

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 1

## Key Messages

Many candidates displayed a good all-round knowledge of the subject, those awarded the greatest credit used their understanding well in questions that required it to be applied to a particular situation. Candidates should recognise that when application rather than recall is required in the answer there is a demand for a greater depth of knowledge and detail to be demonstrated. This is also true of questions that ask for an explanation or description, single word responses are rarely sufficient and in most cases require a detailed response. Candidates should not give a number of examples of the same point unless the question specifically asks for this.

## General Comments

The standard of literacy displayed by candidates was good and for those for whom English is not their first language they should take great credit. Most candidates presented their papers well.

There were a number of questions where candidates were needed to give greater detail when application of knowledge was needed. The questions that required application were

**Question 7, B 1 (b), B 1 (e) (i) (ii), B 2 (d), and B 3 (d)** in all of these questions candidates either needed to develop the broad statement made with detail; repeating the point by giving more examples of the same topic could not be give additional credit.

Questions **Question 10, B 1 (f), B 2 (f) and B 3 (c)** were particularly well answered with many candidates demonstrating a very good grasp of these topics and many developed their answers very well indeed.

## Comments on Specific Questions

### Section A

#### Question 1

The majority of candidates gained credit with intrinsic and extrinsic as the main responses.

#### Question 2

Most candidates identified the need for a balanced diet or regular exercise to achieve a good level of health and fitness.

#### Question 3

The majority of candidates correctly gave either the Olympic Games or the FIFA World cup as their response. Naming a sport that is played globally such as football or athletics rather than an event was not awarded credit.

#### Question 4

A well answered question, the vast majority of candidates were able to identify a component of the skeleton.

#### Question 5

Most candidates were able to correctly identify the benefit that results from a cool down, however, some responses such as relaxes muscles did not provide enough detail to gain credit.

### Question 6

Candidates needed to identify the key roles that are described in the exam specification; responses such as putting out equipment or cleaning the changing rooms could not be given credit.

### Question 7

Most candidates demonstrated a clear understanding of the features of agility. To gain credit candidates needed to give examples of when agility is used; naming a sport when agility might be used such as football which was considered too vague. Some candidates gave the same example but applied it to different sports such as dribbling past an opponent in football and hockey which repeated the same point; no additional credit could be awarded.

### Question 8

Most candidates showed a good understanding of the term stroke volume and the role it plays in performance.

### Question 9

A well answered question, most candidates gained credit with examples of physical, health and mental benefits. Some candidates incorrectly related this question to a performer gaining sponsorship, scholarship or a professional contract in sport.

### Question 10

Most candidates demonstrated a good understanding of the features of aerobic and anaerobic respiration. Some candidates gave a feature of one system without explaining how this differs from the effect on the other system; this could not be awarded credit.

### Question 11

Candidates need to ensure that they understand the term visualisation. Many candidates gave examples of performers watching videos, other performers or demonstrations from a coach. These examples could not be awarded credit. The candidates who gained credit recognised its role in controlling levels of arousal and gave examples of when a performer could use this to aid performance.

## Section B1 Factors affecting performance

- (a) Most candidates showed an understanding of the terms open and closed skills. To be awarded credit a skill rather than a sport needed to be named, however, certain sports that are entirely open or closed were accepted.
- (b) The majority of candidates were able to identify the location of a synovial joint with the most common example being the knee. The identification of its features and their benefits proved more difficult for a number of candidates, the most frequent correct responses were synovial fluid and cartilage with an appropriate function.
- (c) Candidates provided a range of responses, there were many who did not recognise the location of the Gastrocnemius and the Pectoral muscles so were unable to describe the main movement. The best response was provided for the quadriceps. In this question some of candidates provided a number of responses for each part of the question, in such cases only the first responses was considered as candidates were unable to clearly identify the movement required.
- (d) A very well answered question, the vast majority of candidates demonstrated a good understanding of the reasons for a performer taking a banned substance. Candidates who gave answers that repeated the first point made did not score full credit.

