

# PHYSICAL EDUCATION

## Written Paper

### Paper 1

#### General comments

The paper produced a range of marks with relatively few in the 60 - 70 mark range and very few 70+. Equally there were very few marks in the 20 -30 range.

The standard was again generally very high with candidates displaying a good range of understanding.

The questions that caused the greatest problem and resulted in relatively few high 60 - 70 and 70 + marks were **B1f**, **B2f** and **B3e**. However, these questions generally did not demonstrate a lack of knowledge but more a confusion in their understanding as demonstrated in **Question B1f**.

In **B1f** a significant number of candidates failed to recognise the multi stage fitness test but knew it as the "bleep test" and as such many lost marks as they then applied their understanding of this test in the wrong part of the paper.

In **B2f** candidates displayed limited understanding of the training principles and how they could be applied to circuit training and as a result few candidates gained more than 2 marks.

In **B3e** candidates seemed not to fully read the question and applied their understanding to the impact on an individual rather than the sport. Many of the candidates gave responses that were well thought out but could not be applied to the question.

#### **Section A**

#### **Question**

- 1 There were a great many students who failed to gain a mark for this question. A considerable number of candidates mentioned different body types in responses to other questions which suggest that although they did understand the terms used to describe the three body types the collective term was less well understood.
- 2 A well answered question.
- 3 A well answered question.
- 4 Generally well answered but some candidates confused social well being and gave an inappropriate response.
- 5 A well answered question.
- 6 Few candidates gained both marks; many gave incorrect responses relating to the cost of building the pool or the high cost of entry to the pool.
- 7 A well answered question.
- 8 Most candidates gained both marks without too much trouble.
- 9 Generally well answered, however, there was some confusion over muscle fibre. Most candidates gained a mark for the food type.
- 10 A well answered question.

- 11 A poorly answered question by many candidates. The common error was not identifying the correct number of marks that could be awarded.
- 12 Some candidates did not understand the implication of external factors and responded with factors such as fitness and motivation.

**Section B****B1****Question part**

- A Generally well answered most gained a mark.
- B A well answered question, most candidates gained both marks.
- C The more able candidates gained both marks but there were a considerable number of candidates who named different activities for open and closed skill. There was also a great deal of confusion of what constituted an open / closed skill with some candidates just making a list of a range of skills demonstrating little understanding of the question.
- D Most candidates gained a mark for part (i). The majority of candidates gained only one mark in part (ii) the majority of responses mirrored the graph maintaining 4 beats difference, few showed a more gradual increase to the working heart rate or a quicker return to resting heart rate. In part (iii) few candidates were able to offer a reason for the changes and many just described the graph.
- E Quite well answered many gave a very confused description of the key features and few gained full marks but most gained at least 2 marks.
- F This was generally a poorly answered question. In part (i) most gained a mark. In part (ii) a great many candidates did not recognise the multi stage fitness test by its proper name and as a result gave a range of responses which were incorrect. In part (iii) many candidates then described the Multi – Stage Fitness Test as the bleep test.

**Section B2****Question**

- A Generally well answered.
- B A well answered question most candidates gained both marks.
- C Generally most candidates gained a mark for the correct equation and they were able to describe a feature of the respiration system.
- D Generally quite well answered but a number of candidates tended to give a range of repeated responses that described types of lifestyle which only gained 1 mark. Most candidates were able to name or describe carbo-loading to gain a mark in part (ii).
- E Most candidates gained 2 marks in part(i). Some candidates, however, confused evaporation and radiation giving the correct responses but in the wrong areas. In part (ii) there were some very confused responses, with a number describing working harder and muscles just adapting to the conditions as an appropriate response.
- F Part (i) was generally well answered with the most common response being circuit training, contained stations and a time component. Very few candidates gained credit in part (ii) as they were unable to name the principles of training and fewer then related this to the planning of a circuit training programme. Part (iii) offered few clear answers with many candidates often repeating the points made in part (i) of the question. Most candidates gained a mark in part (iv)

**Section B3**

**Question**

- A** Quite well answered but a number of candidates did not mention the involvement of a physical activity in their response.
- B** A very well answered question with many candidates giving interesting responses.
- C** Few gained full marks, many candidates not establishing the links between the two organisations and describing the benefits that they individually may provide for performers. There were also a number of candidates who saw the only possible link as being with a professional sports club (particularly a football club) rather than a grass roots club.
- D** Quite well answered
- E** Many candidates failed to gain marks in this question because they related their responses to the impact on the individual e.g. intrusion into private lives etc. However, the question required responses that related to the impact on the sport rather than the individual sports person. If candidates were able to link the impact on the sport with the individual then credit was given.
- F** Part **(i)** was well answered with a number of candidates getting full marks. Part **(ii)** was less well answered and often did not relate to girls participation immediately after leaving school but tended to describe setting up families etc. or not having enough time which may be true but could be applied to either boys or girls.

