one event. Some evidence included elements that are not required in this syllabus, such as a warmup, and this should not be included in future.

In sprinting events, the filmed performance of various starts, mid-race actions and race finishes, filmed from different angles, showed the technique and ability of some candidates clearly.

In the different events in Track and field athletics, candidates must follow the rules. For example, the shot must be held correctly throughout, and foul throws avoided.

Cross-country running

Some courses met the syllabus criteria of needing to be a grass course of at least 5 km for males and 4 km for females, in open terrain with some inclines, undulations and turns, and not to include any roads (unless they are being crossed), artificial surfaces or be run on a flat track. In some examples, there was limited evidence of a range of skills, such as a race finish or running uphill.

Most centres had separately uploaded a map along with the coursework submission that had a scale and showed the terrain for the whole course with inclines, undulations and turns clearly indicated. Some centres did not include maps and must do so in future series.

Centres providing the best filmed evidence usually presented their candidates running on different aspects of the course and often this resulted in detailed footage.

Olympic weightlifting

Most centres followed the guidance closely. The stronger evidence included advanced techniques that were performed with control, accuracy and fluency in frequent competition. However, some centres awarded high marks to candidates who did not display advanced techniques, lacked control in their performance or did not perform in competition.

Badminton / Squash / Table tennis / Tennis

For these racket sports, centres are asked to note that candidates should be assessed in singles games only. Some centres filmed doubles games instead.

SPORT & PHYSICAL EDUCATION

Paper 8386/11
Theory

Key messages

Candidates should be prepared for the mathematical requirements of the syllabus.

Candidates should be prepared to attempt to address the command word in each question.

Candidates should note the mark allocation for each question.

General comments

This was the first series of a new syllabus and candidates generally engaged well with the paper. Candidates usually answered best on questions from the areas concerning sociocultural issues and influences. These questions usually allowed candidates to apply knowledge from their own experience of sport and physical education. Weaker candidates tended to struggle to understand or use some of the technical language required at this level. For example, this was seen in responses to some questions about exercise physiology.

Comments on specific questions

Question 1

- (a) Stronger candidates identified the correct type of movement at each joint and knew the main agonist for each movement. Candidates should be reminded that the deltoid muscle is subdivided into the anterior deltoid, medial deltoid and posterior deltoid. The syllabus sets out the main agonist for each type of movement.
- (b) Many candidates were able to describe one characteristic of physical education. The strongest candidates tended to use precise wording. This area of the syllabus develops an understanding of the concept of physical education. Weaker candidates could be encouraged and supported to learn some of the characteristics listed in the syllabus.
- (c) The strongest responses showed a detailed understanding of commercialisation of sport. Most responses assessed the value of commercialisation by including points on how it can be a benefit. Stronger candidates also raised some issues. For example, issues caused by the pressure to perform in a highly commercialised sporting environment. Some weaker candidates instead described basketball as a form of entertainment and often only made a few evaluative points.
- (d)(i) Most candidates knew that cardiac output is calculated by multiplying heart rate and stroke volume. Some candidates did not include an appropriate unit, which was a requirement of the question.
- (ii) The strongest candidates understood that the vascular shunt mechanism increases blood flow to working muscles and restricts the flow of blood to non-essential organs and usually explained how changes to the arterioles and precapillary sphincters enable this to happen. Weaker candidates showed a limited understanding. Some very weak candidates did not attempt to answer the question.

Question 2

- (a) (i) Stronger candidates knew the labelled parts of the model. Most candidates used precise syllabus terms carefully.
- (ii) The strongest responses included a range of suitable suggestions of how a coach could improve retention of a student. These candidates recognised that a demonstration is a key element of the theory and that this question focused on retaining the image from the demonstration. Weaker responses sometimes focused on what a performer should do rather than a coach.
- (b) (i) Most candidates explained that gravity acts downwards on the shuttlecock. Stronger candidates explained that air resistance acts in the opposite direction to the movement of the shuttlecock. The strongest candidates understood that air resistance was the dominant force acting on the shuttlecock, explained why this was the case and what effect it had.
- (ii) The strongest candidates understood that acceleration was negative. These candidates showed how to work out the average acceleration and gave appropriate units. Candidates who showed some appropriate working or gave the units could gain partial credit. Some weak candidates did not attempt this question.
- (c) The strongest candidates identified a range of examples of the use of technology in badminton. These responses tended to take the headings and ideas from the syllabus and apply them to suitable examples for badminton. Most candidates focused on the advantages for performers, as this was in the question. Candidates are reminded that evaluations could also include negative points as candidates should have been making a judgement on the quality/value/importance of the advantages. Weaker responses tended to describe advances in technology without making the evaluative comment that the question required. Some weaker candidates focused their responses on spectators instead.

Question 3

- (a) (i) The stronger candidates usually knew the characteristics of abilities and described them accurately. Weaker candidates tended to misunderstand the term 'enduring' and some defined endurance instead.
- (ii) Most candidates were able justify some of the classifications of the skill of serving in tennis. The strongest responses did this for all four classifications. Candidates are reminded to try to avoid using the same words as given in the question when formulating a response.
- (b) This question considered the characteristics of sport as a concept. Many responses identified the competitive nature of sport and the presence of officials. The strongest responses listed other relevant characteristics about this concept.
- (c) Stronger candidates described each type of motivation accurately and with precise language. Weaker responses sometimes stated possible examples for each without the descriptions needed to gain credit.
- (d) Stronger candidates seemed to take note of the mark allocation for this question and realised that several different reasons were needed for full credit. Some weaker candidates seemed not to carefully read the question and tended to say that performance-enhancing drugs (PEDs) were used because of the pressure to win or equivalent responses. This could not be credited as other reasons for using PEDs were requested.

