

# PHYSICAL EDUCATION

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<p><b>Paper 0995/12</b> <b>Theory</b></p>
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## **Key messages**

- Candidates should ensure that they use examples of physical activities from the list of physical activities identified in the syllabus.
- Candidates should note the number of marks awarded in questions to ensure they answer the question in appropriate depth.
- Candidates should consider using prose in some of their responses to ensure their answers are suitably detailed.

## **General comments**

The majority of candidates answered all questions and there was no evidence to suggest that there was insufficient time to complete the paper. The standard of responses was generally good with answers clearly constructed in many cases.

## **Comments on specific questions**

### **Question 1**

Many candidates were able to identify two of the bones and gained full credit.

### **Question 2**

- (a) Many candidates accurately gave a definition of fitness using the definition from the syllabus but some confused fitness with elements of health and well-being.
- (b) Weaker candidates found it difficult to appreciate the relationship between health and fitness and as a result tended to resort to a definition of these terms.
- (c) This was answered well and the majority of candidates gained at least partial credit.

### **Question 3**

- (a) Most candidates answered this well and many gained full credit.
- (b) Some weak candidates did not identify an appropriate physical activity to use in their responses. Stronger candidates tended to answer with clarity.
- (c) This was generally answered well and most candidates demonstrated a good understanding of the topic.

### **Question 4**

Most candidates correctly described the type of movement and the agonist. However, some candidates confused the type of movement or used imprecise terms.

### Question 5

- (a) (i) Most candidates named components of fitness but stronger candidates applied their answers to the cycle race shown in the photograph. Some weaker candidates limited responses to general descriptions of components of fitness.
- (ii) Most candidates answered this well and responses clearly demonstrated a good understanding of how to carry out an appropriate test.
- (b) This was often answered well but some candidates gave one correct reason and then repeated the point for the second response.

### Question 6

- (a) A number of candidates named a physical activity rather than a skill and some of the skills named were not linked to appropriate physical activities. Candidates who gave well-developed answers often did so by using skills from games activities. Feedback was particularly well responded to by stronger candidates.
- (b) Many candidates gained partial credit. There was some confusion shown by weaker candidates between this and other syllabus areas. Stronger candidates developed their answers beyond a basic definition to gain full credit.

### Question 7

- (a) (i) The majority of candidates answered well. A number of weaker candidates left this question blank and others labelled components other than those listed in the question.
- (ii) Some candidates found it difficult to provide an example of this type of lever. Many strong candidates gave a correct response.
- (b) Most candidates were able to give an appropriate response for acceleration. Weaker candidates generally found it more difficult to do the same for the other terms.

### Question 8

- (a) Most candidates were able to provide an appropriate definition.
- (b) The majority of candidates showed a strong understanding of the topic and were able to provide an appropriate graph. Many were able to gain full credit however some weak candidates confused the labelling of axes.
- (c) Many candidates responded well and showed an ability to explain. A number of candidates identified physical activities but not skills, which meant their responses were vague.

### Question 9

Many candidates demonstrated some understanding of the pyramid with a number gaining full credit for the question. Some candidates confused the levels with other syllabus terms.

### Question 10

- (a) (i) Almost all candidates identified the muscle fibre type correctly.
- (ii) Most candidates were able to identify the characteristics of fast-twitch muscle fibres. Fewer candidates applied this understanding to suggest benefits.
- (b) This question was generally well answered. Many candidates were able to identify a force with an appropriate explanation. However, a second force was typically less successfully named and used by weaker candidates.

### Question 11

- (a) Most candidates were able to interpret the information from the graph to answer the question.
- (b) Most candidates answered this question well. Strong responses showed a good breadth of understanding of the issues involved.

