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PHYSICAL EDUCATION

Paper 0413/01

Paper 1

General comments

Candidates generally demonstrated a good understanding of the syllabus and clearly a great deal of good quality teaching has taken place for these candidates. However, the principal limiting factor in candidates scoring good marks in **B1 f**: **B2 f** and **B3 e** was the lack of application of their knowledge to the questions asked. Although there were fewer examples this year there are still many responses to large football teams as being a principle provider of sports provision.

Most candidates seemed to complete the paper within the given time, there were very few candidates that seemed unable to attempt all questions on the paper.

Section A was well answered with many candidates scoring 18+ and an encouraging number gaining full marks which is pleasing as the questions come from all aspects of the syllabus. The common errors were in **Questions 7** and **10** where many candidates confused the two elements required and **Question 9** where few candidates demonstrated a great understanding of the role of the tendon in creating movement.

B1 was not well answered, the range of marks awarded was considerable, **(d)** was poorly answered with very few candidates gaining full marks and **(f)** where there were few examples of candidates applying their understanding to the question.

B2 was generally well answered with the better able candidates scoring often 15+ marks. **(f)(ii)** caused the major problem for candidates who even if they named two energy systems were unable to describe them.

B3 was well answered, although there were examples of marks being lost by candidates not reading the questions fully such as in **(b)** and **(d)**.

There seemed to be a lack of understanding by many candidates that the marks awarded often indicate the number of responses needed. The quality of written responses was in the main excellent, for those candidates for who English is not their first language, they should be commended for their presentation of answers.

The presentation of papers was much improved, with fewer candidates writing all over the margins of the paper which can create difficulties when marking.

Comments on specific questions

Section A

Question 1

Well answered, the vast majority of candidates were able to gain a mark.

Question 2

Well answered, there were many answers that were a little vague but still gained a mark as the key elements were demonstrated.

Question 3

The majority gained a mark but a significant number of candidates were unable to demonstrate any understanding of the types of muscle fibre.

Question 4

Few candidates gained a mark for this question, most were unable to show any understanding of training.

Question 5

Well answered, the marks were only awarded if there was either specific mention of a sport such as netball which is almost exclusively played by women or an indication of women's involvement in a particular sport.

Question 6

Well answered, the majority of answers gained both marks, even though the answers were a little vague there was clear understanding of what was required.

Question 7

Generally well answered, most candidates gained both marks, the common error was using two principles of training to answer the question.

Question 8

Well answered most candidates gained both marks.

Question 9

Few candidates gained any marks for this question. The common errors made were to describe the ways in which the muscles work without any reference to the role of the tendon and secondly that the movement of the bone initiates muscle movement. The common mark given was for describing how the tendon attaches muscle to bone.

Question 10

Quite well answered, however, in much the same way as **Question 7**, many candidates gave examples of components of fitness, and there were a significant number of candidates who gave the same answer for both questions.

Question 11

There were many good answers with candidates gaining both marks, the common error was in the notion that facilities in rural areas must be of poorer quality due to a lack of money available.

Question 12

Many good examples given by candidates, the common errors were linking sponsorship to the issue of popularity.

Section B**B1 – Factors Affecting Performance**

- (a) Well answered – there were a variety of correct responses.
- (b) Most candidates gained a single mark, very few gave two possible reasons or seemed to realise that due to two marks being awarded for the question more than one response would be needed.
- (c) Well answered, there were a variety of responses and the majority of candidates gained full marks, the common errors occurred when candidates did not expand upon under/over arousal. However, most candidates gained both marks.

- (d) This whole question gained few marks.
- (i) Most candidates only provided a type or location which was not enough information to gain. Equally there were many incorrect answers with candidates able to describe a type of synovial but the location was incorrect.
- (ii) Very few gained a mark for a response, there seemed to be confusion for many candidates over the difference between synovial membrane and cartilage.
- (iii) This element of the question gained more marks than the other two but it was still poorly answered, with many responses again related to cartilage.
- (e)(i) A poorly answered question, many candidates described the effects on the circulatory system and made no reference to the respiratory system. Where it was answered correctly candidates usually gained maximum marks.
- (ii) Generally well answered, most candidates gained one mark, many both marks.
- (f) A poorly answered question, answers generally lacked any application. Many candidates described FITT or similar principles but did not say how they could be applied. Equally few candidates described the different uses of time in the lead up to a championship. The answers that scored well described out of season, pre season and the progression in training during the season.

