

Examiners' Report Summer 2007

GCE

GCE Physical Education (8536/9536)

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Unit 1: The Social Basis of Sport and Recreation

General Comments

Examiners reported a general improvement in the candidates' responses to this paper. The work done on making the paper more accessible through a more structured approach to the answer templates did appear to have encouraged candidates to give more focused points.

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 standard of essay is improving, far too many essays read by examiners appeared to have little link to the questions set in the exam paper. Too many candidates are writing essays that answer a question they would like to have read rather than the one on the exam paper.

The most popular question in section B was question 3.

Section A: UK and European Context

- Q1 (a) (i) Overall a well answered question. The majority of candidates were able to differentiate between the two activities.
- (ii) This question was not as well answered with many struggling to get above 2 marks. The better answers referred to local examples of sports centres. By describing the programmes and activities the sport centres offered, candidates were able to pick up maximum marks.
- (b) (i) This question was either answered very well or poorly answered. Candidates either were well versed in this part of the syllabus or managed to only just pick up minimum marks with vague comments. Better answers worked through a range of points relating to transport development, introduction of leisure time and the need for national sets of rules.
- (ii) This was another question where candidates either scored well or gained a solitary mark, usually for some comment about rule making.
- (iii) Generally a well answered question with many candidates able to link their answer to examples they had use in their local and national study from unit 2.
- (c) Better candidates recognised the two parts to the question and produced both a through definition as well as listing the possible benefits. Generally, weaker candidates only answered one part of the question.

- Q2 (a) A surprising number of candidates mixed up the classes with these two activities, stating that jousting was an activity for the lower class and archery for the upper class.
- (b) Many candidates wrongly described the popular recreation era and discussed how transports were a limiting factor. However, the question was looking for points relating to impact of urbanisation on sport - lack of space, need for a fit and healthy work force, for example.
- (c) (i) A well answered question with many candidates scoring maximum marks.
- (ii) Mixed response with some candidates focusing on the negative aspects of the amount of money available. The better answers developed points about the access to better training resources and facilities.
- (iii) A well answered question. Candidates gave a good range of answers, often linked to specific examples.
- (d) There were a range of answers to this question. Weaker candidates focused on examples of stereotyping in sport rather than linking their answer to the impact on access to physical activity. Better answers explained both the positive and negative affects of stereotyping.

Section B: Issues in Sport: The Olympic Case Study

- Q3 There were some well written answers explaining the issue of politics and nationalism. Most answers referred to examples relating to the USA, USSR and South Africa. Better answers gave detailed description of non-systematic and individual protests related to both nations and groups. It was good to see responses where candidates gave their own opinion on why countries are prepared to demonstrate and boycott the games, and the effects this can have on the competitors who have often spent a lifetime preparing for this one event.
- Q4 This was a popular question with many candidates writing a detailed account of possible ways to be deviant. It was evident that many of those candidates had studied the types of drugs and their affect on the body. Some did begin to discuss the influence of monetary rewards and pressure for athletes to do well. Many answers lacked depth with only better answers talking about the race between drug companies and testing.
- Q5 candidates produced a wide range of answers for this question. In a lot of cases, both a plan and a historical overview were included with the candidates' answer. Better answers talked of the positive and negative role ethnic minority participation at the Olympics can have on promotion. Weaker answers gave only limited examples and little understanding of the issue - often just a list of events in Olympic history that have included athletes from ethnic backgrounds.
- Q6 There were some excellent answers to this question. Many gave a sound historical overview of the Paralympics but failed to acknowledge the main focus of the question and did not explain the difference in the promotion and coverage of the Games. Better answers highlighted the inequalities between the two games, many giving their own thoughts and opinions.

Unit 3: Exercise and Training

General Comments

Questions 1 and 3 were undoubtedly the most popular questions answered by candidates. However, when answered well, questions 2 and 4 frequently scored higher than question 3.

Stronger candidates are now looking at and understanding the questions, providing answers that are relevant and appropriate and as a result scoring high marks. C grade candidates still see “buzz words” and write large paragraphs in the hope of scoring the marks. Failure to identify words such as ‘physiological’ or ‘anatomical’ and their importance often invalidates their answers. Weaker candidates are frequently too vague with their answers and as such score poorly or not at all.

Across the board candidates struggle to apply fitness to the different methods of training.

Scores of 40 out of 50, or better, are not rare anymore, yet scores of less than 10 out of 50 still exist.

- Q1 (a) (i) Generally a well answered question with many students scoring 5 or better. Some candidates confused physiological responses with structural ones and so lost marks.
- (ii) A very well answered question with a significant number of students scoring the full allocation of 6 marks. However, the majority of candidates wrote far too much and so wasted time.
- (b) 1 out of 3 marks was the norm for this question with candidates identifying that muscles attach to bones via tendons.
- (c) This was a particularly well answered question. When candidates failed to score well they had generally been too vague or inaccurate with the name of the fibre.
- Q2 (a) Definitions for the role of the muscles were largely poorly answered. It was either being totally inaccurate or far too vague to score any marks! Examples were often well described and consequently 4 out of the available 8 marks was a common score.
- (b) (i) Dorsi flexion and plantar flexion were frequently identified with better answers identifying and qualifying for all 4 available marks .
- (ii) The majority of candidates scored 4 marks for identifying 4 types of movement. However, only a small percentage of students provided both the definition and an appropriate example to qualify for the additional marks.
- (c) (i) A well answered question with students showing a good understanding and scoring well.
- (ii) By comparison, candidates failed to identify the reasons why athletes are living at high altitude and training at a low altitude. Consequently, 1 out of the available 3 marks was the norm.

- Q3 (a) (i) The majority of candidates scored at least 3 marks for identifying 3 components of fitness, however some candidates were too vague and simply stated stamina, strength or endurance and so failed to score.

Definitions were largely a little too vague, particularly for the components of cardiovascular and muscular endurance.