- (e) (i) A well answered question, a few candidates confused endomorphic and ectomorphic body types but the majority named a sport that could be typically identified with the body type or were able to justify their example by giving appropriate responses in part (ii).
- (ii) The examples given were generally well considered, typical correct responses identified a basketball player being able to block shots, shoot over other players and being strong enough to shoot from outside the key. In sports that would not be so typically identified with the body types such as swimming many described the long limbs allowing for a longer pull in the arm action of the front crawl, muscle strength to allow a good leg kick and the weight ratio to provide a streamlined physique.
- (f) Most candidates provided good responses to this question with typical responses being an increase in heart rate, stroke volume, blood pressure and blood being shunted from other organs. Describing the long term effects of exercise on the circulatory system or the effects of exercise on the respiratory system were not awarded credit.
- (g) The question required candidates to firstly identify five components of health related fitness, a number confused these with elements of skill related fitness or goal setting targets. The second aspect of the question was to identify means to measure these components. Candidates need to ensure that they understand the appropriate methods of testing. Some candidates identified an inappropriate means of measuring a component or the test named did not measure the named component.

### **Section B2 Health, safety and training.**

- (a) A well answered question, most candidates used the reduction in swelling and pain by using ice as a treatment.
- (b) Most candidates gave responses such as the effect on the heart, strain on joints and muscles and the reduction in stamina; a response describing the performer as unfit was too vague to be considered.
- (c) The majority of candidates identified the need for first aid to be provided, if safety equipment was given as a response it needed to be specific to a contact sport. Candidates who gained full credit usually identified the need for groups to be divided on gender, age, weight or ability categories to ensure the safety of those taking part.
- (d) Candidates were required to firstly name the training principles and then apply these to a performer starting to prepare for an endurance event. Some candidates confused the training principles with skill and health components and also the goal setting principles. To gain full credit each component named was required to have a description of the application to an endurance event demonstrating how this could be considered for a beginner. Candidates need to ensure that a definition of the component has regard to the setting described in the question or the component applies to the sporting example given in the question.
- (e) A very well answered question most candidates gave responses such as a performer being tired, losing weight, having sore muscles developing frequent injuries. A few candidates described the effects of a performer who trains more than they need to; this response was not awarded credit.
- (f) (i) Most candidates gained credit for identifying that circuit training has a number of stations, these are time limited and there are different activities at each station. Giving examples of exercises that could be used in a training session was not awarded credit.
- (ii) Candidates answered this section of the question well with typical responses being that the variety of exercises reduces boredom, all muscle groups can be exercised. Skill components can be included and adapted to any sport. Most candidates gained some credit.

### **Section B3 Reasons and opportunities for participation in physical activity**

- (a) The majority of candidates gave the aims of a clubs was to increase participation in their club and to improve the quality of their facilities. Some candidates answered the question using examples that would apply to a major professional club rather than a local club as identified in the question.

- (b) Generally a well answered question with typical correct responses relating to the availability of land, the costs involved and access to the Centre. Some candidates repeated a correct response for example after giving an answer relating to the land available then made a further point by discussing the amount of space available and additional credit could not be awarded.
- (c) A very well answered question, most candidates were able to give a variety of responses which included answers that related to the reduction in performance due to continual pressure to play well, performers becoming over confident in their ability, performers resorting to taking drugs to maintain their performance and the invasion of privacy.
- (d) Most candidates gained credit for discussing how gender equality can be achieved, however, a number did not look at other aspects of creating social equality within sports. A number of candidates gave methods of trying to achieve social equality but went beyond the reach of a sports centre. Candidates who gained most credit for this question attempted to look at ways the performers with disabilities and minority cultural groups could be included plus how religious beliefs could be accommodated within a sports centre.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 1

## Key Messages

Many candidates displayed a good all-round knowledge of the subject, those awarded the greatest credit used their understanding well in questions that required it to be applied to a particular situation. Candidates should recognise that when application rather than recall is required in the answer there is a demand for a greater depth of knowledge and detail to be demonstrated. This is also true of questions that ask for an explanation or description, single word responses are rarely sufficient and in most cases require a detailed response. Candidates should not give a number of examples of the same point unless the question specifically asks for this.

