

GCE

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Examiners' Report

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## Unit 1: The social basis of sport and recreation

### General Comments

Examiners reported a wide range of quality in candidates' answers, but it was good to see a large reduction in the number of candidates misreading the rubric rules for this paper. Many candidates scored well in one section but not so well in the other; this was usually section B and it was evident that time management was an issue with a number of candidates who appeared to run out of time when writing their answer to the essay questions. Centres are asked to encourage candidates to answer the essay question first.

There was a good spread of responses in section A as both questions proved popular. Candidates who chose question 1 scored slightly higher on average than those who chose question 2. Again, the key to success is reading the question carefully and working out the best way/structure of answering the question. It was good to see that most candidates are confident with the ePEN style of papers. It is still, however, very important to stress the importance of clear and legible writing.

Although there was a feeling that the standards of essay-writing is still improving, far too many essay plans read by examiners appeared to have little link to the answers candidates actually produced. This would suggest that centres are getting it right when helping candidates plan their essays, but need to spend more time with candidates when they are actually *writing* essays. Once again, far too many candidates wrote essays that answer a question they would like to have read rather than the one on the actual exam paper.

The most popular questions in section B were questions 4 and 5, though many of the essays here were just long descriptions of examples. Although question 6 was the least popular, answers to this question did usually begin to develop an analysis.

### Candidates' responses to the questions

#### Section A: UK and European Context

Q1 (a) A well answered question. Most answers concentrated on mark points 1 and 5 with better candidates getting points 3 & 4. Not many scored full marks and many missed points 6 and 7.

(b) Many used FA as their example, although they then went on to describe the role in detail. Some used FIFA and then IOC as examples. Most candidates scored well.

(c) Most candidates scored marks for points 1, 2, 5 and 6. Some weaker candidates listed access, opportunity and esteem, but many scored well on this question.

(d) Key to this question was answering both parts of the question. Though most candidates managed to define the term 'sport for all', few went on to discuss the benefits.

(e) (i) This was well answered by most candidates, with most discussing race and ethnicity as their example, and not all using Bradford Muslim women which was good. Only better candidates used an example from their local area

(ii) This question was not answered well. Candidates' answers were often vague, and many seemed confused by the terms 'reformative policies' and simply listed laws such as DDA. Some did identify points 1 or 2 but many only talked in detail about one policy. Those candidates who scored full marks provided answers that were well written, but many said things should just be free.

- Q2 (a) Some candidates got mixed up with changes in sport but many others scored well and did discuss societal changes. Most scored for points 1, 3, and 6 with better candidates identifying points 8 and 9.
- (b) This was a straightforward question, and many candidates scored maximum marks. However, many only mentioned point 2; those candidates that did score well went on to cover points 3 and 7.
- (c) There were varying answers to this question. Some candidates said the wars were in 1560; others mentioned that school was cancelled during the war as it was too dangerous to go outside. Candidates that did score marks got points 1, 2, 3, 5, 7 while better answers identified point 6. Some candidates lost marks writing about present day policies even though the question clearly stated early 20th century.
- (d) A number of candidates lost marks by writing about mass participation policies not related to excellence.
- (e) Again, this question was quite well answered. Weaker candidates still scored well but their marks concentrated around points 2, 3, 4, 5, 7 and 8; better candidates mentioned more of the other points. It was pleasing to see many candidates referring to their own personal experience of sports clubs in their areas.

#### **Section B: Issues in Sport: The Olympic Case Study**

- Q3 Many candidates listed 1936, 1968, 1972 and discussed racial issues. Better answers did define concepts and talk about myths and stereotypes but answers were a bit disappointing and many seemed to have missed the point of quite a straightforward question. The best answers also developed points relating to 'white flight' and 'self fulfilling prophecy'.
- Q4 This was a frustrating question to mark. Many candidates simply wrote detailed accounts of the many ways to be deviant even though some of them had obviously studied types of drugs and their effects on the body. Some did begin to discuss the influence of monetary rewards and pressure for athletes to do well. Many answers lacked depth and only better candidates wrote about the race between drug companies and testing.
- Q5 Candidates did not seem to really grasp this question and there were a lot of vague answers. Some mentioned Uberroth and gave a good description of the early Olympics and De Coubertin's ideals. Better candidates did mention English public schools but most drifted through their response with no real sense of where the essay was going or any depth to their response.
- Q6 Candidates concentrated on the differences in the TV and media coverage and gave good details about the History of the Paralympics. Candidates discussed issues of venues and the views of Samaranch but didn't really mention positive moves such as the success of Sydney.

**Mike Hill - Principal Examiner**

## Unit 3: Exercise and training

### General Comments

Where candidates knew definitions and were able to apply them they scored well. Disappointingly, however, many candidates were unable to recite definitions that are clearly indicated on the syllabus.

### Candidates' responses to the questions

- Q1 (a) Maximum marks were obtained by quite a high percentage of students. Common mistakes were a failure to identify whether the partner / active / passive stretches were performed statically, ballistically etc. Furthermore, candidates could name PNF but could rarely define it accurately.
- (b) (i) These four terms were correctly defined by many students, though weaker candidates confused synergist and fixators or simply omitted them altogether. Stating that an agonist was a "contracting" muscle failed to score as a fixator and synergist are also contracting muscles.
- (ii) A well answered question with most candidates scoring 2 of the available 4 marks. Alarming, a significant number of candidates still refer to an agonist etc as a bone.
- (c) (i) The majority of candidates were able to list and describe the likely benefits of altitude training but few accurately explained why altitude training is beneficial to an athlete.
- (ii) A straightforward question that was well answered by the majority of candidates who frequently scored at least 2 of the available 3 marks.
- Q2 (a) (i) A well answered question by many candidates; however, few were able to identify 6 physiological responses. Weaker candidates described a warm up or repeated points in their answers.
- (ii) Again, this was a well answered question with the majority of candidates matching their benefits to the aforementioned responses. Weaker candidates tended to repeat their list of responses.
- (b) (i) Answers were often very vague and consequently candidates failed to score any marks in many cases. Stronger candidates scored 1 mark for a brief description of one or other mode of training and some scored 2, one for each. 3 marks were rarely awarded.
- (ii) This was answered slightly better than Q2bi but again, answers were either too vague or too unrealistic eg sprint 100m: rest 10 seconds, repeat 10 times. Realistic applied answers were required that identified a relevant W : R with suitable repeats and also identified a suitable objective.
- (c) A very disappointingly answered question. Many candidates identified that a macrocycle is longer than a mesocycle which in turn is longer than a microcycle. However, few identified the link between the three, stating instead that different cycles were used by different types of athletes.