- (ii) When naming fitness tests, candidates must name the test correctly; this is at least the 6th report where I have stated that the “bleep test” will not score.
- (b) (i) When answered well, candidates easily scored the available 4 marks. However, weaker responses simply stated the role of the type of cartilage rather than identifying the characteristics. Some candidates confused white fibrous cartilage with fibrous cartilage.
- (ii) If candidates had failed to score well on 3bi then inevitably they struggled with this question. Better candidates scored the full allocation for both parts of the question. Weaker responses failed to score more than 1 or 2 marks.
- (c) (i-ii) This was probably the poorest answered question on the paper. Candidates are still struggling with the concepts of the different methods of training. Many candidates totally confused interval training with circuit or fartlek training and consequently failed to score any marks. Better candidates scored the marks for work; rest ratio's and repeating, with top candidates scoring additional marks for identifying reasons why Interval training is so popular.

Candidates across the range struggled to apply interval training to two sports, with few scoring more than 1 mark here.

- Q4 (a) Generally a well answered question with many candidates scoring 5 or better of the available marks. Some candidates confused the structural and functional adaptations and so lost some marks.
- (b) (i-ii) Both parts of the question was well answered for many candidates who scored the full allocation of marks. Candidates who failed to score well referred to three types of synovial joints rather than three different types of joints.
- (c) This question was poorly answered. Candidates failed to read the question and simply stated that as you age your maximum heart rate decreases etc, rather than identifying the “physiological reasons why” this happens.
- (d) Most candidates are now able to identify that a training zone is a measure of training intensity and equally identify that heart rate is a frequently used method for calculating one. 2 out of 3 marks was a common score.

Unit 2 and 5: Enhancing and Refining Performance

This year's moderation of coursework for Units 6722 and 6725 was conducted using two pathways - externally moderated coursework and centre visits to view both written components and live practical activities. The following report forms a summary of this process and the observations of the moderation team. For the purposes of this report the individual component codes are identified before each report.

6722/01: Skill Acquisition

This summer, centres undertaking component 6722/01 experienced fewer issues than seen previously. By and large the submission of candidates' work was undertaken to deadlines and, bar a few exceptions, there were few clerical errors or incorrect samples sent. One issue that needs to be addressed is the correct completion of the 'front cover' sheet and in particular inclusion of candidate numbers.

The overall level of marking by centres was more accurate this summer and the assignments moderated were generally marked inline with the criteria. There were few assignments that were over marked by centres and none under-marked. However, some candidates still fail to answer the question and simply copy out large chunks of text from established authors. As seen in recent years, the 'acquiring' section was the most successfully undertaken followed by the 'application' section. The weakest area seen from the work submitted was the 'analysis' section where candidates failed to not only answer the question but also failed to draw out their answer with appropriate discussion and debate. It has been felt that there has been a rise in the quality of assignments with more moderated into the top band 13-15. Candidates who were awarded marks above the 'A' grade included diagrams, photographs and factual tabulations to support the comment contained in the answer.

The most popular title was that of the differences between 'skill, ability and technique.' Centres are advised of the need to move away from all candidates in a given centre undertaking the same two tasks. This may suggest that centres are no longer teaching the range of knowledge in the specification but just undertaking the two assignments. Candidates are also reminded of the need to reference their work, to include a wide range of sports examples.

Centres are reminded to ensure that their candidates do not extend the assignment beyond the writing limit of 1200 words. As stated on the authentication sheet, the moderation team will only accept up to this upper word limit. Some centres are still using the older version of the authentications sheets and are not consulting the ICE document available on the Edexcel web site. Centre staffs are advised to seek guidance from their examinations officer on all issues relating to assessment.

6722/02 and 6725/03: Practical Activities

The standard of performance set by candidates this year was once again complementary and many candidates are performing at levels which are justifiably in the top band of the mark range. This demonstrates that candidates of the appropriate ability levels are attracted to the course. However, there are centres that still over mark their candidates and in some cases their assessments are subjective rather than objective in nature. It is pleasing to report that most candidates see the moderation day as an examination and an opportunity to impress both their centre staff and the moderation team.

Candidates in their second activities are still scoring, by comparison, lower marks and this may be reflective of the time they have available for enhancement. It is also disappointingly evident that in some cases centres are giving their candidates no tuition or coaching in these activities. On moderation days the quality of the cluster sessions varied. In many cases the depth and pressure of the practices seen was praiseworthy while in some cases the practices did not stretch the candidates.

The development of practices to highlight the differences between AS and A2 candidates was also an area of weakness and centres are reminded that it is their responsibility to ensure that candidates in A2 assessment not only have to demonstrate a higher level of structured practices and refined competitive performances but also have the ability to demonstrate skills in isolation. It is clear that this component is not being taught as many candidates were unaware of 'skills in isolation'.

The standard of DVD/video evidence is patchy, with very good and thorough evidence seen in only a few cases. Centres are reminded to ensure that when compiling such evidence all the assessment criteria are covered.

6722/03: Research Projects

For the performance of candidates, as ever, there was a wide range of ability in evidence. A number of candidates from a select group of centres produced studies of the highest academic quality, and all deserve our congratulations.

At the other end of the spectrum were projects which were incomplete and showed minimal engagement with the task. In many cases, candidates would have scored significantly higher with more centre guidance and advice on the assessment criteria.

It was evident where candidates received centre guidance the projects were generally of a high standard. It is essential that the approach/topic is suitable and appropriate.

Seemingly some centres still provide little or no guidance and candidates produce coursework that is investigative in nature (ie A2 coursework). Too many centres allow the whole centre to do coursework with the same title, leading to suspicions of plagiarism. In addition, too many candidates adopt a standard essay approach which is not appropriate, as it complicates marking for both the centre and the moderator.

Standard of candidates performances compared with previous year(s), overall, revealed there was an improvement but it is the stronger centres that are getting better, understanding the assessment criteria and the ethos underpinning the coursework. Some centres merely repeat the errors of previous years despite detailed feedback on the E9s.

In terms of centre performance including administration (eg standardisation, authentication, correct sample etc), overall, administration was clear and accurate from centres. Only a few centres entered marks electronically.

6722/04: Analysis of Performance and the Local and National Provision

Analysis of Performance

In general the marks awarded for this component varied. Where centres had given this component emphasis the marks awarded were generally accurate across the matrix. In some centres candidates were asked to actively take an officiating role or act as a coach and set up practices. In most cases they were confident to do so and were able to impart knowledge to their peers effectively. In some centres it was difficult to justify the marks given. Football was a weakness in several centres with a clear lack of specific technical knowledge.