## General Comments

The standard of literacy displayed by candidates was good and for those for whom English is not their first language they should take great credit. Most candidates presented their papers well.

There were a number of questions where candidates needed to give greater detail when application of knowledge was needed. This was true in the longer **Questions B1(d), B1(f)(i), B1(g) and B2(f)** in each case there was a requirement to apply some basic knowledge to a different situation. There were a number of candidates who were able to identify the knowledge required to answer the question and then gave a description without application or applied it to a different situation.

Questions that were consistently well answered were **B1(b), B1(e), B2(b), B2(d), B2(e) and B3(a)** these demonstrated the stronger candidates applying their understanding well and developing detail in the answers.

Candidates should also be aware of key words in questions such as describe and explain, in such questions it is highly unlikely that single word responses will gain credit and these key words indicate the need for detail and depth in responses.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

A well answered question by most candidates, a few candidates confused feedback and motivation in their responses.

#### **Question 2**

Most candidates gained credit with responses such as increases awareness and participation.

#### **Question 3**

The majority of candidates gained credit for responses such as able to cope with stress, being happy or feeling good about yourself.

#### **Question 4**

Most candidates showed a good understanding of the components of blood.

### Question 5

The most common response was age being a key factor in determining what people do in their spare time.

### Question 6

Most candidates were able to identify protein as the appropriate nutrient.

### Question 7

A mixed range of responses, a number of candidates gave bicep and tricep as their response but many did give the correct responses of Deltoid and Pectoral muscles.

### Question 8

Most candidates identified two pieces of safety equipment, a small number gave responses that related to equipment such as post protectors in rugby.

### Question 9

A very well answered question, the vast majority of candidates gained high credit. Typical responses such as taking part in extra-curricular activities allows playing in School teams or competitive situations against good quality opposition, getting better quality coaching and access to better quality facilities or equipment gained credit.

### Question 10

The majority of candidates identified the cause of a blister being friction or rubbing. Most candidates gave responses such as rest the area, cool area and do not burst the blister. Those that gave responses such as RICE or burst the blister did not gain credit.

### Question 11

Most candidates were able to identify components of health related fitness but a number included skill related components in their answers and this was particularly true by including agility rather than flexibility. It was important that different examples were chosen for each component whilst most did so but some gave answers such as being able to work longer or better for more than one component which did gain credit.

### Section B1 Factors affecting performance.

- (a) A well answered question, most candidates gave examples such as the skull protecting the brain and ribs protecting the heart and lungs as their responses.
- (b) A well answered question, most candidates were able to identify the means by which lactic acid is formed with the most common response being as a result of anaerobic respiration, when oxygen is not present in the respiration process. Candidates who gave the equation for anaerobic respiration were given credit. Most candidates also gained a credit for the effect with typical responses being muscle stiffness, soreness and tiredness.
- (c) Most candidates were able to complete the table with most gaining credit for the dangers of tranquillisers and effects of a diuretic but fewer were able to identify narcotic analgesics as the type of drug missing from the chart.
- (d) Candidates generally were able to demonstrate an understanding of the topic, by naming, the FITT principles but fewer described how these components might be applied to a long distance athlete. Well answered questions, for example, named the component, Training Activity and then went on to describe the need to use continuous training as it meets the demands of a long distance athlete.
- (e) Most candidates understood the body type mentioned in the question but some then chose to describe the benefits to a different sport than the one described in the question. Those candidates who gave good examples of the physical advantages of the body type, being large body mass,

strong arms and legs and broad shoulder. The benefits of this body type for a rugby forward was described as being able to push in a scrum, more difficult to tackle and be tackled.

- (f) (i) To gain maximum credit candidates needed to identify the goal setting principles and apply them to a performer who is beginning a training programme. Most candidates identified the principles, however, some candidates included training principles and components of fitness in their answers. Candidates needed to give an indication or examples of how these principles would be applied to a beginner rather than a general description.
- (ii) Most candidates gave an indication of how the goal setting principles act as a motivator for a performer with the typical response being it makes a performer work hard and it makes it easier to monitor progress. Some candidates confused motivation and feedback in their responses.
- (g) Many candidates identified the four stages of the Information Processing Model, however, some did not to apply them to someone learning a new skill. A typically correct example of a good response was Input – information needs to be broken down into small components as too much can cause confusion or a coach needs to give simple and clear demonstrations. In many responses candidates gave answers such as information can be heard, seen or felt which was too vague to be given credit.