# PHYSICAL EDUCATION

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Paper 0413/02

Coursework

## General comments

The CIE GCSE Physical Education course has once again this year demonstrated its popularity amongst Centres worldwide. Centres from a further 10 different countries have joined the established list of Centres that are keen to offer the syllabus to their candidates.

The standard of marking for the two assessment objectives, Planning, Performing and Evaluating, and Analysing and Improving has, by and large, been carried out accurately. However, in some cases the standard of assessment has been inaccurate and as a result marks have been adjusted at moderation. Adjustment of Centre marks has tended to occur where Centres are following the syllabus for the first time, where the number of candidates at a particular Centre is small, and this has made it difficult to assess standards of performance against other candidates, and where teachers have offered off-site activities to candidates for which the teacher has little knowledge of the activity. This might occur when such activities as Squash or Horse Riding are offered to their candidates.

One concern that tends to appear each year is the apparent lack of knowledge of some teachers with regard to the actual content of the syllabus and what candidates are expected to demonstrate. Where this is an issue with a Centre it has been mentioned in the Report to the Centre. However, such issues have been reported to Centres in the past but some Centres have disregarded the advice offered. Some Centres are still under the impression that candidates only have to demonstrate a simple skill or action, often in an unopposed game situation, in order to prove that they are competent performers. This is not correct. Candidates must, wherever possible, be seen in a competitive situation. An example might be where a candidate is seen demonstrating various batting, fielding and throwing techniques in isolation in Rounders. This is acceptable and helpful to the Moderator to show that they are capable of performing each skill. However, the candidate must also be seen in a competitive game or small game situation where the candidate has to demonstrate their ability to select the most appropriate skill and integrate it into the game.

Although the syllabus caters for candidates of all abilities it is very noticeable that the spread of practical activity marks is skewed towards the higher ability levels. It is also noticeable from the video evidence provided, that a large number of candidates have been entered for the examination because they are particularly talented in a range of practical activities. Many candidates 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 undoubted ability in the range of sporting activities that are available within the syllabus. Furthermore, many candidates have their own specialist interest in certain activities and wish to pursue these interests. Is most noticeable in activities such as Skiing, Horse Riding and Sailing where the performances are invariably extremely good. In an examination that recognises practical performance, many candidates are clearly keen to demonstrate their ability and be rewarded for their physical prowess.

The quality of the written work forwarded in support of marks awarded for Analysing and Improving varies considerably from Centre to Centre. Some Centres seem to have very little understanding of what this component involves. The written work is very brief and in some cases non-existent. Fortunately, the majority of Centres' staff do understand what is required from candidates and have taught them the skills of analysis. Some of these Centres have forwarded work that is quite outstanding and in such instances candidates have gained the highest marks. However, there is still 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 still prefer to opt for the 'safer' mark of nine. Although some written evidence is hand written, an increasing amount of this work is now word-processed, is beautifully presented and deals precisely with the requirements of this assessment objective. Centres that encourage candidates to produce such high quality work should feel proud of their achievement. One Centre was able to send all the their candidates' Analysing and Improving task on a CD. This is the first time that this has happened and is an interesting development.

The marks awarded for Analysing and Improving, Assessment Objective 2, continue to reflect a wide range of ability. On the whole, where video evidence is used candidates would appear to have a good grasp of the fundamentals, rules and regulations and training methods of their chosen activities. Often this video evidence 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. This is perfectly acceptable. Regrettably, once again this year, several Centres failed to forward any written evidence of Analysing and Improving and had to be reminded of this fact.

Much of the written evidence in support of marks awarded for Analysing and Improving received this year was of a good standard. However, some Centres seem to ask candidates to produce written evidence almost as an afterthought. In such instances, the syllabus requirements have not been followed very carefully and consequently candidates have been badly prepared. 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 poor marks have been reduced at moderation. There appear to be two problems. The first problem is that candidates have not been prepared or guided by their teachers as well as they might have been. The clear message is that teachers should read the syllabus instructions very carefully and then give more guidance to candidates. This should enable candidates to structure their responses more precisely. Secondly, some candidates lack the basic knowledge to respond to the issues that arise when analysing a person's performance, most noticeably in suggesting ways and means of improving practical performance. Once again this calls for more guidance from the teacher in order to help candidates. By offering more advice teachers should 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 by Centres varies considerably and not surprisingly is mainly dictated by climatic and environmental factors. Whereas some Centres still prefer to offer a narrow range of activities to candidates, often concentrating on four or five practical activities, other Centres offer a wider range of activities. The aim of some Centres is clearly to try to ensure that by maximizing particular facilities or staff expertise their candidates will ultimately achieve high levels of performance in a restrictive group of activities. Such a policy does have its merits although some Centres offering a limited range of activities find that some of their candidates, who lack basic experience of these activities, tend to struggle to gain acceptable marks. Other Centres are less restrictive and allow candidates to choose from what would appear to be an almost unlimited number of activities. This procedure also has its drawbacks. It was noticeable this year that several Centres offered a very wide range of practical activities but failed to provide the teaching or coaching that would enable candidates to achieve good marks. There was no doubting the fact that the candidates enjoyed participating in the activities but they were only performing at a very mediocre level. This policy works well but only where candidates are receiving instruction in these activities. Not surprisingly most activities are offered within Centres, utilising whatever facilities are available but a considerable number of off-site activities are also offered, often with considerable success. Candidates opting for off-site activities are often receiving expert tuition in such activities as Horse Riding, Tennis, Skiing and Rock Climbing, to name but a few of the more popular activities.