Overall, the biggest single area of weakness in this component continues to be the 'practices and training' session. Despite the fact that this is delivered as part of unit 3, many candidates are not able to readily use this knowledge to describe training sessions for their activity. Many centres have encouraged their candidates to compile good IPP files to support this component as requested by the examination board. It is clear that a few centres do not readily have IPPs available for moderation and this runs counter to the examination regulations and the rubric of the specification.

Local and National Provision

The quality of these tasks varied depending on the effort made by the candidate to research the material. Some tasks were excellent and showed evidence of detailed research. Many candidates chose to present in a 'power point' format and then deliver their work. These were generally impressive and this medium of presentation acted as a motivator for the candidates. There is still an issue with the word count in some centres and as a consequence marks were deducted as a result of moderation. Candidates are exceeding the word count and teacher examiners are continuing to mark the whole text. In some cases these were returned to centres and candidates adjusted their work to bring in line with the criteria. There were some problems in the International centres where information is limited with regard to some sports on a local level.

6725/01: Factors Affecting Performance (FAP)

In majority of the cases, the structure of the FAP has improved in that there has been a greater attempt by candidates to undertake primary research. However, the overall marks have not improved in line with this as candidates have not completed thorough research, applied their findings to themselves and their sports or suitably appraised their studies. In general, the level of marking was inconsistent and generous. Centres are advised to visit the Edexcel website in order to view more detailed guidelines on the ethos, content and intended outcome of the FAP. Each of the assessed sections will be discussed in more detail below.

For the 'Assignment titles', these were generally well constructed although some were still too vague and some simply cannot be tested in a school setting. Some as usual were unethical, 'testing bleep test scores of 12 year olds on Beta Blockers'. Centres are strongly advised to avoid these areas of study. Similarly, it is important for centres to avoid areas of research that have no merit as seen in the example of 'will wearing goalie gloves improve my performance' - hardly A2 standard and the mark reflected this. Only some candidates referenced their work correctly and there were a lack of bibliographies while centres awarded full marks for this section. In addition, many candidates did not consult a range of resources and many relied on only a single text book which limits the academic creditability of the study. Centres are also reminded of the fundamental ethos that candidates undertake a FAP that is unique to them and 'whole centre' topics are to be avoided. Once again, it is disappointing to moderate candidates' work that has been plagiarised and in particular copied from the internet sites. Not all candidates set out their aims clearly and detailed how they were going to test their factor. This is an area for centres to focus their instructions to candidates when in the planning phase of the FAP.

In writing their 'Research findings and literature review', large numbers of candidates simply listed quotes into this section and then followed it up with a sentence in their own words. Many utilised the word count here as a result of copying and pasting large chunks of other authors work. Similarly, this section was not referenced appropriately or shown in a bibliography. Very few candidates applied the research to themselves and their sport and even less gave appropriate examples from other sports. My summary is that there is too much inappropriate use of the internet and class notes and not enough reading and application to deliver a higher standard of discussion. Evidence of over marking was found from centres.

In the 'Application to performance', more centres have encouraged their students to undertake some form of research/test. However, when undertaking the FAP in another role other than that of a performer, not all candidates are identifying their designated role - such as that of a coach. They are just testing some younger pupils but not explaining why. Centres are requested to remind their candidates of the need to understand that they are not trying to prove a hypothesis but identifying and improving a factor that affects their own, or another's if undertaking an additional role, performance. This application was not done particularly well in many cases, but where it was, it was of a very good standard. Some candidates have clearly failed to carry out any application to performance and have 'invented' primary data that holds no creditability. For example, many of studies relating to diet claimed a diet plan had been undertaken yet there was no evidence of the diet. Equally, candidate claimed to have tested anxiety but no evidence was included in the final submission. In extreme cases, testing on football boots or tennis rackets where subjectively tested and appraised with no 'sports science' evident.

It has been noted that this year some candidates have merely entered their PEP as a FAP. This was most evident in this section, as the results presented related to their PEP and not an additional factor. Marks were zeroed in these cases as they had already been awarded marks in another paper.

Very few candidates were able to relate their findings to the wider development of sport and some found it difficult to relate it to their own sport. Some sections were just subjective narratives and only gave generic application to sport. Many sections lacked validity and/or reliability as candidates had not used recognised methods of testing and in some cases testing was invented. There has been evidence of very generous over marking for this section.

Finally, for the 'Conclusions and evaluation', some candidates did not complete this section at all and where candidates had completed this section, some were very vague. A number of candidates simply gave a summary of their findings. Very few candidates managed to appraise their study and only a few actually referred back to their own identified sport. Due to the lack of validity in some of the application section the candidates did not relate their findings to their factual results and only gave a statement in relation to whether they had proved their original supposition.

6725/02: Personal Exercise Programme (PEP)

The qualities of the PEPs' seen this summer were, at the top end of the mark range, outstanding thus reflecting dedication to not only the performance of the PEP but in the depth of and detail in the planning sections.

Centres are reminded that they are required to prepare their candidates for an oral examination as well as ensuring the written PEP is full, yet concise, and contains justification for the outcomes.

It is expected that technology in the form of heart rate monitoring equipment will be used for cardio-vascular programmes. Where marks were lost from the original centre marks this was mainly due to a lack of appropriate planning where the programmes undertaken lacked validity and appropriateness to the aims. In addition, testing was often not carried regularly and as a consequence appropriate adjustments need to be made in the subsequent stages of the programme. Centres are also reminded to steer candidates away from the compilation of internet downloads rather than using a range of references that reflect contemporary findings.

6725/04: Investigative Study

The choice of topics from some centres was not always appropriate and limited the candidates' ability to carry out proper research. Use of the internet was widespread, in some cases used exclusively. This should be discouraged; the criteria clearly state 'a wide variety of sources.' Several centres with multiple candidates, submitted identical topics, differing only in the sport being studied. Again, this should also be discouraged. There are still some centres that do not use the assessment criteria headings and clearly there are candidates who are not aware of the criteria that are being used to assess their work.

Candidates have generally been more concise and adhered more to the word count this year. There have been some cases, however, where candidates have put a word count of 2500 or below on the recording sheet and the study has exceeded this upper limit.