B2 – Health, Safety and Training

- (a) Well answered, most candidates scored one mark.
- (b) Generally well answered, common errors were using safety equipment that is part of the rules of the game and anything that linked to the preparation of the performer prior to the activity.
- (c) Well answered, most candidates scored both marks.
- (d) Many candidates did not name a training method relative to sprint training, the common error being the use of Continuous Training. Those candidates who named an appropriate training method often then only gained a single mark for the benefits.
- (a)(i) The question was asking for the physical changes on the heart, however, many candidates answered by describing the effect of the heart rate which was given credit.
- (ii) Most candidates gained the mark for the responses.
- (iii) A significant number of candidates gained the mark for this question.
- (iv) Very few candidates gained both marks, a significant number who answered part (iii) correctly were then able to apply that knowledge to this aspect.
- (f)(i) Many candidates answered this part of the question by describing the key differences in the energy systems rather than the activities.
- (ii) Where candidates were able to describe both energy systems they produced some excellent answers, however, there were a significant number who only named two and did not describe them, thus gaining no marks.

B3 – Reasons and Opportunities for Participation

- (a) There were many good answers but a significant number failed to see any link between the two components of the question.
- (b) There were obviously many local organisations named that were unknown to the Examiners, however, credit was always given to candidates in such cases. However, many candidates either did not name an organisation; named a major non voluntary organisation such as FIFA; local governments or an organisation with nothing to do with the question i.e. W.H.O.
- (c) Well answered question with many good and varied responses.

- (d)(i) Not a well answered question, candidates did not seem to pick out the essential part of the question as being “a young elite performer” and answered for a seasoned professional.
- (ii) Those that answered correctly in part (i) often failed to gain both marks in this part of the question. Particular errors were not linking being able to continue education with a scholarship.
- (e) Limited responses, few candidates gained full marks; however, those that did gave excellent and varied responses. Most marks were awarded for getting a coach and sponsorship.
- (f)(i) Most candidates gave descriptions that at times were quite vague but clearly understood the type of roles that may be undertaken so were awarded marks.
- (ii) While most candidates gained marks for describing a variety of methods of money raising ventures for a small club, there were very limited responses for the private sports club. Many responses related to large football clubs and transfer fees for players.
- (iii) Most candidates gained a mark.

Paper 0413/02

Coursework

General comments

The CIE International GCSE in Physical Education course has continued to grow in popularity with new Centres in Africa and Europe joining the established list of Centres throughout the world that are keen to offer the syllabus to their candidates.

The continuing appeal of the examination would appear to be the wide range of practical activities that candidates are able to participate in as part of an integrated Physical Education course. Also, changes in the syllabus regulations in recent years means that candidates are now able to select four activities from at least two of the six categories of activities offered within the syllabus instead of four activities from three of the six activity areas, as was previously the case. This means that candidates have a greater range of activities to choose from and is therefore less restrictive in terms of choice of activity.

Centres take the assessment of their candidates very seriously and this was clearly apparent from the evidence on the video tapes. Also, the marking for the two assessment objectives, Planning, Performing and Evaluating, and Analysing and Improving has been accurate with candidates, firstly being placed in their correct ranked order according to ability. Secondly, candidates being awarded a certain mark according to the activity assessment criteria. In the vast majority of cases this has been done extremely well and marks have been accepted. However, in some cases the standard of assessment has been inaccurate and as a result marks have been adjusted at moderation. This has tended to occur at Centres that are following the syllabus for the first time and at Centres where the number of candidates is small and this has made it difficult to assess standards of performance against other candidates.

The video evidence proves to be very revealing in terms of how the IGCSE Syllabus is interpreted and what is taught in different Centres. However, sadly not everyone interpreted the syllabus correctly and a number of candidates were wrongly placed in a teaching/instructing role, with little emphasis on the candidates' practical performance in their chosen activities. Where this has happened candidates have been marked down. The assessment objectives of the syllabus set out quite clearly what candidates are expected to demonstrate. In their chosen activities they must be seen demonstrating the essential skills of their chosen activities and how these skills are integrated in an activity/game situation. Centres need to take great care to see that candidates are filmed precisely in these situations. Where this has not taken place this year, Centres have been informed in the Report to the Centre, following moderation.

It is quite noticeable from the video evidence provided, that a large number of candidates have performed well for the examination because they are particularly talented in a range of practical activities. Many candidates from Centres are shown performing either at Levels 1 and 2 in terms of Planning, Performing and Evaluating, with a lesser number performing at Level 3 and below. This would seem to indicate that the vast majority of candidates are clearly being attracted to the course because of their enthusiasm, interest and undoubtedly their ability in the range of sporting activities that are available within the syllabus. In an examination that recognises practical performance, many candidates are clearly keen to demonstrate their ability and be rewarded for their physical prowess. Although the syllabus caters for candidates of all abilities it is very noticeable that the spread of practical activity marks is very skewed towards the high ability level and perhaps this should not be too surprising.