- Q3 (a) (i) A well answered question which frequently scored the maximum available marks.
- (ii) Again, maximum marks were often scored for this answer.
- (b) (i) Examiners saw a mixed range of answers for this question. Stronger candidates scored the full mark allocation; however, rotation was often described as circumduction. Alarming, a number of candidates were unable to correctly identify flexion / extension.
- (ii) Most candidates were able to identify the joint and the prime mover but provided examples which were far too vague, eg playing football. Weaker candidates provided a named bone as the prime mover.
- (c) A well answered question by the majority of students.
- Q4 (a) (i) A very poorly answered question with the majority of candidates listing 3 synovial joints.
- (ii) An equally poorly answered question with vague sporting examples often provided by candidates who again frequently referred to 3 synovial joints.
- (b) (i) In contrast, this was a well answered question and candidates frequently achieved the all available marks.
- (ii) "Validity" and "reliability" were generally accurately defined; however, weaker candidates either confused the two or used the words "valid" or "reliable" in their answers.
- (iii) Generally a well answered question, although most candidates only scored 3 of the 4 marks available.
- (iv) Many candidates misunderstood this question and identified two tests, one which was valid and one which was not for a sport.

**Gavin Roberts - Principal Examiner**

## Unit 2 and 5: Enhancing and refining performance

This report summarises the moderation of all components for Unit codes 6722 and 6725. The Component codes will be detailed for each appropriate report section and this year it has been pleasing to see a record number of examination centres and entries that have been moderated through cluster groupings and, for some of the written components, through external moderation. Centres are thanked for their co-operation in hosting cluster groups and for their willingness to support their candidates through the moderation process.

The overall impression gained this year is similar to that of previous examination series, with the more able candidates achieving high marks across all components. This once again is reflective of the experience of individual teacher-examiners and their centres' ability to deliver the specification to a high standard while also completing the rubric of the examination as specified in the Instruction for the Conduct of Examination booklet (ICE document).

For all components, as in previous years, common errors have occurred and these follow a familiar pattern of the wrong 'options' forms being used or completed incorrectly and failure to meet deadlines for the submission of externally moderated coursework. Centres are also reminded of the need to complete all pre-moderation forms in full and send these to the lead moderator at least 10 days prior to the day of the moderation. Rather disappointingly, there have been a small number of cases of plagiarism and centres will be made aware of this individually while all teacher-examiners are encouraged to thoroughly read their entire candidate's work before signing the authentication sheets as appropriate. In addition, centres are reminded of the need to ensure all their candidates do not exceed the established word count limits; when word limits are exceeded the centre allocated mark is reduced by moderators.

The concept of the IPP has wavered slightly as centres become more familiar with what is exactly needed to successfully complete the AS and A2 courses. Where the IPP has been a central focus for the two cycles of the course the quality of the work seen has been outstanding and centres have been original in the assignments set and the work produced. This deserves congratulations and the candidates concerned will, as a result, obtain higher marks in all areas. Centres are to be thanked for hosting the cluster moderations and for the co-operation shown in agreeing to a moderation date that accommodated others. However, the Board is aware that not all clusters were logical in the grouping of centres and are aware of the difficulties when clusters exceed three schools in number.

This year, however, there has been a growing concern over the professional conduct of some individual teachers with regard to their co-operation and acceptance of the moderation process. It is dismayed to have to report that the moderation team has encountered 'hostility' towards the professional judgments and decisions made 'on the day' by the moderation team. Centres are reminded that it is not acceptable for moderators to be placed in a position of compromise and dispute over their judgments.

Following moderator training examination standards are applied nationally and to ensure continuity of standards all moderators act professionally and to the best of their ability. Above all, there is no evidence to suggest that there is inaccuracy and inappropriate application of the marking criteria as defined in the specifications on any consistent basis. Subsequent to this for the next examination series 2006-2007 a process of anonymous moderation with only limited feedback, similar to that undertaken for GCSE PE, may be introduced.

### **Section A: Acquiring Skill**

Component 6722-01 'Skill Acquisition' was completed successfully with common patterns emerging. The most able candidates scored well and above the 'A' grade boundary, demonstrating a clear ability to answer with a depth of knowledge while applying a range of varied and interesting sports examples rather than quoting generic sports examples, such as merely mentioning 'rugby' or 'hockey'. Centres need to be aware that the sports examples their candidates use prove the points they are making and in effect are crucial to the answering of the question. The acquiring section once again scored the highest marks, the 'applying' section was satisfactory, if a little repetitive, while the analysis section was again the weakest answered. Candidates fail to fully understand the need to relate their answers to the question title and specific subject area rather than list a series, or use what is often irrelevant information. Simply writing everything they know about all areas of skill acquisition fails to answer the question and inevitably means the word count is exceeded. The accuracy of marking was strongest with the lower standard tasks while those at the top end of the mark boundary tended to be marked more generously. Many of the higher marked tasks relied on simple lists and lacked coherency and the issues and terms were not always linked in a clear and analytical manner and were therefore moderated accordingly.

Some centres and candidates are not referencing correctly or including an acceptable bibliography. Where common titles are being used by all candidates a limited range of sports examples and depth of knowledge is evident suggesting centres have taught to the 'tasks' rather than for the wider knowledge and understanding that candidates need. Particular difficulty came from the moderation of overseas centres where many seem to have consistently over-marked their candidates. These centres are reminded of the need to seek Inset opportunities and to carefully read the E9 feedback form issued by Edexcel.

