

# PHYSICAL EDUCATION

Paper 0413/01

Paper 1

## General Comments

The vast majority of candidates completed the paper and there were no questions that were consistently unanswered. There was little to indicate that there was insufficient time allocated for the paper.

The overall standard of responses was high, particularly, bearing in mind that for some candidates, they were answering in their second language.

The area where candidates lost most marks were in **Questions 8, 12, B1 f(iii), B2 f(ii), B3 f(iii)** where there were many example of candidates not applying their understanding to the question asked, although they provided a great deal of information relating to the general topic. As a result candidates could have gained higher marks by more careful reading of questions as there were indications that they had some understanding of the topic.

Throughout the paper some candidates failed to distinguish between questions that asked for responses that required something to be named rather than described. Therefore, credit could not be fully given when a description was asked for which requires detail but only components were named.

## **Section A**

### **Question**

- 1 Most candidates gained a mark with some aspect of the definition. Some candidates did confuse the question and gave responses relating to physical well-being.
- 2 Well answered. The vast majority of candidates gained a mark.
- 3 Well answered and credit was given when candidates gave examples of prescription drugs.
- 4 Most candidates gained a mark. 'Being lazy', was a frequent response which was given credit as it was interpreted as a lack of motivation.
- 5 Most candidates were able to give one of the principle blood producing bones.
- 6 Candidates were asked to describe forms of motivation and most gained a mark but few gained full marks. Many candidates named, but did not describe a form of motivation.
- 7 Generally well answered, most candidates gained marks with responses that were health related.
- 8 Not generally well answered. The question assumed the notion that if a performer could become professional they were already performing at a high level. Therefore, answers were expected to relate to the issues surrounding professional participation and not the more fundamental reasons that surround the historical reasons why women have found it difficult to participate.
- 9 Well answered. Most candidates responded with statements about time available and health.
- 10 Most candidates gained marks with descriptions of blood forming below the skins surface.
- 11 Most candidates gained a mark; the most common reason for failing to gain the mark was repeating the response already given in **Question 10**
- 12 A well answered question, most candidates gained full marks with a range of good responses.

- 13 A significant number of candidates gained full marks; however, there were a number of responses in candidates' answers.

### **Unit B1 Factors Affecting Performance**

- a) Most candidates gained a mark; most with part of the definition for a drug.
- b) Most candidates identified the need to rest but, the response of just recovering needed more detail to gain credit.
- c) A well answered question; most candidates gained full marks and demonstrated an understanding of the impact of exercise.
- d)(i) Most candidates gained at least one mark, however, particularly in the response to the tricep many described all movements that occurs at the elbow.
- (ii) The majority of candidates gained good marks and demonstrated a good understanding of different types of muscle tissue.
- e) Most candidates recognised and were able to describe a synovial joint; however, few were able to give the same level of information about cartilaginous and fibrous joint.
- f) Few candidates gained full marks for this question.
  - (i) A number of candidates showed some confusion with the stages of the information processing model.
  - (ii) Well answered, most candidates were able to provide a range of reasons why feedback is important and many gained full marks for this section.
  - (iii) This section was poorly answered, the more able candidates were able to identify some of the principles that a coach should employ. A number of candidates confused training principles with the need to provide the different principles that a coach would employ when giving feedback.

### **Unit B2 – Health Safety and Training**

- a) Almost all candidates were able to show some understanding of how clothing can contribute to injuries.
- b) A well answered question. Most candidates gained full marks but a few were unable to understand the effects of obesity.
- c) Most candidates gained a mark for the description of heart rate but there was much less accuracy in the range on descriptions given for Stroke Volume.
- d) Generally a well answered questions. The vast majority of candidates showed an understanding of training principles.
  - (i) Well answered and most candidates were able offer an acceptable response.
  - (ii) Generally well answered but some candidates repeated their response from part (i) of the question and did not gain credit.
  - (iii) Well answered and most candidates chose to use Overload to illustrate their understanding.
- e)(i) Well answered by most candidates who gained at least 2 marks and demonstrated a good understanding of the value of Fartlek Training.
- (ii) Most candidates were able to apply the Overload principle to Fartlek Training giving the increase sprint aspect, length of time etc. Few gave the change of terrain as a means of overload.

- f)(i) Generally well answered. The question required candidates to describe some action that should be taken to complete a risk assessment.
- (ii) Safety around the pool was well answered. A number of candidates gave answers for the gym and playing field that were not practical such as re-surfacing the gym floor and did not gain credit. A number of candidates gave answers that included using weights as part of their response for the gym and this was given credit. There was also a great deal of repetition with the same response given for all three sites.

**Unit B3 Reasons and Opportunities for Participation in Physical Activity**

- a) Well answered; most candidates used wheelchair basketball as their response.
- b) Well answered; most candidates gained both marks. The invasion of privacy was a frequently used response.
- c) Well answered and some candidates gave some duplication in their responses but most gained two marks and a significant number full marks.
- d)(i) Candidates found some difficulty in distinguishing between the features of a local club rather than a large professional organisation. However, most did gain marks in the first part of the question.
- (ii) Most candidates gained full marks. There was a wide variety of descriptions given, however, consideration was given to the range of experiences that candidates may have had through clubs that they may have attended.
- (iii) The majority of candidates gained full marks with a variety of answers.
- e) A well answered question. The majority of answers used the example given of football in Brazil to illustrate the points that were made. The majority of candidates gained at least two marks with many gaining full marks.
- f)(i) Responses were generally well made and most candidates were able to give responses that gained at least two marks with many gaining full marks. The common error made was not linking the impact of the media in bringing changes to the sport but concentrating on how media coverage of sport had changed.
- (ii) A significant number of candidates gave responses that did not fully relate to the question or duplicated answers.