The marks awarded for Analysing and Improving, Assessment Objective 2, reflect a wide range of ability. On the whole, the video evidence provided for this aspect of the course shows that candidates have a good grasp of the fundamentals, rules and regulations and training methods of their chosen activities. Often this is supported by very good written evidence. However, as in previous years, some Centres fail to provide any video evidence of this assessment objective and rely mainly on written evidence for their candidates' Analysing and Improving marks. Once again this year, several Centres failed to forward any written evidence of Analysing and Improving and had to be reminded of this fact.

The quality of the written work forwarded for Analysing and Improving continues to vary considerably. Some Centres have forwarded work that is quite outstanding and in such instances the candidates have gained the highest marks. However, there seems to be a reluctance amongst some teachers to award the maximum mark for work that is clearly exceptional and well above the level expected for the highest mark. In such instances, teachers have opted for the 'safer' mark of nine. A considerable amount of this work is now word-processed and is beautifully presented and deals precisely with the requirements of this assessment objective. Centres encouraging candidates to produce such high quality work should feel proud of their achievement. There are, however, some candidates who seem to produce written evidence in support of marks awarded for Analysing and Improving almost as an afterthought. The quality of this work is much lower and is often reflected in the candidates' marks, although not always. Where the standard of work and presentation is low some candidates' have had their marks reduced at moderation. Much of this work tends to lack depth of knowledge and the ability to suggest ways in which performances might be improved, once weaknesses have been identified. This latter point is a fundamental problem with the work produced by some candidates. Teachers may give guidance on how candidates can structure their responses in order to make it clear what training or practice methods can be used to improve any weaknesses in skills, techniques, fitness or simply 'reading the activity'.

The range of activities offered varies considerably. Some still prefer to offer a narrow range of activities to candidates, often concentrating on four or five practical activities. Very often the facilities available would appear to dictate the activities that can be offered but this is not always the case. Although offering a limited range of activities may seem very restrictive, the aim of these Centres is clearly to try to ensure that by maximising particular facilities or staff expertise their candidates will ultimately achieve high levels of performance in the activities offered. Such a policy does have its merits although some Centres offering activities such as Swimming, Gymnastics and Table Tennis do find that some of their candidates, who lack basic experience of these activities, tend to struggle to gain acceptable marks. Other Centres adopt a different policy and allow their candidates the freedom to choose whichever activities they prefer. This policy works well but only where candidates are receiving instruction in these activities. Most of the activities are offered within the Centres but an appreciable number of off-site activities are offered, often with considerable success. In many cases, candidates opting for off-site activities are receiving expert tuition in such activities as Horse Riding, Tennis, and Rock Climbing, to name but a few of the more popular activities.

Games continue to be the most popular group of activities offered to candidates. Within the Games Category Association Football, Basketball, Badminton, Netball and Hockey are clearly the most popular. However, other games which continue to be popular amongst candidates are Rounders, Volleyball and Tennis and to a lesser extent Golf, Rugby Union, Cricket, Squash and Table Tennis.

Within the Gymnastics Category Artistic Gymnastics and Trampolining seem to be popular with candidates, although the numbers offering these activities were small.

Once again the Dance Category provides girls with the opportunity to offer a variety of different forms of ethnic dances and although the numbers are small they appear to be growing.

Within the Athletics Category of activities the most popular activity is Track and Field Athletics and to a lesser extent Cross Country Running. The reason for the popularity of Track and Field Athletics would appear to be the fact that Centres like the objective method of assessment in this activity. Once again these activities seem to be growing in popularity in Centres.

Within the Outdoor and Adventurous Activities Category certain activities continue to be popular. Skiing continues to be extremely popular in areas where the local facilities make this a popular leisure activity. However, rather surprisingly some Centres in the tropics with no local skiing facilities have candidates that travel many thousands of miles to participate in Skiing and are prepared to provide video evidence of their ability. Horse Riding is also popular where candidates have a history of interest and instruction in the activity. Climatic factors do not seem to be a restriction to the popularity of this activity. Hill Walking and Campcraft, where the local mountain or open terrain makes this activity particularly appealing to candidates is also very popular in many Centres worldwide. It is also worth pointing out that the standard of performance of candidates in these activities is on the whole extremely high, which reflects highly on the standard of instruction in these rather 'specialised' activities.

Swimming remains very popular amongst many candidates. Once again the reason for this is not just the Centre's proximity to facilities but the fact that objective times and distances are used as the means of assessing performance. As in other activities Centres tend to only put forward candidates' marks in this activity if they are marked highly.

All Centres are required, as an essential part of the examination, to provide video recorded evidence of their candidates' performances for moderation purposes. On the whole most Centres have been aware of this requirement and have, in consequence, prepared themselves and their candidates for the filming. However, it must be said that some Centres have prepared less well and in some cases several Centres found themselves in difficulties trying to produce good video evidence by the coursework dead-line date.