### **Section B: Option A: Practical Application and Section C: Option A: Practical Performance**

Components 6722-02 and 6725 -03 Practical Activities followed a familiar pattern with the most popular sports activities such as football and netball dominating while a wide range of 'off site' sports options were also prevalent. Centres are reminded of the need to justify marks in activities such as trampolining and gymnastics in relation to the quality of movements performed and to apply the marking distinctions between AS and A2 candidates in all activities. Some issues relate to submission of appropriate video evidence in terms of the video content and the length of the coverage - this need to be completed more thoroughly. In particular, some centres are selecting softball or rounders for male participants when there is no evidence of any competitive performances having taken place against recognised opposition in a formal setting - as a guideline at least three 'fixtures' must be evidenced. In future series, the moderation team will be instructed to obtain validation of both structured practices and competitive situations in all sports.

### **Section C: Performance: Analysis and Provision**

Components 6722 -04 The Analysis of Performance was a mixed bag of very good and relatively poor tasks. Some centres are clearly not teaching this as an important part of the overall course and one that underpins all components. Marks awarded at the top end were earned by excellent candidates who were able to verbally explain and expand upon the written work contained in their IPPs. Centres are encouraged to expand their time allocations to this component and to prepare their candidates fully for the oral examination.

The Local and National Assignment was generally completed successfully; however, these assignments are becoming very familiar and repetitive. There is still an issue with centres adhering to the 1000 word limit, although it is acknowledged that it places a great onus on candidates to write succinctly. The use of appendices is growing; however, this can also be abused by a candidate's task containing a mass of internet downloads and not the candidate's own work. Centres are asked to be vigilant about this.

### **Section A: Factors Affecting Performance**

Component 6725 - 01 Factors Affecting Performance suffered from a recurrence of many of the issues from previous years. The purpose of this assignment is to allow candidates, in an applied manner, to refine their own sports performance in the role of a performer or, for example, a coach, trainer or sports psychologist. The introduction section often does not contain specific reference to this role and why it has been selected and how as a result of the assignment the candidate's role will be improved. Bibliographies are either brief or non-existent or they are beyond a candidate's field of study, they are fabricated. One bibliography contained over 25 references which were lifted from a secondary source. The use of internet sites means many Research and Literature Reviews are a compilation of web pages cut-and-pasted together or, in a few cases, copied directly. The Application to Performance section is best completed where there is clear evidence of applied primary work using established recording methods such as notation while in weaker assignments it is inevitably only subjective comment with no validation. Time scales and appropriate field attempts must be clear in the planning stage and then carried out as prescribed. Centres are also reminded not to allow candidates to undertake assignments that have ethical considerations such as the effects of caffeine on improving a performance.

Some centres, and therefore their candidates, produced very good assignments as awareness of the demands of this component are taken on board. The general conclusion is that these assignments are being over marked. Word counts are still being abused and marks moderated as a result. Centres are advised to ensure that their candidates complete a piece of original work within the 1500 word count that clearly identifies a refinement in a performance unique to the candidate. Centres are asked not to conduct blanket assignments common to every candidate.

## **Section B: Personal Exercise Programme**

The Personal Exercise Programme - 6725-02 was once again completed with outstanding examples seen from many candidates. This component usually yields a high number of 'A' grade assignments and is worth significantly more than the 5% it is allocated at present. Centres should be complemented on the guidance and encouragement they have given to their candidates. The single area of greatest weakness in the lower marked assignments as well as some at or above the 'A' grade boundary has been that candidates design inappropriate programmes that fail to adhere to and use the knowledge and understanding gained from Units 3 and 6. Further to this W:R are often inappropriate, tests tend to be non-specific to the particular energy system(s) being stressed or outdated and some training bears no direct relationship to the candidate's sport. Centres are also reminded that the Board will not normally accept 'club' training as part of an exercise programme. This is because it lacks consistency and scientific rigor but above all is outside and beyond the control of the candidate. Many candidates fail to explain orally at moderation a depth of understanding which suggests a large amount of copying from web sites and texts has taken place in the written version of their PEP. Periodisation must be applied appropriately and full testing before, during and after the programme needs to be validated. The use of heart rate monitors, ICT software for analysis and electronic recording equipment are now accepted as a necessary part of cardio-vascular programmes in particular as well as most other exercise programmes.

## **Section B: Option B: Research Project and Section C: Option B: Investigative Study**

Components 6722-03 and 6725-04 the Research Project and the Investigative Study were completed successfully in those centres where a high degree of tutoring had taken place. Some assignments were outstanding showing innovation and academic creditability.

For the Research Projects centres are reminded of the need for candidates to write to the specific headings of the assignment and to conduct thorough research of secondary sources. Some plagiarism has been evident and in other cases the research often lacks depth. For the Investigative Study once again centres failed to use the assessment criteria as sub-headings and as a guide to writing. Some candidates did not write in prose, choosing to list information by bullet points or even writing in tables with no linking descriptions or appropriate use of grammar. Some candidates are also clearly finding it difficult to write on a topic that is manageable and relevant to them. In the Introduction and Planning section candidates must establish specific aims and detail how they are going to proceed with their study. The Review of Literature has seen many of the weaker candidates rely too heavily on the internet rather than seeking out University Journals and a range of texts. For the Research Methods section the weaker candidates failed to justify their methods and more centre support is needed. For the 'Results' section the better studies contained excellent use of graphs, tables etc as appropriate and also a written summary of the findings. The Discussion and Conclusion section must not contain the analysis of results and in the better studies seen candidates referenced the Review of Literature for explanation. Finally, for the Appraisal section most candidates were able to identify their limitations but many lacked originality. Centres are advised to ensure candidates do not rush this section but develop a logical final assessment of their work. Candidates must also include all the data collected for their study and place this in the appendices.

Generally candidates are reminded to be concise in their writing as one major concern still remains in both these components - exceeding the word count limits. Candidates have lost marks as result of the moderation process which is a real issue for centres to address. The limit for the Research Project is 2000 words and for the Investigative Study 2500 words. Centres are also required to submit their assignments in a suitable format, bound and clearly identified to the candidate concerned.

Overall, the moderation process enabled all candidates to gain the marks that their abilities and written assignments deserved while applying the rubric and appropriate mark standards for this series. Centres are encouraged to act on the advice given to them from the moderation team and to read carefully the E9 report for each component.