For the 'Introduction' candidates are making sure that the purpose is evident through the title although it could be further clarified in greater detail in the introduction. Some candidates are losing marks by not explaining how the investigation is to be carried out in enough detail. Candidates would gain further marks by detailing what and how it is to be researched. Candidates should be encouraged by centres to include clear objectives linked to assessment criteria in this section as this provides more detail and potential to achieve full marks.

In relation to the review of literature, this section has been much more concise this year with many more sources being used. However, this is still the main area where candidates go significantly over the word count. Candidates should be encouraged to seek out journals for a more in depth research of the topic area. Candidates should also be reminded to find research that is similar to their purpose/aim. For example, if their investigation is on 'the effect of fatigue on reaction time for goal keepers', candidates must find research that relates them both to goal keepers and not just research on fatigue and reaction time separately. If possible, they should find studies that agree and disagree with their hypothesis (eg contradictory evidence).

For the 'Research method used' section, candidates are giving detailed accounts of their research methods; however, they are not giving clear reasons for their use. A better justification of their methodology is needed.

Review of candidates 'Results' section revealed this was the area where the greatest improvements have occurred. Candidates are now using advanced statistical tests to assist with the analysis of their results. If candidates clearly explain what their statistics and graphs show in the results section they would achieve greater marks as a result. Too often candidates produce a good graph without clearly stating what it shows.

In their 'Discussion/conclusions', candidates are giving a written explanation of their results in this section when that should go in the results section. Candidates should be encouraged to relate their results to their literature review. As few candidates are finding related studies in their literature review, it is then very difficult for them to score highly in this section.

Finally, in their 'Appraisal' section, candidates have generally done very well. Candidates are able to identify the limitations of their study and make good/sound suggestions for improvement. Overall there were few clerical errors although centres are advised to ensure they submit their candidates studies to the appropriate moderator as stated on the 'optems' form.

Centres are thanked for their co-operation and patience in completing the moderation process. Much of the work viewed was of an extremely high standard and an encouraging testament to the quality and range of abilities among students in key stage 5. However, due to the late selection of a moderation date it was not always possible to provide two moderators for each cluster. Therefore, any criticisms of the rigour of this process must take into account the increased demands placed on the shoulders of one moderator. Centres are asked to consider selecting an earlier moderation date to ease the pressure on moderator allocations, to ensure all examination record sheets are completed accurately and finally that these are sent to the correct moderator.

Unit 4: Global Trends in International Sports

Examiners reported a general improvement in the quality of candidates' answers. It was good to see a number of candidates using very up to date contemporary issues in both sections of the paper. This does tend to help candidates explain their points.

In section A, question 1 was again the most popular with very few candidates attempting the questions that relate to other cultures. However, many candidates did refer to a range of cultures in their synoptic essay.

There was a good spread across the essay titles, with questions 5 and 6 being marginally the most popular. It is pleasing to report that there was a marked improvement in the standard of essay presented. More candidates are planning and structuring their answer well and relating their answer to the question set. Weaker essay answers were predominately descriptive with only a limited analysis. The highest scores were achieved where candidates wrote sound balanced essays often relating to a central argument. Centres are advised that candidates should be using range of examples from global games and not just focus on the Olympics, this was covered in the AS and we expect candidates to show progression.

Section A: North American cultures

- Q1 (a) The majority of candidates answered this question well picking up maximum marks. Some candidates identified and explained the three ethics of win, counter culture and radical. Other candidates approached the question describing the American Dream, macho dominated sports scene and survival of the fittest/frontier spirit. Weaker candidates only identified the win ethic and then went into lengthy descriptions of US professional sports scene.
- (b) This was the worst answered question on North American cultures. Majority of the candidates failed to identify that the question related to physical education and not sport. Answers then amounted to a repeat of question 1a - all irrelevant. Weaker candidates identified that sport was more important than PE. Stronger candidates identified that physical education was the theme of the question and made links to the UK colonial influence and European influence of German gymnastics. The strongest candidates identified that PE was not compulsory as sport became more important due to the independence and isolationist view of the USA.
- (c) (i) This was a well answered question with many candidates showing a good knowledge of the role of the education system in nurturing elite talent. Popular pits made related to the scholarship and draft systems.
- (ii) This question was done fairly well. All students recognised the influence of scholarships and that the college and school system was similar to professional sport. Stronger candidates identified that these players went to the draft and explained how the draft system works. Stronger candidates worked their way to full marks by making the link that high school was the start of the only route to professional sport and the importance of the scouting network from colleges. Some candidates got confused and talked about the role of the professional team scouts rather than college scouts.

- (d) Overall candidates responded to this question well. Weaker candidates identified the role of sponsorship for teams and players. This was followed by long descriptions of how exemplar players such as Jordan and Woods earned their money. Stronger candidates identified the influence of the effects television had on the sport such as changing start times and changing rules to accommodate advertisements and commercial breaks. Stronger candidates accumulated almost full marks by identifying that sport are run as a franchise and that they are businesses. Sport is entertainment and as a result money can be made by selling merchandise which goes to playing players wages.
- (e) Weaker candidates generally identified the effects on target groups such as race. Stronger candidates identified the links to stereotyping such as centrality and the dominance of WASP's. Others gave examples such as white men can't jump or black men can't swim. On the other hand, some candidates only identified the win ethic. Stronger candidates identified the links to a lack of amateur sport, PE not compulsory and that there was limited public provision. Some gave examples of access only after college for intra-mural. Others identified that cost to private facilities was prohibitive especially to poorer communities. The strongest candidates made links to the values of the USA society such as the American Dream and meritocracy also, that Americans should be on task and work hard.
- Q2 (a) Generally, well answered with a good range of points given. Labelling the answer area did seem to encourage candidates to give at least four points which meant that most picked up the majority of marks available.
- (b) This question resulted in a range of answers. Weaker candidates mentioned the colonial influence and the chance for Australia to promote the shop window via test matches. Stronger candidates identified the links to the mother country. The strongest candidates identified that clubs were set up and run by ex pats and church groups and the role the UK education system played.
- (c) This question proved difficult for many candidates. Weaker candidates did not understand the question and gave lengthy descriptions of indigenous role models such as Cathy Freeman or gave descriptions of the names of the various Rugby Union team nicknames. Stronger candidates identified the role indigenous heroes of sport had played such as breaking barriers, educating the mainstream through named programmes such as KOORIE programme and becoming role models. The strongest candidates identified that sometimes role models actually reinforced racial stereotypes and sport was chance for social mobility.
- (d) This question was done fairly well. Weaker candidates got confused of both systems. For example, quoting that Australian sport was held in large stadiums, confusing with USA. Better candidates identified that PE was compulsory in both cultures and that in Australia sport was also compulsory through SEPEP. Stronger candidates identified that sport in Australia was played in school time and that sport was part of the talent identification programme. The strongest candidates identified the similarities of both systems and that sport was organised by the state. No candidates identified the award of school colours in both cultures.
- (e) Well answered with many candidates scoring maximum marks, though many dropped marks by making repeat points relating to government/state funding.
- (f) Very well answered with most candidates scoring full marks. If candidates did drop marks it was because they described schemes that were too vague such as 'Sport for all' or The Hillary Commission.