### Section B2 Health, Safety and Training

- (a) A well answered question most candidates gained credit with examples of physical and mental health.
- (b) There were some excellent responses from candidates who gave either Isometric or Isotonic training or examples of these types of training in their answers.
- (c) A well answered question, most candidates gave responses such as the increase in size or strength of the heart, resting heart rate reduces, heart rate returns to normal after exercise quicker. There were a small number who gave short term responses to exercise or the effect on the respiratory system.
- (d) Some very good responses most candidates were able to identify the signs of heat exhaustion as being weak pulse and feeling weak and dizzy. Most candidates also recognised an appropriate treatment for the condition with typical correct responses being cooling the body, hydrate the performer and rest in a shaded area.
- (e) A very well answered question, most candidates were able to give different long term effects of exercise on muscles, joints and muscles. Stronger candidates were able to give both negative and positive effects of long term training.
- (f) (i) To gain credit candidates needed to identify the specific effects that Plyometric training brings rather than the general effects that comes from using all forms of training. Therefore, those candidates who identified the effects as being related to muscular power or explosive strength were given credit. The type of activities identified needed to demonstrate a power component, credit was given to candidates who identified activities such as skipping, clap press ups, bounding or jumping activities.
- (ii) There needed to be responses that identified the safety features that reflected the specific nature of Plyometric training, therefore, candidates who gave responses such as starting on low level equipment, ensure landing areas were soft, not allowing young performers to take part and stop training if joints start to ache were given credit. Credit was not given for examples of general safety requirements that would be applied to any type of training.

### Section B3 Reasons and opportunities for participation in physical activities

- (a) Most candidates gained credit with typical examples being Kenya and distance running, New Zealand and rugby and Jamaica and sprinting. Those candidates who gave less obvious responses were given credit if there was evidence of success in the Olympic Games, world championships or a top ten world ranking.

- (b)** Generally well answered, candidates provided a variety of appropriate responses, the better responses did not just focus on the influences of the television but also included the Internet and social media in their answer. Those candidates who focused on the impact of television gave responses such as providing live sport, showing a variety of sports and provide role models.
- (c)** The majority of candidates gained high credit for their answers to this question, typical responses were that it gave governments the opportunity to provide new facilities, improve infrastructure, bring in tourist and boost the economy. Some candidates gave responses that repeated a point for example having identified an increase in tourism as a benefit then went onto describe more people visiting the country and people coming to the country to watch the event, only partial credit could be given for such responses.
- (d)(i)** Generally well answered, the most frequent responses being the availability of land, cost of land and the proximity to transport links.
- (ii)** Different considerations needed to be given in rural settings; many responses were more appropriate to an urban setting. There needed to be recognition of the use of the natural environment to provide sporting opportunities or the environmental impact of building in rural areas.



# PHYSICAL EDUCATION

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Paper 0413/13

Paper 1

## Key Messages

Many candidates displayed a good all-round knowledge of the subject, those awarded the greatest credit used their understanding well in questions that required it to be applied to a particular situation. Candidates should recognise that when application rather than recall is required in the answer there is a demand for a greater depth of knowledge and detail to be demonstrated. This is also true of questions that ask for an explanation or description, single word responses are rarely sufficient and in most cases require a detailed response. Candidates should not give a number of examples of the same point unless the question specifically asks for this

## General Comments

The standard of literacy displayed by candidates was good and for those for whom English is not their first language they should take great credit. Most candidates presented their papers well.