## Unit 4: Global trends in international sports

### General Comments

It was good to see a number of candidates using very up-to-date contemporary issues in both sections of the paper as this does tend to help candidates explain their points.

It is pleasing again to report that there were very few candidates this year choosing a culture they had obviously not studied or answering too many questions in section A. Centres should be reminded that 50 marks are allocated to the essay on this paper and 25 marks to the shorter questions in section A. It is recommended that candidates spend approximately 45 minutes on their essay and 30 minutes on Section A. Some candidates may wish to answer the essay question first, before attempting section A as many appeared to have run out of time when attempting the essay as their second answer.

In section A, question 1 was again the most popular.

There was a good spread across the essay titles, with questions 6 and 7 marginally the most popular. Too many essay answers were predominately descriptive with only limited analysis; the highest scores were achieved where candidates wrote balanced essays often relating to a central argument. Can we also remind centres that candidates should be using a range of examples from global games and not just focus on the Olympics - this was covered in the AS and candidates are expected to show progression.

### Candidates' responses to the questions

#### Section A: North American cultures

- Q1 (a) This was a very well answered question and most candidates scored full marks. However, some candidates did get mixed up when differentiating between Radical and Counter Culture, and in other cases the example from sport was weak as many simply described an event, eg 'it is where they use drugs'.
- (b) Again, a well answered question. Most candidates used topography and climate while better candidates also added population or transport.
- (c) Not a well answered question. Many candidates gave a good description of the scholarship and draft system rather than answering what was needed. Responses did use 'crowds', 'no local clubs' and 'not professional' but not many scored full marks.
- (d) (i) Most candidates answered this question badly and gave responses that fitted better into the second part of the question. Some got names of teams but only better candidates also gave information from points 1, 2 and 4.
- (ii) This question was answered well and most candidates made the link to the counter culture movement. Points relating to fashion and media coverage were also well developed. The best answers also discussed the ideal of escaping from the city and there was also a reflection of the early pioneering spirit.
- (e) Most candidates understood that 'little league' provides opportunities for youngsters to participate in competitive sport. Better candidates understood that it is a scaled down version of the adult professional games with the win ethic still very prevalent.

- Q2 (a) This was quite a well answered question and all candidates identified how sport is used as a shop window in New World cultures and specifically for Australia how sport is an important means of maintaining contact with the mother country. Better answers identified that it was part of developing an identity and a separate culture that reflected both the 'bush ethos' and also a drive for health and fitness.
- (b) (i) This was not well answered at all with candidates using only the AIS, ASC as a point.
- (ii) This was better answered with the majority of candidates identifying the shop window effect and the failure of Australia at the Montreal Olympics. Better answers understood the political benefit of sporting success and that there may also be knock on economic benefits.
- (c) This was a poorly answered question and few candidates were able to identify valid reasons. Weaker answers tended to focused purely on climates while the few better answers identified fashion and media.
- (d) Not many candidates scored points on this and answers used the UK as a comparison rather than actually answering the question. Weaker answers talked at length about SESPEP and compulsory PE. Better answers identified that outdoor education is required for survival due the closeness of the bush. A small number also identified that it offered another chance for gaining global excellence.
- (e) The majority of candidates lacked the required knowledge to answer this question and a significant proportion of candidates failed to score at all. A small number of candidates identified the role of FISU and the fact that universities played in a range of competitive leagues and cups.
- Q3 Not many candidates attempted this question, and as in previous years most of the examples given related to long distance running in Kenya. Candidates scored best on the more general questions such as parts (b) and (e), where candidates were asked to give specific examples. Centres are reminded that they can use examples from both named cultures.
- Q4 Not many candidates attempted this question. The main issue was candidates failing to give or refer to specific cultural examples in their answers, and many of the questions specifically asked for this. Again candidates scored best on the more general questions such as parts (b) and (e).

## Section B: Synoptic Analysis of Trends In International Sport Through Global Games

- Q5** Many of these essays became simply lists of protests at the Olympics, concentrating on repetition of points 14, 13, 12, 11, 6 and 2. It was disappointing to see few candidates using global examples. Essays tended to be very descriptive with no real depth. Better answers identified the role of the media in highlighting how global games have been used for protest.
- Q6** These essays concentrated on the Paralympics and some became a list of disadvantaged groups and how the Olympics has helped them. None of the responses really got to grips with the deeper issues that needed to be addressed if candidates were to earn the higher marks. Better candidates did mention role models, stereotypes and myths but again responses concentrated on the Olympics.
- Q7** This was quite well answered although responses also concentrated on the Olympics and lacked depth. Candidates discussed the structure of the Eastern bloc system in some detail and used comparisons with Australia, France and the USA. There were not many examples used but better candidates did discuss some of the relevant issues, especially the moral issue of taking children away from home to train. Some also discussed the political uses of global games and why countries want to create champions.
- Q8** Weaker answers produced essays that were overly descriptive, focusing on the role of Peter Uberroth in the 1984 Olympics. Most did develop points on the increasing use of sponsorship and endorsement; Tiger Woods and David Beckham were the most popular examples. Many candidates also went on to identify the link between the 'win ethic' and an increase in deviance. The best answers highlighted both the positive and negative effects of commercialism.

## Unit 6: Scientific Principles of Exercise and Performance

### General Comments

It was pleasing to see very few rubric errors this year with candidates answering the correct number of questions from each section. Centres need to emphasise the need for candidates to indicate which questions they have answered on the front of the answer booklet. Centres also need to ensure that candidates are using the correct 12 page answer booklet for this unit, and not the 8 page booklets which then often means the need for many additional sheets. In section A, question 1 was more popular than question 2. In section B, sports psychology is still the favourite optional topic, although there do seem to be more centres now offering sports mechanics to their candidates. In section B, questions 5 and 6 were equally important. In section C, question 7 was the most popular choice, closely followed by question 10. Fewer candidates answered question 9 and very few opted for question 8.