- Q3 Not many candidates attempted this question. 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 a and b where candidates were asked to give specific examples. Centres are advised that candidates 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, many of the questions specifically asked for this. Again, candidates scored best on the more general questions such as a and b.

Section B: A Synoptic Analysis of Trends in International Sport through Global Games

- Q5 This question produced a spread of responses. Weaker candidates sometimes misunderstood the question and saw 'ethnic groups' as a trigger for a long description of racial stereotypes and disadvantaged groups. Other students gave a description of an AS Olympic politics essay using the same examples. Students displayed a real lack of knowledge especially when there have been plenty of other examples from Global games this year. Better answers gave an accurate and structured description using key terms such as systematic and non-systematic protest, Cold War, and also looked at the positive side such as ping pong diplomacy. The better responses realised that this was a historical problem and links were made to the ancient games and Hitler without going into long descriptions which the weaker candidates did. Weaker candidates also went into long descriptions of the benefits of hosting the Olympics focusing on London 2012. Links were also made to the fact that television was a major influence in getting your message across. Very few candidates gave a balanced argument of the essay and looked at states and ethnic groups in equal measure. A real lack of examples for discussion was the real problem.
- Q6 This question was either done well or badly. It was obvious that reading the question correctly was very important in the preparation for the answer to this question. Stronger candidates quickly identified that this was an essay about the role of international sports bodies in drugs rather than individual athletes. The poorer candidates focused on examples of drug taking in sport with the weakest answers again using answers from the Olympics. Better responses identified and analysed the problems that governing bodies have for example being one step behind the testers and being in charge of drug testing. Some candidates identified that gamesmanship is now the order of the day rather than sportsmanship. The win ethic dominates in nearly all cultures now. Better answers identified the problems of cultural variation but only within Europe which was disappointing. Technology impact was discussed. The strongest answers identified that deviant behaviour is always identified by the media and that technology played a role. Better candidates gave a balanced view that there were positive steps that governing bodies were taking such as the FIFA Fair Play Award. What was disappointing was that no candidates could bring in other examples which have had a high profile such as cyclists signing declarations in the Tour de France. No candidates talked about the issues of inequalities between governing bodies and that a sportsman banned in one sport could go and play for another. It was good to note that Dwain Chambers has replaced Ben Johnson as the most popular example.

- Q7 This was quite well answered, although responses again concentrated on the Olympics and lacked depth. Candidates discussed the structure of the Eastern bloc system in some detail and used comparisons of Australia, France and the USA. There were not many examples used but better candidates did discuss 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. The stronger candidates identified that social and cultural factors influenced the system of sports talent being used and comparisons were made to the demographics of USA and Australia. The introduction had a good historical preamble dating back to the ancient Olympics. A good conclusion to the answer was given with a summary and a decision on what was the best system. Weaker candidates often either repeated what they had already written or failed to give one.
- Q8 Weaker answers produced essays that were over descriptive, focusing on the role of Peter Uberroth in the 1984 Olympics. Most responses did develop points on the increasing use of sponsorship and endorsement. Tiger Woods and David Beckham were the most popular examples. Some candidate did not appear to understand the term 'open competition' and gave a brief answer focusing on Sport for All and ethnic minority participation. Better candidates gave an accurate description of commercialisation of sport but failed to make the link with open competition. Examples which are irrelevant were 20/20 cricket focused on the English cricket game, could have been related to the global stage. Stronger candidates understood the influence the effect of commercialisation has on amateur competition and that it has made it an outdated mode. Professionalism is the way for most sports. The strongest answers identified the role of Uberroth and the golden triangle and the positive and negative influence of TV and Americanisation in sport.

Unit 6: Scientific Principles of Exercise and Performance

General Comment

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 in the relevant boxes at the top of the page. In section A, question 2 was slightly more popular than question 1. In section B, sports psychology is still the favourite optional topic with approximately 85% of candidates choosing it, although there do seem to be more centres now offering sports mechanics to their candidates. Question 5 was easily the most popular choice in section B, with question 4 the least popular. In section C, question 9 was by far the most popular choice, followed by question 7. A minority of candidates answered question 10 and very few opted for question 8.

Section A: Exercise and Energy Systems

General note: Diagrams are a good way of making a point in an answer. However, if a question says 'explain' then a simple labelled diagram is insufficient as this will only provide an outline. To explain, candidates must also use notes and bullet points that supplement the diagram. This was a general problem with answers to Q1 (b)(ii) and Q2(a).

- Q1 (a) (i) This should have been a very straightforward question, however many candidates clearly did not know the required material. Most candidates could identify the relevant units for energy and power, but only the better ones could provide a correct definition for each.
- (a) (ii) Yet again, this question was answered relatively poorly, even though it is fairly common. Most candidates can identify the necessary equations for work done and power, but these are often the only two marks that they pick up. Candidates are still failing to convert mass into force, and minutes into seconds, and are therefore not able to arrive at the correct answer and access the top marks.
- (b) (i) Candidates either knew this or they didn't. Weaker candidates gave vague descriptions of whole muscle contraction. Only the stronger candidates could relate their answer to muscle fibres and motor units, which often displayed excellent subject knowledge about action potential threshold.
- (b) (ii) A very well answered question. The vast majority of candidates scored highly, with well-structured logical answers. Weaker candidates relied on vague drawings that had little or, no supplementary explanations or notes.
- (c) This question again was answered fairly well. The vast majority of candidates gained 4 marks, but failed to define coupled reactions and give a suitable example from the energy systems. Stronger candidates easily gained maximum marks.