Generally candidates gained high credit in **section A**, however, in **Question 10** many candidates repeated the example given. Questions that were generally well answered were **B1(b)**, **B1(d)**, **B1(e)** and also **B3(c)** where candidates were able to organise their thoughts and then develop points well, many were able to produce some very good responses. Questions **B1(f)**, **B1(g)**, **B2(b)** and **B2(f)**, required a great deal of application to a given situation; candidates needed to give specific descriptions to fully answer the question. In these questions some candidates often gave sufficient information to indicate they had an understanding of the topic but did not develop their answers fully.

## Comments on Specific Questions

### Section A

#### Question 1

Most candidates described a skill as a learnt process and were given credit.

#### Question 2

There was a range of responses, some candidates named a specific organisation and if there was evidence that it was appropriate credit was given. Most candidates were given credit with a typical response being youth groups.

#### Question 3

A well answered question, most candidates gave the typical response of milk.

#### Question 4

Generally a well answered question with the most typical response being a coach telling a performer what to do next. Credit was awarded for telling a performer and not for this being given by a coach. A number of candidates described how motivation might be provided or described who would provide feedback rather than how; this was not awarded credit

#### Question 5

Most candidates were able to identify some aspect of a recreational activity and given credit, however, few gave a complete description.

#### Question 6

The majority of candidates gave an appropriate response with the use of studded footwear preventing slipping.

#### Question 7

Well answered by the majority of candidates usually giving protection and movement as the most typical response.

#### Question 8

A well answered question, most candidates gained credit with responses such as elevation reduces swelling and prevents internal bleeding. A small number of candidates gave benefits of other treatments that could be used to treat a sprained ankle.

#### Question 9

Most candidates gained credit, typical responses given were that people live longer, recovery is now quicker and the improved identification of medical problems. There were a number of candidates who were able to develop responses beyond these.

#### Question 10

Few candidates gained full credit usually due repeating the occasions identified in the example. The type of responses that gained credit included tennis – serving the ball, basketball – jumping to rebound the ball and cricket – bowling the ball. Responses where candidates gave the same occasions for different sports, for example tennis – sprinting to return the ball, cricket – sprinting between the wickets to get a run and basketball – sprinting down the court in a fast break were not awarded credit.

#### Question 11

Most candidates gained credit, the typical correct responses given were connects muscle to bones, pulls on the bone and creates movement. Some candidates confused a tendon and ligament.

#### Section B1 Factors affecting performance

- (a) Most candidates gave some excellent responses related to the history or prestige of the Olympic Games, wanting to perform at the highest levels and wanting to represent their country. There were few incorrect responses given.
- (b) Most candidates were able to identify some of the components of a synovial joint. The effect on movement was less well explained. A number of candidates identified three different synovial joints.
- (c) A well answered question most candidates showed a good understanding of the drugs named in the question.
- (d) There were a range of responses to this question, the most common example used was the bicep being the prime mover as it initiates movement when it pulls on the bones to shorten the angle at the elbow joint. A number of candidates either described the function of the prime mover but did not use an example or gave an example but did not describe the role of the prime mover in the movement.
- (e) A well answered question most candidates used either rugby or basketball as their examples and gave responses such as in rugby an endomorph has the weight that benefits when pushing in the scrum and ectomorph has height which is useful in the line out to catch the ball. Benefits in basketball were given as an ectomorph would be able to rebound the ball easier and a mesomorph would be able to sprint down the court quickly in a fast break. Some candidates confused the body

types or described the features of the body type rather than described the benefits that they provide a performer.

- (f) (i) Most candidates were able to give a good definition of fitness with the most typical response being a performer will be able to meet the demands of the environment.
- (ii) Many candidates gained credit with typical examples being applied to rugby and described how agility benefits a performer when side-stepping a player, balance in a named aspect of a gymnastic activity, co-ordination when serving the ball in tennis and that speed of reaction benefits a sprinter at the start of a race. Candidates needed to apply their understanding to an activity as required by the question.
- (g) Generally a well answered question, the vast majority of candidates were able to identify the three components of blood and recognised the role that they play. To gain full credit, candidates having identified the components of blood needed to explain their application to performance. For example having named Platelets many candidates explained that they aid in the clotting of blood but did not explain the benefit that by clotting the blood it ensures that the performer can continue to play as it will require a minimum of treatment.