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

Within the Gymnastics Category, Artistic Gymnastics seems to be popular with candidates, but the number of Centres offering this activity have dwindled once again this year.

Amongst the Dance Category of activities, ethnic dances have seen a growth in popularity amongst candidates. The growth in popularity seems more noticeable from Centres in Africa and India.

Within the Athletics Category of activities, the most popular activity continues to be 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, particularly where local facilities and climatic conditions are important. Skiing continues to be extremely popular in areas where the local facilities make this a popular leisure activity. Horse Riding is also popular in Centres where candidates have a history of interest and instruction in the activity. Strangely this activity does not seem to be affected by local climatic conditions. 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.

Within the Swimming Category, competitive 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, teachers tend to only put forward candidates' marks in Swimming if they are marked highly. This year has also seen a noticeable increase in the number of candidates offering Personal Survival as a separate Swimming activity.

### **Video recorded evidence**

The importance of the video evidence of candidates' performances cannot be overstressed. The video, CD or DVD 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, most Centres have followed 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. Once again this year, despite repeated instructions in the Annual Report and the Reports to Centres, some Centres failed to follow this advice. Consequently some Centres did not film their candidates in the most favourable situations, often did not check the quality of the vision and sound track before sending the tape to Cambridge and consequently they placed their candidates at a distinct disadvantage. Centres are strongly advised to check both the quality of the pictures and the sound track before dispatching 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 several Centres' tapes and DVDs were damaged in transit or found to be blank on arrival and the Centres had to be contacted for replacements.

The difference in the quality of the video tapes received this year varied considerably. The very best video tapes 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 in not only identifying candidates but in pin-pointing their strengths and weaknesses. This was in marked contrast to the poor quality tapes that were received from a small number of Centres. Often these videos showed candidates filmed indoors, in situations where it is difficult to identify the candidates. Other errors included candidates being filmed sideways and numerous shots of the ground rather than the candidates. Also, the picture quality was poor, often with a great deal of 'camera shake', and frequently there were no accompanying notes or commentary. In some instances the candidates were not identified at all and this made the task of moderation almost impossible. In order to clearly identify candidates many Centres used the identification column on the Centre Order of Merit Sheet 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, if you would 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.

In their enthusiasm to capture all the action of some activities, some teachers film whole games of Football or Netball. This is unhelpful from a moderation point of view. The guidelines for video recording state that no more than 15 minutes of filming should be devoted to each activity. This requirement was not always followed and in some cases Centres sent more than 4 hours of viewing for just three or four activities. In more than one case Centres devoted a whole tape or DVD 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. The offending Centres have had their errors pointed out to them in their Report to Centres.

In some cases Centres planned and filmed excellent interviews with 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 in which they are taking part 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 he is going to ask and to be equally well prepared. Sometimes this was not the case and some teachers repeated the same questions. As most teachers who have undertaken interviews will testify, there is a technique to doing it and this has to be learned and practised. Some teachers also filmed and interviewed candidates at the same time. This can be done but often it is better for two people to be involved in the filming and interviewing process.

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. However, in some cases this did not happen and some Centres produced shots that did not convey the full picture of whether candidates could perform the skills or not. A typical example might be where a group is performing a Basketball lay-up shot and because of the angle of the camera to the candidate, it is not possible to see, first of all, the number on the candidate's bib to identify him or her, secondly to see whether they approach the basket with the correct number of steps, whether they jump off the correct leg and whether the shot on basket is accurate or not. Also, if the sequence of shots wishes to show a game situation and the game is filmed from a distance, not only is it impossible to identify individual candidates but it is impossible to see them perform any skills. Identification of candidates is always crucial in all filming circumstances. More often than not in such instances it is far better to film the sequence of shots in a small activity situation rather than in a full game. This is particularly important in Football and Hockey. When filming in a game situation it is vitally important for the camera to track each of the identified candidates. Only by doing this will candidates be presented in the best possible light.

In the very best video, CD Rom or DVD 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 and these numbers were replicated in the left hand column on the Candidate Mark Sheet. However, some Centres have failed to do this. Consequently they run the risk of having their candidates marked down, simply because they have not been seen in the right practical situation or clearly identified. Centres need to realise that even if they have a very small number of candidates for an activity, such as Volleyball, the candidates must be seen in a small-sided game of Volleyball. Just showing the candidates demonstrate a small range of individual skills is not sufficient. In a game like Volleyball they must be seen in a dig, set, smash and three touch routine, for example, and this can be achieved with only three or four candidates.

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 hence 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, further delaying the process of moderation. It is hoped that these Centres will, in future, make every effort to ensure that coursework material arrives complete by the stated dead-line date.