- Q2 (a) The main criticism of student responses here, is that candidates often failed to identify what the question was asking. Instead they gave lengthy explanations of the sliding filament theory, whilst omitting necessary detail about the propagation of an action potential and events at the neuromuscular junction. Candidates that did identify the requirements of the question often scored very highly, and gave much more information than was needed for 7 marks.
- (b) (i) A straightforward question that was answered well by most candidates. Weaker candidates failed to give sufficient specific details of the energy systems to gain marks for their descriptions, whereas stronger candidates easily picked up maximum marks.
- (b) (ii) Even though this type of question is fairly common, many candidates are still failing to answer it correctly. In order to justify why an energy system is predominant in a given activity, candidates must relate their explanation to both the intensity and duration of the activity. Only the strongest candidates managed to pick up high marks on this question, with most responses only gaining 2 or 3 marks.
- (c) Candidates either knew this or they didn't. Weaker candidates often failed to score any marks, whilst the stronger responses usually gained maximum marks, and gave excellent descriptions of how athletes can relate knowledge of OBLA to both their training thresholds and performance intensity.

Section B: Sports Mechanics and Sports Psychology

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

- Q3 (a) (i) A relatively straightforward question. Candidates failed to score marks if they didn't include (metres) the relevant units of distance.
- (a) (ii) A slightly more difficult question, where most candidates scored 2 marks. Only the very strongest answers included a description of the direction that the ball had travelled and so could access maximum marks. Weaker candidates often failed to score any marks.
- (a) (iii) Again, a relatively straightforward question. Candidates failed to score marks if they didn't include (metres) the relevant units of displacement.
- (b) (i) This question was answered very well with many candidates being able to work out average speed.
- (ii) For a relatively straightforward question, many candidates forgot simple mathematics. When they worked out 6-10, instead of stating -4m/s as the balls change in velocity they stated 4m/s . This then ultimately led to them failing to relate their subsequent answers to deceleration, and limited their scoring capability in the following related questions.
- (iii) Strong candidates scored well in this question, easily gaining maximum marks. However, many candidates failed to score well here for two reasons. Firstly an incorrect response to Q3 (b) (ii), and secondly, although they could define Newton's Second Law, they could not apply it to the practical example.
- (iv) Many candidates had clearly learnt Newton's Laws, and scored 2 marks for the definitions. However, candidates struggled to apply the laws to the practical example in the question and therefore failed to pick up marks for application. Again, strong candidates often scored maximum marks.
- (c) (i) I was disappointed with the quality of answers on this question. Simple force diagrams should be the ideal opportunity for candidates to score the available marks, however this was not the case. The vast majority of answers failed to show the arrows for the relevant forces acting away from the discus, and secondly they failed to show the arrows actually acting on the discus at all as the arrows were often 'floating' in free space. Weak candidates failed to identify that this was a force diagram, whereas the strongest candidates easily scored maximum marks.
- (c) (ii) This question produced an even spread of responses. Weaker candidates struggled to gain many marks and usually only scored 1 for mentioning a pressure difference. Better candidates could explain how a pressure difference is created but sometimes confused 'angle of release' with 'angle of attack'. Strong candidates could also then display an understanding of the factors that affected lift force and usually scored 4 or 5 marks.

- Q4 (a) Candidates either knew this or they didn't. Weaker candidates often scored 1 mark for a guess at 'vertical axis', but failed to give a relevant practical example or identify any of the other axes. Those that did know this area often scored 4 or 6 marks. 2 marks were dropped due to a vague 'horizontal axis' being identified. This failed to score marks because both the sagittal and the lateral axes are 'horizontal'.
- (b) I was pleased with the majority of responses on this question. Many candidates clearly understand how the boundary layer interacts with airflow in relation to the spin placed on the ball, and the subsequent effect on air velocity and pressure. On some occasions candidates got confused and stated that there is higher air velocity below the ball, and so their subsequent explanations were incorrect. Weaker candidates tended to labour on about how spin affects the bounce of the ball rather than relating their answers to flight. Strong candidates could show that because the ball is being forced upwards it stays in the air for longer, and so the flight path is relatively flatter. Only the strongest responses however, could then relate this to how the ball tends to be struck lower and with less force.
- (c) (i) I was disappointed with the quality of answers on this question. Simple force diagrams should be the ideal opportunity for candidates to score the available marks, however this was not the case. The vast majority of answers failed to show the arrows for the relevant forces acting away from the swimmer, and secondly they failed to show the arrows actually acting on the swimmer at all as the arrows were often 'floating' in free space. Weaker candidates failed to identify that this was a force diagram, whereas the strongest candidates easily scored maximum marks.
- (ii) Regardless of the fact that Q4 (c) (i) was answered poorly, this question was answered very well. The vast majority of candidates scored at least 3 marks, with strong responses scoring maximum marks. Weaker answers tended to waffle on about different types of clothing that reduce drag.
- (d) Candidates either knew this or they didn't. The vast majority failed to show any understanding of impulse forces and drew straight-line graphs. Those that did know the topic often scored maximum marks. Some responses were slightly confused and indicated an initial positive force then a negative force for deceleration.