### Section B2 Health, safety and training

- (a) A well answered question, the typically correct response was that people have friendship and support and can mix with others.
- (b) Most candidates gained credit, although this question typifies the need to focus on questions requiring a description. A number of candidates gave responses such as age and gender which despite showing an understanding of the topic did not describe and give the level of detail required.
- (c) Candidates needed to say how specific components of a warm up prevent possible injuries, this included the mental benefits from a warm up. A description of components of a warm up did not gain credit.
- (d) Most candidates were able to gain credit with the most common responses related to the group size and experience, weather conditions, equipment which included first aid material and planning routes. Candidates were generally able to demonstrate an awareness of safety factors and apply them to the named situation.
- (e) To gain full credit candidates needed to identify the source of glucose and the role of glucose in both aerobic and anaerobic respiration. Most candidates demonstrated a good understanding of the role of glucose and gained high credit.
- (f) Most candidates showed a good understanding of Fartlek training. Some candidates described this type of training rather than developing answers to show the benefits of using this type of training. The most typical correct responses were the lack of cost or equipment, its adaptability to any sport, easy to build intensity into training and it's easy to change which prevents boredom.

### Section B3 Reasons and opportunities for participation in physical activity.

- (a) A well answered question most candidates gained credit with responses such as school could provide physical education lessons, provide facilities and equipment and develop extra-curricular activities.
- (b) The question required candidates to identify the means by which a sports centre could encourage people from different cultures to participate in sports, it was important that candidates did not give examples that indicated any form of isolation of these groups. The typical good examples described responses that were aimed to relax rules/dress code, have women only session to overcome religious restrictions, have signage within the Centre that improves communication and ensure the sports centre meets the demands of the community.
- (c) The majority of candidates gave both the positive and negative financial benefits for a television company, enables the increase in sponsorship and the development of specialist sports channels, over exposure of sport can result in people getting bored and the reputation of the whole company can be tarnished if there are problems with sports covered.

- (d) There were some excellent responses with many candidates developing a good range of responses under the headings of coaching, access to training facilities, having funding available, access to sports science which included medical support and motivation to play and perform. To gain credit candidates needed to identify factors under each of the heading and then explain how each influences a performer's ability to achieve the highest level of performance.

# PHYSICAL EDUCATION

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Paper 0413/02  
Coursework

## Key Messages

1. **Objectively assessed criteria:** Swimming, Track and Field and Cross Country have minimum standards for each level. This standard places the candidate at the bottom of the level. Marks should reflect how far above this minimum the candidate achievement and other criteria places each student.
2. **Appropriate evidence:** There continues to be an issue with the filming of appropriate evidence. Where candidates are given high marks, then the filmed evidence should show complex skills and may have very minimal coverage of basic skills. For example, twenty examples of a Badminton short serve, followed by long serves is just not necessary to support a Level 1 mark.
3. **Hill Walking evidence:** Candidates must be assessed as individuals even though they participate in groups. The increasing number of Centres submitting filmed evidence is welcomed. However the evidence needs to support detailed navigational skills rather than being just a view of candidates walking.
4. **Quality of filming:** Filming should always show the skill and outcome. So in Badminton, for example, the camera angle should allow the shot and flight of the shuttlecock to be seen.
5. **Candidate identification:** This continues to be a significant problem. Certain colour combinations are very difficult to see on film, for example, yellow on white or white on light blue. Game filming causes problems due to distance and numbers only being on the back of shirts.
6. **Alternative interpretation of the Analysing and Improving task:** This continues to disadvantage some Centres. History, rules, player profiles are not required. It is not a personal exercise plan. Skill development is sometimes overlooked or is covered with a minimal amount of detail.

## General Comments

In general the moderation of the November 2015 coursework component for IGCSE Physical Education has run smoothly. The vast majority of Centres have submitted coursework on time with the required forms and DVD evidence completed satisfactorily. Many Centres have provided excellent filmed DVD evidence of candidates' performances in a range of practical activities. Clearly a great deal of time and effort has gone into providing such high quality DVD evidence.