Question 4

- (a) (i) This question was generally answered well. Some weak candidates gave a response that was missing the 'million' aspect.
- (ii) This question was generally answered well. The question stated that different benefits were required. Some weaker responses were limited to repeating the same point which could not yield additional credit.

- (b)** Most candidates understood that changes to the mechanics of breathing during exercise cause an increase in breathing rate and tidal volume. The strongest candidates explained how the respiratory muscles contracted more strongly to cause greater changes in the volume of the thoracic cavity, which causes a greater drop in pressure in the lungs. Candidates should be reminded that answers must differentiate between what happens at rest and the differences caused by the active responses to the need for greater volumes of air.
- (c)** This question asked for differences between the types of feedback used by performers in the cognitive stage of learning and those in the autonomous stage of learning. Answers needed to provide direct comparisons to be credited. Many candidates could outline one difference. The strongest candidates paid attention to the mark allocation and gave four clear differences. Separate lists of types of feedback for each performer was not regarded as outlining how these differ.

SPORT & PHYSICAL EDUCATION

Paper 8386/12
Theory

Key messages

Candidates are advised to pay attention to the mark allocation of each question and consider planning their answers accordingly.

Candidates should understand and be able to draw graphs involving the different quantities of linear motion.

Candidates should include units with responses where relevant.

General comments

This was the first series of a new syllabus and candidates generally engaged well with the paper. Most candidates appeared to be well prepared for the exam, showed generally good use of technical language and seemed to manage their time well. The strongest areas were generally physiology and sociocultural influences and issues. Weaker candidates sometimes found questions on skill acquisition and theories challenging.

Comments on specific questions

Question 1

- (a) The stronger candidates generally noted well that some of the characteristics of physical education had been excluded by the stem and that others were asked for. Some weaker candidates identified possible features of some physical education lessons rather than addressing the concept of physical education as set out in the syllabus.
- (b) Stronger responses showed detailed knowledge and understanding of the use of schema theory. These candidates usually explained how a teacher could use a variety of approaches to build on and adapt the fundamental motor skills that are developed by children at a young age. Some weaker candidates did not attempt this question.
- (c) Most responses showed some knowledge of the advantages and disadvantages of verbal guidance. Stronger responses gave the multiple points required for full credit.
- (d) Many candidates knew the long-term effects of exercise on resting heart rate and stroke volume during sub-maximal intensity exercise. The strongest candidates also applied their knowledge well to the heart rate during maximal intensity exercise part of the question.

Question 2

- (a) (i) This question was answered well by many candidates.
- (ii) Most answers identified the correct articulating bones at the shoulder joint. Weaker candidates may need to be reminded that the articulating bones at each joint are listed in the syllabus. Some weaker candidates included names of inappropriate bones.
- (iii) Stronger candidates identified the main agonist muscle that causes shoulder flexion. Candidates should be reminded to use the specific terminology required at this level. The syllabus sets out the main agonist for each movement.

- (b) The strongest candidates applied Newton's second and third laws accurately to a shot in tennis or badminton. Weaker candidates tended to only be able to state each law without application. Candidates should be encouraged to learn how to apply Newton's laws to a range of sporting skills.
- (c) This question assessed knowledge of forces acting on a ball in flight. Most candidates identified air resistance and weight or gravitational force. The strongest candidates understood that weight or gravitational force acts downwards from the centre of mass of a ball and represented this on the diagram.

Question 3

- (a) (i) This question was generally answered well. Weaker candidates did not always give the two muscles their full names or confused these muscles. Weaker candidates may need to be reminded to differentiate between concentric and eccentric contractions.
- (ii) The strongest candidates applied their knowledge to outline three different factors affecting stability of the basketball player. Stronger candidates were clearer in their use of specific language about the factors determining stability.
- (b) Stronger candidates seemed to pay attention to the mark allocation and stated a suitable number of different values of sport. Weaker responses sometimes tended to focus on one or two values listed in the syllabus and repeated these or examples of them.
- (c) (i) Most candidates were able to outline part practice. Stronger candidates understood about varied practice too.
- (ii) Many candidates described an example of massed practice correctly. Stronger candidates were able to apply their knowledge of distributed practice. A common misconception was that distributed practice involved a change of skill after a break.
- (iii) The stronger candidates were able to describe several advantages of using massed practice. Some weaker candidates could only offer one.
- (d) This question was answered well by most candidates who offered a range of possible causes of violence between players in a basketball match. Some weaker candidates tended to repeat the same point. Candidates should be reminded to pay attention to the mark allocation and try to produce a range of different answers that fully shows what they know and can do.

Question 4

- (a) Many candidates showed an ability to apply at least some of their knowledge and skills here. Some weaker candidates seemed to be sketching for the wrong quantities or had confusion about how to do so. The strongest candidates produce some excellent sketches.
- (b) (i) The strongest candidates showed a knowledge of momentum as mass \times velocity and knew the correct units for momentum. Other units were allowed if appropriate. Some candidates made the calculation but did not present their answer to one decimal place or did not give correct units.
- (ii) This question was generally answered well. Many candidates rearranged an equation for calculating velocity to give the correct time taken to run 100 metres. Many candidates showed some appropriate working.

Question 5

The strongest candidates described gaseous exchange at the lungs in a detailed and logical manner. These responses covered the differences in partial pressures of both oxygen and carbon dioxide in the alveoli and in the capillaries. They also tended to describe the correct direction of movement of each gas. Some responses mentioned a diffusion gradient in isolation only.

SPORT & PHYSICAL EDUCATION

Paper 8386/13
Theory

There were too few candidates for a meaningful report to be produced.