- Q5 (a) The vast majority of answers scored 4 marks on this question. This is because only the strongest candidates managed to give a correct definition for instrumental aggression and practical examples of it. Instrumental aggression is stated in the specification and I would encourage it to be taught.
- (b) A well answered question with most responses scoring 4 or 5 marks.
- (c) This question produced a good range of responses. Weak answers missed the point of the question and went on to talk about either S-R bonds, or the cognitive stage of learning. Good answers could identify 'whole' or 'holistic' teaching and could talk about the need for understanding and, trial and error learning. The strongest answers talked about problem solving and the need for patience and good motivation as learning takes longer using this method.
- (d) Many candidates wrote far too much for this question. Candidates needed to realise that this is ultimately a question about arousal and anxiety levels, and the various effects this may have on the performer. Weaker answers laboured on about introverts and extroverts. Those that did get to the point of the question often scored 4 or 5 marks. Strong candidates showed extended knowledge and could talk about proximity effect, attention band and distraction effect.
- (e) A well answered question with most responses scoring 3 or 4 marks.
- Q6 (a) Generally this question was answered well. The most common choice of personality assessment was questionnaire. Some answers tended to criticise the validity and reliability of named questionnaires such as 'Cattell's 16 PF test'- even though their reliability and validity has been shown. The vast majority of responses scored 3 or 4 marks, with the strongest candidates easily scoring maximum marks.
- (b) Again, this question was well answered. Candidates failed to score marks when they simply named the four factors but didn't give a definition as the question asked. The vast majority of candidates scored at least 3 marks.
- (c) This question produced a spread of responses. Weaker candidates often scored 1 mark by guessing learned helplessness was to do with feelings of failure, but failed to give any detail to their definition or identify any specific strategies that can be used to overcome it. Stronger candidates showed a good understanding by identifying specific and global learned helplessness. They could also discuss how attributional retraining, target setting and other stress management strategies should be used to overcome learned helplessness.
- (d) (i) Candidates answering this question often showed poor examination technique by failing to meet the requirements of the question. Of the candidates that managed to identify the relevant components of anxiety, most only gave a definition of each and therefore limited their score to 3 marks. Only the strongest candidates went on to explain how the different components of anxiety affect performance and could access the top marks.
- (ii) A well answered question with most responses scoring 4 or 5 marks.

Section C: Synoptic Analysis of Scientific Principals

General note: In general, there were far less incomplete or very short essays this year, so it would appear that candidates opted to answer this question either first or second ensuring sufficient time to complete it. On a positive note, candidates are structuring their essays better and they are also attempting to bring a synoptic approach to their answers. However, too many candidates are still failing to score in the top bands of the essay criteria because they are failing to explain the points that they are making, and they are simply listing as many examples as they can. This lack of detail is often accompanied by a lack of technical language. Candidates must remember that this is a scientific unit and therefore we expect to read scientific terminology and examples in support of points that they make. They are also failing to identify the central debate in the question and therefore offer little or no discussion and debate in their answer.

- Q7 This question produced a spread of responses and on the whole, answers on this topic were much better than in previous years. Candidates are attempting to talk about the different study areas of physiology, psychology and sports mechanics. However, many candidates simply listed as many things they could without any evidence of sports science, analysis or debate of points. Weaker answers simply centred around training programmes, clothing and motivation without bringing in any science. Carbo-loading tended to be the focus of physiology for 'endurance athletes' in weak answers, without any discussion as to its effectiveness or issues associated with the technique. Stronger answers gave scientific explanations of the effects of various strategies, whilst using technical language such as periodisation, gap analysis, stress management techniques, hypoxic training, and force analysis. The strongest answers not only covered a range of synoptic areas and explained the points made, but they also debated certain issues related to the question such as cultural differences in the preparation of athletes, and the 'fairness' of the level of scientific support that some athletes now have. They also tended to look to the future and the various issues related to the upcoming Beijing Olympics - especially related to the difficulties that the endurance athletes are going to have with the quality of air. 'Paul Radcliffe' and 'Dwain Chambers' tended to be the only examples used by the vast majority of candidates.
- Q8 Overall, this question produced the strongest answers. Many candidates identified that this was a nature vs. nurture debate and that then lead to a good debate based on scientific knowledge they had accumulated over the course of their studies. Weaker answers tended to focus on stereotypical views that black athletes are faster than white people without backing up these points with any recognisable science evidence or examples. The strongest answers managed to use many relevant examples from the world of sport to support the scientific points they had made. They often discussed a variety of trait theories from psychology and debated these against social learning theory for example. They also discussed the influence of genetics as opposed to climate and environment, as well as skill learning against innate abilities, and also the role that scientific support plays in the development of athletes. The best candidates were using very contemporary examples as debate points such as Oscar Pretorius.

- Q9 This question was by far the most popular, with approximately 45% of all candidates attempting it. The quality of responses produced for this question were the poorest of all the essays. Most candidates simply saw the word technology and then reeled off an essay with pre-learned examples. This meant that candidates spent much of their essay writing about irrelevant examples related to performance such as the effect of 'the new football boots on performance', 'video referees' and 'hawk-eye replays', and not examples related to preparation. Even the relevant examples were often limited to 'heart rate monitors', 'hypoxic chambers', 'smart shirts', and 'swimming or flume tanks'. Very few essays contained any contemporary examples of modern technology that is being used to aid preparation. Centres need to be cautious about encouraging their candidates to answer questions on this topic, and ensure that candidates are well prepared with relevant contemporary examples of technology that they can relate to the various phases of competition.
- Q10 Candidates either produced weak or good responses to this question. Weaker answers failed to acknowledge the fact that 72 hours is a short time and went on to talk about irrelevant strategies such as carbo-loading and altitude training, with the only relevant strategies tending to be acclimatisation and hydration-although these points weren't backed up with any science or sporting examples. Worryingly, some candidates are using the terms acclimatisation and altitude training interchangeably, or using the term 'climatisation'. Weaker answers also stated that athletes would 'get into the zone', as though this was an easy and regular occurrence. Stronger answers acknowledged that athletes would be in the final phase of their carbo-loading and talked about the effect this would have on their final few days' preparation, as well as talking about hydration and the issues surrounding it. They also talked about how athletes should acclimatise for much longer than 72 hours, and that again, athletes would be in the final phase of their altitude and acclimatisation training. Stronger responses also addressed various psychological issues by talking about athletes using mental rehearsal and imagery in the final few days to focus the mind and manage arousal and anxiety levels, whilst rehearsing set plays and routines. They also managed to bring in other issues such as kit and clothing preparation, and the issue of national pride.