### Candidates' responses to the questions

#### Section A: Exercise & Energy Systems

- Q1 (a) (i) This question was the most poorly answered on the entire paper. Many candidates just left this part blank or simply guessed an answer. The most common mark for this question was 2. This was because the majority of candidates could remember the two relevant equations, but then failed to convert kilometres to metres, and minutes to seconds, and so could not score any more marks.
- (ii) Very few candidates scored maximum marks for this question. A majority of answers simply outlined a general carbohydrate-loading programme and missed the point of the question. Stronger candidates could identify that several days were needed to encourage super-compensation, but very few went on to mention points 5 and 6 in the mark scheme.
- (b) (i) This question was generally answered well with the majority of candidates scoring 5 or 6 marks. It was clear though that many candidates are unaware of what 'the characteristics' of each energy system means, as many answers included unnecessary equations and lengthy detailed diagrams.
- (ii) Many answers for this question used the 1500 metres track race as an example, which was perfectly acceptable. Weaker candidates often only scored 3 marks for this question, because although they could identify examples of when each energy system would be dominant, they were unable to give a relevant justification. Stronger candidates often scored maximum marks because they could relate their justification to both the intensity and duration of the exercise.
- (c) Those candidates that didn't know enough about this topic often gave long irrelevant answers about a cool down, and went on to say that we sweat lactic acid. Those candidates that did know the topic often scored maximum marks, although very few could identify that lactic acid is used as an energy substrate for cardiac contractions. Recovery is a major part of the specification and candidates must ensure they are familiar with this area.

- Q2 (a) This was a poorly answered question in general, with most candidates only scoring 3 or 4 marks. Weaker candidates tended to simply write about carbohydrate loading. The most common answer simply outlined the role of fat, carbohydrate and protein in an athlete's diet and compared an endurance athlete to a weightlifter. Only stronger answers addressed the diet as a whole and could discuss the need for vitamins, minerals, fibre and water.
- (b) Those candidates that didn't know this topic often gave vague answers about ATP being stored in the body and converted into ADP and energy. Those candidates that did know the topic often scored maximum marks, with the best answers relating the breakdown of ATP to the sliding-filament theory.
- (c) (i) This was a very straightforward question with the vast majority of answers scoring maximum marks.
- (ii) It is still a concern that candidates can not draw a suitable energy continuum. Weaker answers often had an irrelevant diagram, and then the answer went on to incorrectly state that a runner would use the ATP-PC system for about 12 seconds, then use the lactic acid system for the next couple of minutes, and then use the aerobic system after the lactic acid system has ran out. Stronger candidates could link their placement with a suitable justification that referred to the intensity and stage of the race.
- (d) This was another question that candidates could either answer or not. Weaker answers tended to score 2 or 3 marks for mentioning the replacement of ATP and the removal of lactic acid, and contained lots of irrelevancies. Many answers missed out on a mark because they could not give the correct full definition of EPOC. Stronger answers usually scored maximum marks. Recovery is a major part of the specification and candidates must ensure they are familiar with this area.

## Section B: Sports Mechanics and Sports Psychology

General note: Candidates are still losing marks by not including the correct, or more worryingly, any units for their answers.

Q3 (a) Well answered with most candidates scoring maximum marks.

- (b) (i) Almost all candidates could identify that force B was the ground reaction force. Yet again, candidates are incorrectly identifying Gravity instead of Weight. Only stronger candidates could explain the role of forces A & B in maintaining the gymnast's balance; however, very few gained marks for stating that the forces should act through the same point.
  - (ii) Weaker answers related what the gymnast would do in the air, rather than what she would do to initiate the movement. Stronger answers usually scored maximum marks.
  - (iii) Some weaker answers tended to score 1 or 2 marks being able to say that the floor makes force B larger and would make the gymnast go higher in the air. Stronger answers usually gained max marks.
  - (iv) Many candidates scored 3 marks here by identifying that angular velocity would be low at the start and end of the somersault and highest in the middle. However, very few answers gained marks for the correct shape of the graph.
- (c) (i) For a question that is basically GCSE level mathematics, this was very poorly answered. Stronger candidates usually scored maximum marks.
  - (ii) A very well answered question with the vast majority of candidates scoring maximum marks.

Q4 (a) The majority of candidates could successfully score marks for answers related to an object's shape, and the stronger answers related shape to surface area and ultimately air resistance. Only the strongest candidates could score marks related to an object's weight, because many answers incorrectly stated that heavier objects were affected by gravity more than light objects and so wouldn't travel as far. The vast majority of answers tended to focus on distance rather than actual flight path.

- (b) (i) A very poorly answered question. Many candidates demonstrated a lack of understanding of how spin affects the flight path of a ball. Only the very strongest candidates scored maximum marks.
  - (ii) Those candidates that knew this topic understood it well, but candidates who did not know the topic rarely scored any marks. This is a major part of the specification and candidates must know this area.
- (c) (i) A very straightforward question and most answers scored maximum marks.
  - (ii) Again, a straightforward question and most answers scored maximum marks.
- (d) (i) For such a relatively simple area, this question was poorly answered. Many candidates went through lengthy irrelevant calculations and failed to get the correct answer. Furthermore, candidates failed to score marks for their

answer because they got the units wrong. Strong candidates scored maximum marks.

- (ii) Again, this question was poorly answered for a relatively straightforward area. Candidates either knew the equation to use or they didn't, and subsequently scored either no marks or maximum marks.
- (e) This question was the most poorly answered in the whole section.
- (i) Of those candidates that knew the equation for momentum, many failed to score marks for their answer because the units were incorrect.
  - (ii) Very few candidates knew how to work out the conservation of momentum. Only the strongest candidates scored marks on this part.
- Q5 (a) This question was concerned with Associationist theories in general; however, many answers contained lots of irrelevant information about the individual theories and experiments, especially Pavlov's theory of Classical Conditioning. Weaker candidates tended to mention reinforcement as a general term and so could only score 1 mark instead of 2 available. Weaker answers also tended to state that negative reinforcement breaks the S-R bond, which is incorrect. Stronger candidates easily scored maximum marks here and answered the question very well.
- (b) Like last year's paper, candidates dropped marks on this question by neglecting to mention that aggression is outside of the rules, even though they often go on to state that assertion is within the rules of play. Weaker candidates tended to score marks only for their examples, but stronger candidates easily scored maximum marks.
- (c) The majority of candidates scored 3 marks on this question for points 2, 3 and 4 on the mark scheme. Only the strongest candidates scored maximum marks, often by using a flow diagram to help their explanation.
- (d) This question was very well answered, with the vast majority of candidates scoring maximum marks.
- (e) Stronger candidates easily scored maximum marks here, as they often included a diagram to aid in their explanation. There were answers that tended to focus on just one theory of attribution (Weiner) and so incorrectly used Ability, Effort, Task Difficulty and Luck as their 4 factors, and failed to realise that this was a general question on attribution. Worryingly, there were candidates who didn't know this area. Attribution is a major part of the specification and candidates must ensure they are familiar with this area.