A few Centres are still finding it difficult to submit coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. Careful reading of the Coursework Guidelines Booklet is essential before both teaching and assessing activities. Those who are not fully familiar with the guidelines risk causing disadvantage to their candidates.

The Analysing and Improving Performance tasks vary considerably from Centre to Centre. Centres should be careful not to award inflated marks for work which is very short and lacking in content.

Cambridge International General Certificate of Secondary Education  
0413 Physical Education November 2015  
Principal Examiner Report for Teachers

### Assessment of Practical Activities

Centres have generally marked the practical activities in line with the criteria.

One concern which has previously been reported is the inaccuracy of some of the times and distances submitted by certain Centres for Athletics, Cross Country Running and Swimming events. Although this problem still continues, there has been an improvement this year. Most Centres verified the marks with a second signature.

### Teaching and assessment of the Analysis of Performance

This aspect of the coursework component is interpreted much more widely than the practical aspects. Where Centres follow the guidelines and complete all the sections, the standard of work is high and assessment is accurate. Unfortunately too many Centres either apply their own interpretation of what is required or do not follow the syllabus and guidance notes in sufficient detail. In such cases some candidates write a history of their chosen activity or give lengthy details of rules and regulations. None of this work can be credited.

Teachers are strongly advised to strictly follow the guidelines for the Analysing and Improving task that are clearly set out in both the syllabus and Coursework Guidance Booklet. It is suggested that the different parts of the written task should be set out as sub-sections, with sub-headings, and that greater emphasis should be placed on the ways and means of improving all the identified weaknesses through training and practice. This is often the part that is least well addressed.

### Filming of practical activities.

Centres continue to spend a lot of time and care over the compilation of the filmed evidence. Many of the filmed sequences are well planned by Centres but some go to great lengths to provide captions which are not always essential.

Identification of candidates was, in most cases good, although numbers displayed only on the back of candidates continues to be a problem with some Centres. Centres should ensure that numbers are shown both on the front and backs of candidates and when filming should be aware of whether candidate numbers can be clearly seen or not.

In many cases Centres provide background commentary which is always helpful.

The following points are made to try and further improve filmed evidence:

1. Limit the filmed evidence to one or two DVDs.
2. The DVD evidence should be one continuous film. When footage has been split into numerous short clips it is difficult to view.
3. Candidate DVD identification should be written on to the Centre Order of Merit (Rank Order) sheets. A candidate speaking their own name is not helpful, (dialect, sound quality, speed, can combine to make this ineffective).
4. It is only necessary to film one warm up routine and this should be kept very short.
5. Evidence of an activity should include isolated skills, small group drills and either a small-sided or full game situation (where necessary this can be Inter-School games, but please ensure identification of candidates is clear, especially if it changes from the practices).
6. Where candidates are given high marks then the filmed evidence should show complex skills and may have very minimal coverage of more basic skills.
7. The angle of the camera should enable the skills and outcome to be observed (e.g. a lay-up shot in Basketball needs to show the player's movement towards the basket and whether the shot is successful or not). It is also important to see the number on the player throughout the movement. Fixing the camera point (usually with a tripod) improves filming but it is important to ensure that the initial position is good.

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**The submission of other coursework material**

Other material to support marks is welcome for some activities. Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. golf handicap), expedition logs all help to support the marks. Please keep this information very brief. Many Centres have submitted very helpful information this year.

**Range of Practical Activities**

The range of activities offered to candidates varies considerably from Centre to Centre. Overall the range has remained the same this year.

The more popular activities were a wide range of Games, Track and Field Athletics and Swimming. In games, Football, Basketball, Badminton and Rugby are the most popular followed closely by Tennis, Hockey and Netball.

Outdoor activities, mainly Hill Walking, have reduced in popularity this year.

**Summary**

It is quite evident that Physical Education teachers clearly want to teach to a high standard and have high expectations of their candidates. Centres should be congratulated in terms of their efforts in teaching, assessing and the filming of practical activities and the production of DVDs. Overall, the enthusiasm of the majority of teachers is very apparent. Their effort and the obvious hard work of their candidates have clearly enabled the candidates to benefit from following the IGCSE Physical Education course.