Grade Boundaries - Summer 2007

Unit 1: The Social Basis of Sport and Recreation (6721)

Grade	A	B	C	D	E	N
Raw mark	33	31	29	27	26	25
UMS	72	63	54	45	36	27
Cum %	17.6	27.1	39.5	53.4	60.4	66.8

Unit 2: Enhancing Performance - Option A: Practical (01, 02, 04)

Grade	A	B	C	D	E	N
Raw mark	78	69	61	53	45	37
UMS	96	84	72	60	48	36
Cum %	31.1	59.5	80.4	91.9	96.7	98.3

Unit 2: Enhancing Performance - Option B: Research Project (01, 03, 04)

Grade	A	B	C	D	E	N
Raw mark	75	66	57	48	39	30
UMS	96	84	72	60	48	36
Cum %	23.2	47.2	68.0	83.1	92.6	96.8

Unit 2: Enhancing Performance (Component Grade Boundaries) (6722)

Component	Grade A		Grade E		Weighting
	Raw mark	Cum %	Raw mark	Cum %	
Skill Acq (01)	23	21.5	13	87.2	1.001
Practical (02)	48	46.6	28	96.1	0.833
R. Project (03)	74	21.6	34	88.7	0.500
AoP/LNP (04)	23	45.6	13	95.6	0.667

Unit 3: Exercise and Training (6723)

Grade	A	B	C	D	E	N
Raw mark	37	34	31	28	25	22
UMS	72	63	54	45	36	27
Cum %	13.0	23.0	36.5	48.8	60.6	70.9

8536 Advanced Subsidiary GCE in Physical Education

Grade	A	B	C	D	E
UMS	240	210	180	150	120
Cum %	13.0	27.7	48.8	70.5	88.6

Grade Boundaries - Summer 2007

Unit 4: Global Trends in International Sport (6724)

Grade	A	B	C	D	E	N
Raw mark	46	42	38	35	32	29
UMS	72	63	54	45	36	27
Cum %	24.9	39.5	55.8	67.1	77.3	85.4

Unit 5: Refining Performance - Option A: Practical (01, 02, 03)

Grade	A	B	C	D	E	N
Raw mark	78	70	62	55	48	41
UMS	72	63	54	45	36	27
Cum %	20.7	46.8	71.3	85.2	93.7	97.7

Unit 5: Refining Performance - Option B: Investigative Study (01, 02, 04)

Grade	A	B	C	D	E	N
Raw mark	74	66	58	51	44	37
UMS	72	63	54	45	36	27
Cum %	15.3	30.6	55.1	74.5	85.7	94.9

Unit 5: Refining Performance (Component Grade Boundaries) (6725)

Component	Grade A		Grade E		Weighting
	Raw mark	Cum %	Raw mark	Cum %	
FAP (01)	34	8.4	22	54.4	0.741
PEP (02)	35	36.5	20	91.5	0.741
Practical (03)	36	67.7	23	97.5	0.741
Inv. Study (04)	70	12.0	38	84.0	0.333

Unit 6: Scientific Principles of Exercise and Performance (6726)

Grade	A	B	C	D	E	N
Raw mark	68	62	56	50	45	40
UMS	96	84	72	60	48	36
Cum %	16.5	30.5	46.5	62.4	74.7	84.7

9536 Advanced GCE in Physical Education

Grade	A	B	C	D	E
UMS	480	420	360	300	240
Cum %	15.6	38.8	63.5	83.8	96.8

Summer 2007 Mark/UMS Mark Conversion Charts

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

Unit 3 (6723) - Exercise and Training									
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	14	21	ark	31	54	41	84
2	2	12	15	22	26	32	57	42	87
3	4	13	16	23	27	33	60	43	90
4	5	14	17	24	30	34	63	44	90
5	6	15	18	25	33	35	66	45	90
6	7	16	20	26	36	36	69	46	90
7	9	17	21	27	39	37	72	47	90
8	10	18	22	28	42	38	75	48	90
9	11	19	23	29	45	39	78	49	90
10	12	20	25	30	48	40	81	50	90

Unit 2 (6722) Enhancing Performance - Option A: Practical (01, 02, 04)									
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)									
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									
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	16	15	31	33	46	72	61	90
2	2	17	16	32	36	47	74	62	90
3	3	18	17	33	39	48	77	63	90
4	4	19	18	34	42	49	79	64	90
5	5	20	19	35	45	50	81	65	90
6	6	21	20	36	48	51	83	66	90
7	7	22	20	37	51	52	86	67	90
8	7	23	21	38	54	53	88	68	90
9	8	24	22	39	56	54	90	69	90
10	9	25	23	40	59	55	90	70	90
11	10	26	24	41	61	56	90	71	90
12	11	27	25	42	63	57	90	72	90
13	12	28	26	43	65	58	90	73	90
14	13	29	27	44	68	59	90	74	90
15	14	30	30	45	70	60	90	75	90

Unit 6 (6726) - Scientific Principles of Exercise and Performance									
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
1	1	11	10	21	19	31	28	41	38
2	2	12	11	22	20	32	29	42	41
3	3	13	12	23	21	33	30	43	43
4	4	14	13	24	22	34	31	44	46
5	5	15	14	25	23	35	32	45	48
6	5	16	14	26	23	36	32	46	50
7	6	17	15	27	24	37	33	47	53
8	7	18	16	28	25	38	34	48	55
9	8	19	17	29	26	39	35	49	58
10	9	20	18	30	27	40	36	50	60
Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS	Mark	UMS
51	62	61	82	71	102	81	120	91	120
52	64	62	84	72	104	82	120	92	120
53	66	63	86	73	106	83	120	93	120
54	68	64	88	74	108	84	120	94	120
55	70	65	90	75	110	85	120	95	120
56	72	66	92	76	112	86	120	96	120
57	74	67	94	77	114	87	120	97	120
58	76	68	96	78	116	88	120	98	120
59	78	69	98	79	118	89	120	99	120
60	80	70	100	80	120	90	120	100	120

Unit 5 (6725) Refining Performance - Option A: Practical (01, 02, 03)									
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)									
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 2007 AS Level PE (8536)

Example (Option A - Practical)

$$6721 = 24 \text{ marks} = 26 \text{ UMS}$$

$$6723 = 38 \text{ marks} = 75 \text{ UMS}$$

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

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

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

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

$$8536 = 26 \text{ UMS} + 75 \text{ UMS} + 91 \text{ UMS} = 192 \text{ UMS} = \text{C Grade}$$

Summer 2007 A Levels PE (9536)

Example (Option A - Practical)

$$\text{AS (8536)} = 192 \text{ UMS}$$

$$6724 = 37 \text{ marks} = 51 \text{ UMS}$$

$$6726 = 61 \text{ marks} = 82 \text{ UMS}$$

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

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

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

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

$$9536 = 192 \text{ UMS} + 51 \text{ UMS} + 82 \text{ UMS} + 66 \text{ UMS} = 391 \text{ UMS} = \text{C Grade}$$

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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