- Q6 (a) (i) Generally a very well answered question, with the majority of candidates scoring maximum marks.
- (ii) The vast majority of candidates scored at least 2 marks on this question. Many candidates stated that Introvert and Extrovert were 2 different dimensions and hence only scored 1 mark instead of a possible 2.
- (b) Many candidates failed to relate their answer to Evaluation Apprehension, and simply gave answers about Social Facilitation, and therefore failed to score marks. Those that did relate their answer correctly, tended to score well. Weaker answers simply focussed on the fact that evaluation would lead to a poorer performance and that the status of the performer was important. Stronger answers differentiated between the affect of high arousal on a beginner compared to the affect on an expert, and therefore often scored maximum marks.
- (c) Very few candidates scored maximum marks on this question. The vast majority scored 2 marks for defining the two terms, but failed to go on and then explain them and how they affect performance.
- (d) Weaker answers tended to talk about arousal in general, and failed to then draw the link between optimum arousal level and level of performance. Only the strongest answers drew the link correctly and could then explain why the optimum levels would be different.
- (e) This was a very well answered question, and the vast majority of candidates scored at least 3 marks.

### **Section C - Synoptic Analysis of Scientific Principals**

In general, many candidates opted to answer this question either first or second ensuring sufficient time to complete it. This is good practice as this question is worth a possible 50 marks, compared to those questions in sections A and B that are worth a maximum of 25 marks. It is also good to see that many candidates seem to be aware that they need to draw from as many of the units of study as they can, especially the scientific units. However, too many candidates are failing to score in the top two bands of the mark scheme (mark range 31-50), because they are failing to explain the points that they are making and they are simply listing as many examples as they can. They are also failing to identify the central debate in the question and therefore offer no debate or counter argument in their answer. A good essay will have structure that includes an introduction, logical flow and concluding remarks. A good essay will not only highlight relevant points to the question, but will then go on to use examples from the world of sport and A-level theory to back up their point, and then explain or debate the possible consequences of that point. To score in the top band an essay must also use technical language rather than vague comments, and it must also offer a debate of the theme of the question that includes a counter argument.

Q7 This was the most popular question. Weaker candidates failed to adopt a synoptic approach and focussed instead on general psychological and physiological answers that included the need for carbohydrate loading and motivation. Stronger answers drew from a variety of study units, including those studied at AS level. Many candidates who answered this question spent too much of their answer discussing factors such as acclimatisation, altitude training, suitable training programmes, recovering from injury in hypoxic chambers, stress management training and organising funding. These and many other factors are long term considerations and are therefore not relevant to the question. The stronger answers centred around the last week / 72 hours prior to competition and went on to talk about the periods between competition in events that involved tournament type play.

- Q8** This was the least popular question by far and was answered by very few candidates. Those that did attempt it failed to answer the question and simply produced a socio-cultural based essay that centred around the Olympics, and, most worryingly, Ben Johnson. Very few answers adopted a scientific approach to this question.
- Q9** The third most popular question. Many candidates failed to pick up on the two key phrases in the question - 'state of the art training equipment' and 'state of the art monitoring equipment', and also failed to discuss the role of academies and institutes in providing the support. They then went on to give vague answers that used little technical language and simply talked about equipment such as heart rate monitors, running machines and the fact that they would have access to psychologists. Only the strongest answers picked up on the key points in the question, and then used a synoptic approach to address the issue. The strongest answers managed to give a brief historical background of using an academy approach and then compared this to the success of the USA.
- Q10** This was the second most popular question; however, on the whole, this was the most poorly answered of the synoptic essays. The vast majority of candidates failed to realise that the question was asking about the use of technology to give feedback during training. The phrasing of the question allowed candidates to adopt a basic synoptic approach by drawing from physiological, psychological and mechanical areas. Unfortunately, candidates simply mentioned as many examples of technology as they could and then attempted to draw a tenuous link to feedback. Weaker answers also discussed many technologies related to performance and therefore contained many irrelevant points. Only the strongest answers managed to stay focussed on the topic of the question.

**Tom Beresford - Principal Examiner**

Grade Boundaries - summer 2006

Unit 1 (6721) - The Social Basis of Sport and Recreation							
Max Mark	Mean	SD	A	B	C	D	E
50	24.4	6.4	31	29	27	25	23
Candidates	Max UMS = 90		72	63	54	45	36
5856	Cumulative %		16.5	25.8	36.8	49.6	63.0

Unit 2 (6722) Enhancing Performance - Option A: Practical (01, 02, 04)							
Max Mark	Mean	SD	A	B	C	D	E
100	18.3	5.1	78	69	61	53	45
Candidates	Max UMS = 120		96	84	72	60	48
5348	Cumulative %		28.8	58.6	78.9	91.3	96.5

Unit 2 (6722) Enhancing Performance - Option B: Research Project (01, 03, 04)							
Max Mark	Mean	SD	A	B	C	D	E
100	19.1	5.6	75	66	57	48	39
Candidates	Max UMS = 120		96	84	72	60	48
490	Cumulative %		20.2	38.4	60.2	79.5	87.7

Unit 2 (6722) - Enhancing Performance (Component Grade Boundaries)								
Component	Max Mark	Mean	SD	A		E		Weighting
				Mark	%	Mark	%	
Skill Acq. (01)	30	18.4	5.1	23	21.9	13	87.0	1.001
Practical (02)	60	45.2	8.7	48	43.9	28	97.1	0.833
R. Project (03)	100	55.5	18.8	74	17.1	34	88.1	0.500
AoP/LNP (04)	30	21.1	4.8	23	42.5	13	94.5	0.667