# PHYSICAL EDUCATION

Paper 0413/02

Coursework

## General comments

Once again there was an increase in the number of Centres entering candidates' coursework for the October/November 2009 Entry Option.

Once again the overall standard of assessment of practical activities by Centres was good. Most of the Centres have been teaching the syllabus for a number of years and are therefore familiar with the assessment procedure for both coursework components.

However, as in previous years, there were a considerable number of new Centres who were unfamiliar with the means and methods of assessment. In nearly all these cases it was found necessary to make some adjustment to the Centre's overall marks. Where such adjustments have taken place all Centres have been notified in the reports following moderation.

Despite being informed in previous Centre Reports, 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 and worthy of creditable marks for the assessment objective, Planning, Performing and Evaluating. This simply is not the case. Sadly this is a recurring issue which has to be mentioned every year and which some Centres fail to fully understand. Candidates must, wherever possible be seen demonstrating the essential individual skills either on their own or in a small group practice, and then they need to be filmed performing these skills in a larger game or group activity. Simply demonstrating various types of Basketball pass in twos does not give the Moderator any indication as to whether the candidate can select the most appropriate pass and execute it well within a game situation, hence the reason why a filmed sequence showing a small-sided game situation is so important.

Although in most Centres there is a considerable range of ability between candidates, the standard of practical performance of candidates from several of the Centres was particularly high. Many of the more able candidates are shown performing either at Levels 1 or 2 in terms of Planning, Performing and Evaluating, with a lesser number performing at Level 3 and below. This would seem to suggest that candidates are attracted to the course because of their enthusiasm, interest and undoubted ability in the range of sporting activities that are available within the syllabus. The level of their performance is clearly reflected in their final marks for Planning, Performing and Evaluating. This same point was mentioned in last year's Examination Report.

The range of activities offered by different Centres varies considerably. Centres entering large numbers of candidates appear to have the teaching/coaching expertise to offer a wide range of practical activities. On the other hand, Centres only entering a small number of candidates are more restrictive in terms of the activities they are prepared to offer. In most cases the latter type of Centre often only allowed candidates to participate in four activities.

Amongst the noticeably popular practical activities offered by Centres are Association Football, Netball, Hockey, Rugby Union, Basketball, Badminton, Volleyball, Track and Field Athletics, Swimming and Dance. In most instances these activities appear to be traditional activities taught in these Schools. Other activities such as Hill Walking and Campcraft and Squash are keenly followed in fewer Centres where they either have the facilities or are sufficiently near to the facilities to make use of them. The same Centres have enthusiastic teachers who are prepared to provide the support and guidance for these activities.

The quality of the written work forwarded in support of marks awarded for Analysing and Improving was again mixed but on the whole good. Most Centres have noted the changes to the requirements for this component which requires candidates to carry out one Analysing and Improving task from one of their chosen practical activities instead of four. Unfortunately some teachers have not noted the changes and have continued to ask candidates to produce four Analysing and Improving tasks. In most cases Centres

seem to have a good understanding of what this component now involves and have carried out a good assessment of individual candidate's work very well. A notable improvement this year was the way the task was set out according to the guidance laid down in the syllabus. Clearly teachers have considered comments on previous reports and adjusted their teaching accordingly in order to emphasise the important points.

A noticeable change this year has been a move by all Centres to supply DVD evidence of candidates performances rather than using VHS tapes. In most cases the quality of the DVD evidence has been very good but in several cases, for some unknown reason, the DVDs could not be seen on either DVD players or personal computers. Fortunately the same Centres had provided additional DVDs or in one case a VHS tape. In future all Centres are asked to check the quality of the DVD before sending it in a secure package to Cambridge. A very important point is for teachers to ask themselves would they be able to identify the candidates and their marks on the assessment sheets if they did not know the candidates by name. If they can do this then the Moderator should be able to identify the candidates and moderate them accurately.

One point that was very pleasing from a Moderator's point of view was the fact that in nearly every case candidates were clearly identified by numbered bibs. Furthermore, most candidates means of identity was entered against the candidates' names on the Centre Order of Merit Sheet and Rank Order Sheets. This has often been a recurring problem in the past which thankfully seems to have been corrected.

The major problems for the Moderator this year has been the late arrival of a considerable number of packages from Centres. In many cases these tended to be new Centres who were unfamiliar with the administrative routine. Also, a considerable number of these Centres had missing documentation or video/DVD evidence of candidates performances. Amongst the obvious missing paperwork from Centres was the fact that a considerable number of Centres still fail to provide records of Athletic event times and distances and also Swimming event times. It is not sufficient to simply write the raw scores down for the points total achieved in Athletics and Swimming. More information is necessary in order to check the accuracy of the activity marks for each candidate. All such Centres have had this drawn to their attention in the Centre Report. The result of all these problems was that the Cambridge Office has had to contact the Centres and ask them to forward the missing materials, thus causing further delays in the moderation process.

On the whole Centres entering candidates in the October/November option should be very pleased with both the results achieved by candidates and the presentation of their candidates. The resulting candidate examination grades will undoubtedly reflect the hard work of both candidates and teachers.