Centres unused to filming need to plan this carefully, ensuring that the candidates are well prepared and they know exactly which activities are to be filmed and the range of skills and activities sessions for each activity are identified. Even the day on which the filming is to be carried out needs to be written into the calendar. Candidates need to be briefed beforehand and clearly identified by numbered bibs. The bibs and numbers also need to be very large in order to be seen very clearly.

Video recorded evidence

The importance of the video evidence of candidates' performances cannot be overstressed. The video or CD recorded evidence provided by Centres is the only way in which candidates' performances can be presented for moderation purposes. It is therefore imperative that the quality of the video recording is as detailed as possible. In order to achieve this, Centres are advised to follow the instructions that are available from Cambridge. These lay down clearly what should be filmed and the best sequences of shots to take, how to identify candidates in numbered training bibs and how to show candidates in the most favourable conditions. Centres are strongly advised to check both the quality of the pictures and the sound track before despatching the tape to Cambridge. Furthermore, Centres are advised to keep a second copy of the tape, just in case the original tape gets damaged or lost in transit.

This year, the difference in the quality of the videotapes received varied considerably. The very best videotapes and CDs showed excellent sequences of shots, showing skills and activity situations. In all these cases the candidates were clearly identified and the accompanying commentary was helpful to not only identify candidates but to pin-point their strengths and weaknesses. In order to clearly identify candidates many Centres used the identification column on the Centre Order of Merit to indicate the number and colour of each candidate's training bib, but sadly not all Centres did this. The best advice to offer Centres is to view the videotape before sending the tape to Cambridge and imagine that you do not know any of the candidates on the screen. Then ask yourself, would you be able to assess them if you did not recognise them from the information on the Centre Order of Merit sheets and their performance in an activity. If this information is not supplied in the form of either identification numbers on the candidates and on the assessment sheets or by way of mentioning candidates' names in the commentary, then these matters need to be addressed.

Some teachers, in their enthusiasm to capture all the action of some activities, film whole games. This is unhelpful from a moderation point of view. The guidelines for video recording suggest that no more than 15 minutes of filming should be devoted to each activity. This requirement was rarely followed. In some cases Centres sent more than 4 hours of viewing of just three or four activities. In more than one Centre devoted a whole tape to each of their candidates in all their chosen activities. The amount of time devoted to the editing of the tapes must have been enormous and was quite unnecessary. Another Centre with a large number of candidates filmed every single candidate in each activity. Here again, this is not necessary and the requirement is for a sample of candidates to be seen across the ability range in each activity. Ideally each Centre should provide one tape showing a sample of 5/6 candidates from across the ability range in each activity situation is quite sufficient.

Some Centres planned and carried out excellent interviews of candidates in connection with Assessment Objective 2, Analysing and Improving. Many were quite brief but oral questioning of this kind quickly enables the Moderator to assess a candidate's ability to understand the activity they are taking part in and to discover whether they can identify strengths and weaknesses in their own or another person's performance. Where candidates are being interviewed the teacher needs to know precisely what questions s/he is going to ask and to be equally well prepared. As most teachers who have undertaken interviews will testify, there is a technique to doing it and this has to be learned and practised.

The sequence of video camera shots taken by most Centres was, on the whole, helpful in gaining an accurate picture of each candidate's performance.

In the very best video evidence provided Centres recorded evidence of a sample of candidates from across the ability range in a range of practical activities. They also followed the guidelines and showed candidates demonstrating a sufficient range of skills. They were then often placed in an activity or game situation. In some instances the game shown was not a full game but a small-sided game. This is perfectly acceptable and serves to demonstrate the essential skills of the activity within a team game situation. Very often the tape had a teacher commentary which also proved very helpful in identifying candidates, particularly in fast moving game situations. The candidates would also be clearly identified in large numbered training bibs.

Each year most overseas Centres arrange for video-tapes to be copied onto the PAL format which is the standard system used in the United Kingdom and Europe and which is accepted in most video recorders. Most Centres comply with this request. However, some Centres, usually in the Americas and Japan, have video recorded using a different system, which is not compatible with the PAL system. Once again this year, this happened and delayed the moderation period considerably for several Centres. Wherever possible Centres that use a different recording system, such as NTSC, are asked to try to have the tape transposed onto the PAL format so that it can be viewed more quickly on arrival at Cambridge. Where the moderation period has been delayed due to this difficulty Centres have been informed in the Report to the Centre.

Once again, this year, most Centres have taken great care to send all the necessary documentation, along with good video evidence of candidates' performances by the set dead-line date. These Centres clearly followed CIE guidelines and as a result most coursework material arrived on time and intact. Also, the vast majority of Centres had carefully checked the documentation for errors and as a result there were very few arithmetical or transcriptional errors in the paperwork. However, not all Centres did, and these had to be faxed and e-mailed to request missing paperwork, subsequently delaying the process of moderation.