Unit 3 (6723) - Exercise and Training							
Max Mark	Mean	SD	A	B	C	D	E
50	24.3	8.3	34	30	27	24	21
Candidates	Max UMS = 90		72	63	54	45	36
5939	Cumulative %		14.9	28.4	40.6	54.4	66.9

8536 Advanced Subsidiary GCE in Physical Education (3853 Candidates)					
Grade	A	B	C	D	E
Max UMS = 300	240	210	180	150	120
Cumulative %	12.1	28.6	49.9	71.1	89.1

Grade Boundaries - Summer 2006

Unit 4 (6724) - Global Trends in International Sport							
Max Mark	Mean	SD	A	B	C	D	E
75	32.1	8.1	42	37	33	29	25
Candidates	Max UMS = 90		72	63	54	45	36
3876	Cumulative %		17.5	32.5	47.4	64.0	88.0

Unit 5 (6725) Refining Performance - Option A: Practical (01, 02, 03)							
Max Mark	Mean	SD	A	B	C	D	E
100	20.9	7.9	78	70	62	55	48
Candidates	Max UMS = 90		72	63	54	45	36
3735	Cumulative %		18.0	41.0	64.9	80.2	89.9

Unit 5 (6725) Refining Performance - Option B: Investigative Study (01, 02, 04)							
Max Mark	Mean	SD	A	B	C	D	E
100	21.0	7.0	74	66	58	51	44
Candidates	Max UMS = 90		72	63	54	45	36
125	Cumulative %		9.8	19.7	39.3	60.7	80.3

Unit 5 (6725) - Refining Performance (Component Grade Boundaries)								
Component	Max Mark	Mean	SD	A		E		Weighting
				Mark	%	Mark	%	
FAP (01)	45	20.9	7.9	34	6.6	22	45.1	0.741
PEP (02)	45	30.3	8.5	35	35.6	20	88.8	0.741
Practical (03)	45	37.2	6.9	36	65.4	23	96.7	0.741
Inv. Study (04)	100	46.8	19.1	70	13.0	38	68.7	0.333

Unit 6 (6726) - Scientific Principles of Exercise and Performance							
Max Mark	Mean	SD	A	B	C	D	E
100	37.8	14.3	55	48	41	34	28
Candidates	Max UMS = 120		96	84	72	60	48
3875	Cumulative %		12.3	24.4	40.8	58.8	73.7

9536 Advanced GCE in Physical Education (3297) Candidates)					
Grade	A	B	C	D	E
Max UMS = 600	480	420	360	300	240
Cumulative %	11.7	33.8	60.2	82.1	95.6

Summer 2006 Mark/UMS Mark Conversion Charts

Unit 1 (6721) - The Social Basis of Sport and Recreation									
MAX MARK = 50					MAX UMS = 90				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	14	21	27	31	72	41	90
2	3	12	15	22	32	32	77	42	90
3	4	13	17	23	36	33	81	43	90
4	5	14	18	24	41	34	86	44	90
5	6	15	19	25	45	35	90	45	90
6	8	16	21	26	50	36	90	46	90
7	9	17	22	27	54	37	90	47	90
8	10	18	23	28	59	38	90	48	90
9	12	19	24	29	63	39	90	49	90
10	13	20	26	30	68	40	90	50	90

Unit 3 (6723) - Exercise and Training									
MAX MARK = 50					MAX UMS = 90				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	2	11	17	21	36	31	65	41	84
2	3	12	18	22	39	32	68	42	88
3	5	13	20	23	42	33	70	43	90
4	6	14	21	24	45	34	72	44	90
5	8	15	23	25	48	35	74	45	90
6	9	16	24	26	51	36	77	46	90
7	11	17	26	27	54	37	79	47	90
8	12	18	27	28	57	38	81	48	90
9	14	19	30	29	60	39	83	49	90
10	15	20	33	30	63	40	86	50	90

Unit 2 (6722) Enhancing Performance - Option A: Practical (01, 02, 04)									
MAX MARK = 100					MAX UMS = 120				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	11	21	20	31	30	41	42
2	2	12	12	22	21	32	31	42	44
3	3	13	13	23	22	33	32	43	45
4	4	14	14	24	23	34	33	44	47
5	5	15	15	25	24	35	34	45	48
6	6	16	16	26	25	36	35	46	50
7	7	17	17	27	26	37	36	47	51
8	8	18	18	28	27	38	38	48	53
9	9	19	18	29	28	39	39	49	54
10	10	20	19	30	29	40	41	50	56
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	57	61	72	71	87	81	100	91	113
52	59	62	74	72	88	82	101	92	115
53	60	63	75	73	89	83	103	93	116
54	62	64	77	74	91	84	104	94	117
55	63	65	78	75	92	85	105	95	119
56	65	66	80	76	93	86	107	96	120
57	66	67	81	77	95	87	108	97	120
58	68	68	83	78	96	88	109	98	120
59	69	69	84	79	97	89	111	99	120
60	71	70	85	80	99	90	112	100	120

Unit 2 (6722) Enhancing Performance - Option B: Research Project (01, 03, 04)									
MAX MARK = 100					MAX UMS = 120				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	13	21	25	31	37	41	51
2	2	12	14	22	26	32	39	42	52
3	4	13	16	23	28	33	40	43	53
4	5	14	17	24	29	34	41	44	55
5	6	15	18	25	30	35	43	45	56
6	7	16	19	26	31	36	44	46	57
7	8	17	20	27	32	37	45	47	59
8	10	18	22	28	34	38	47	48	60
9	11	19	23	29	35	39	48	49	61
10	12	20	24	30	36	40	49	50	63
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	64	61	77	71	91	81	104	91	117
52	65	62	79	72	92	82	105	92	119
53	67	63	80	73	93	83	107	93	120
54	68	64	81	74	95	84	108	94	120
55	69	65	83	75	96	85	109	95	120
56	71	66	84	76	97	86	111	96	120
57	72	67	85	77	99	87	112	97	120
58	73	68	87	78	100	88	113	98	120
59	75	69	88	79	101	89	115	99	120
60	76	70	89	80	103	90	116	100	120

**Unit 4 (6724) - Global Trends in International Sport**

**MAX MARK = 75**

**MAX UMS = 90**

Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	16	21	31	50	46	79	61	90
2	3	17	22	32	52	47	81	62	90
3	4	18	23	33	54	48	83	63	90
4	5	19	24	34	56	49	85	64	90
5	6	20	26	35	59	50	86	65	90
6	8	21	27	36	61	51	88	66	90
7	9	22	29	37	63	52	90	67	90
8	10	23	32	38	65	53	90	68	90
9	12	24	34	39	67	54	90	69	90
10	13	25	36	40	68	55	90	70	90
11	14	26	38	41	70	56	90	71	90
12	15	27	41	42	72	57	90	72	90
13	17	28	43	43	74	58	90	73	90
14	18	29	45	44	76	59	90	74	90
15	19	30	47	45	77	60	90	75	90

**Unit 6 (6726) - Scientific Principles of Exercise and Performance**

**MAX MARK = 100**

**MAX UMS = 120**

Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	2	11	18	21	34	31	54	41	72
2	3	12	20	22	36	32	56	42	74
3	5	13	21	23	38	33	58	43	75
4	7	14	23	24	40	34	60	44	77
5	8	15	25	25	42	35	62	45	79
6	10	16	26	26	44	36	63	46	81
7	11	17	28	27	46	37	65	47	82
8	13	18	9	28	48	38	67	48	84
9	15	19	31	29	50	39	69	49	86
10	16	20	33	30	52	40	70	50	87
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	89	61	106	71	120	81	120	91	120
52	91	62	108	72	120	82	120	92	120
53	93	63	110	73	120	83	120	93	120
54	94	64	111	74	120	84	120	94	120
55	96	65	113	75	120	85	120	95	120
56	98	66	115	76	120	86	120	96	120
57	99	67	117	77	120	87	120	97	120
58	101	68	118	78	120	88	120	98	120
59	103	69	120	79	120	89	120	99	120
60	105	70	120	80	120	90	120	100	120

Unit 5 (6725) Refining Performance - Option A: Practical (01, 02, 03)									
MAX MARK = 100					MAX UMS = 90				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	7	21	14	31	20	41	27
2	1	12	8	22	14	32	21	42	28
3	2	13	9	23	15	33	22	43	30
4	3	14	9	24	16	34	22	44	31
5	3	15	10	25	16	35	23	45	32
6	4	16	11	26	17	36	24	46	33
7	5	17	11	27	18	37	24	47	35
8	5	18	12	28	18	38	25	48	36
9	6	19	13	29	19	39	26	49	37
10	7	20	13	30	20	40	26	50	39
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	40	61	53	71	64	81	75	91	87
52	41	62	54	72	65	82	77	92	88
53	42	63	55	73	66	83	78	93	89
54	44	64	56	74	68	84	79	94	90
55	45	65	57	75	69	85	80	95	90
56	46	66	59	76	70	86	81	96	90
57	48	67	60	77	71	87	82	97	90
58	49	68	61	78	72	88	83	98	90
59	50	69	62	79	73	89	84	99	90
60	51	70	63	80	74	90	86	100	90

Unit 5 (6725) Refining Performance - Option B: Investigative Study (01, 02, 04)									
MAX MARK = 100					MAX UMS = 90				
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	8	21	15	31	23	41	32
2	1	12	9	22	16	32	23	42	33
3	2	13	9	23	17	33	24	43	35
4	3	14	10	24	18	34	25	44	36
5	4	15	11	25	18	35	26	45	37
6	4	16	12	26	19	36	26	46	39
7	5	17	12	27	20	37	27	47	40
8	6	18	13	28	20	38	28	48	41
9	7	19	14	29	21	39	30	49	42
10	7	20	15	30	22	40	31	50	44
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	45	61	57	71	69	81	80	91	90
52	46	62	59	72	70	82	81	92	90
53	48	63	60	73	71	83	82	93	90
54	49	64	61	74	72	84	83	94	90
55	50	65	62	75	73	85	84	95	90
56	51	66	63	76	74	86	86	96	90
57	53	67	64	77	75	87	87	97	90
58	54	68	65	78	77	88	88	98	90
59	55	69	66	79	78	89	89	99	90
60	56	70	68	80	79	90	90	100	90

### Summer 2006 AS Level PE (8536)

#### Example (Option A - Practical)

$$6721 = 24 \text{ marks} = 41 \text{ UMS}$$

$$6723 = 38 \text{ marks} = 81 \text{ UMS}$$

$$6722/01 = 15 \text{ marks} \times 1.001 = 15.015$$

$$6722/02 = 50 \text{ marks} \times 0.833 = 41.65$$

$$6722/04 = 26 \text{ marks} \times 0.667 = 17.342$$

$$6722 = 15.015 + 41.65 + 17.342 = 74.007 = 91 \text{ UMS}$$

$$8536 = 41 \text{ UMS} + 81 \text{ UMS} + 91 \text{ UMS} = 213 \text{ UMS} = \text{B Grade}$$

### Summer 2006 A Levels PE (9536)

#### Example (Option A - Practical)

$$\text{AS (8536)} = 213 \text{ UMS}$$

$$6724 = 37 \text{ marks} = 63 \text{ UMS}$$

$$6726 = 61 \text{ marks} = 106 \text{ UMS}$$

$$6725/01 = 25 \text{ marks} \times 0.741 = 18.525$$

$$6725/02 = 32 \text{ marks} \times 0.741 = 23.712$$

$$6725/03 = 42 \text{ marks} \times 0.741 = 31.122$$

$$6725 = 18.525 + 23.712 + 31.122 = 73.359 = 66 \text{ UMS}$$

$$9536 = 213 \text{ UMS} + 63 \text{ UMS} + 106 \text{ UMS} + 66 \text{ UMS} = 448 \text{ UMS} = \text{B Grade}$$

Please note - the conversion of marks to UMS is unique to each examination series.

Only UMS can be carried forward from one examination series to the next.

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