### Question 12

- (a) (i) Candidates needed to apply the named principles of overload. Many were able to do this but weaker candidates confused the principles with other syllabus terms. Some weaker candidates either did not name the principles of overload or named principles without the application.
  - (ii) This was often answered fully correctly.
- (b) Most candidates gained at least partial credit. There was a wide range of well-developed answers seen, the stronger answers provided clear detail as to how the recovery time was affected.

### Question 13

- (a) The majority of candidates gained at least partial credit. Some candidates focused on listing different side effects from taking prohibited performance-enhancing drugs and did not always link this to the protection of the health of the performer.
- (b) Most candidates gained credit for the effect of anabolic steroids. The inclusion of some inappropriate physical activities limited marks for some candidates. In some weak responses there was confusion between beta blockers and stimulants.

### Question 14

- (a) Most candidates were able to gain at least partial credit for this question with many achieving full credit. Generally, weaker candidates found the trachea easier to identify.
- (b) Many candidates were able to identify characteristics of alveoli. The explanation was less accurate in many cases. Some weaker explanations were not appropriate for the associated characteristic.
- (c) Most candidates gained credit for the description of minute ventilation and many candidates also correctly identified the change. Vital capacity was typically not as precisely understood.

### Question 15

- (a) (i) Some candidates showed some understanding of risk. Fewer were able to show sufficient understanding of a perceived risk to be able draw a comparison between the two types.
  - (ii) Many candidates gained credit for an example of a real risk and a strategy. The strongest candidates were able to give an appropriate example of a perceived risk with a strategy.
- (b) Most candidates gained at least partial credit for this question. Sometimes the activity was repeated and so the response did not fulfil the full requirements of the question. Some weaker candidates gave examples of inappropriate injuries.

# PHYSICAL EDUCATION

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**Paper 0995/02**  
**Coursework**

## **Key messages**

- Where activities require certain assessment conditions supportive evidence must be provided, usually on the filmed evidence. Piste markers in skiing, measured wind speed in sailing, referenced rock climbing pitch difficulty and golf handicap are all examples.
- Activity-specific information must be entered onto the Generic Order of Merit form. This should include times (e.g. for Personal Survival), assessment conditions, representative standards and other relevant information.
- Assessment sheets should be placed together at the top of the submission without any other information attached to the sheets. Please place any other supporting evidence and all logs at the bottom of the submission. Do not mix other information with the Order of Merit forms.
- Centres should avoid using phones and tablets to film candidates. The result is often that the picture is in a narrow format resulting in restricted evidence. The use of cameras fixed to/held by the candidate must be avoided as this often gives very little evidence of skill and technique.
- All activities must use standard, internationally accepted, equipment.
- In Track and Field Athletics evidence should include a close-up of the measuring tape and stopwatch. Careful measurements are also required. Running event times, once totalled for sprints, must use the mark below (e.g. 55.2 in girl's 200 m should have a mark of 21). Jumps and throws should be measured from the landing point back to the start line. Roughly approximating a distance using a tape lying alongside the event area is not appropriate.
- All logs should be submitted in Hill Walking and in Weight Training for Fitness, not just the logs for the sample.
- Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. It should be noted that the evidence needs to support detailed navigational skills rather than being just a view of candidates walking. Candidate interviews should be filmed whilst participating.
- Weight Training for Fitness logs must be completed as the activity is undertaken. Generally, candidates need a greater understanding of the principles that underpin this activity. All sections of the form must be completed and more than one sheet is required to provide an effective programme. Filmed evidence must support the logs and demonstrate candidates' understanding of the effectiveness of each exercise. In particular, the filmed evidence must include the optimum performances.
- In Personal Survival candidates should complete the tasks in the order stated and as a continuous task.

## **General comments**

Overall the manner in which centres assessed candidates using the new criteria was excellent. The vast majority of centres submitted coursework with the required forms, used the samples database effectively, and DVD evidence was completed satisfactorily. Clearly a great deal of time and effort went into providing quality DVD evidence. Many centres fully understood that the evidence must support the awarded marks and so ensured that filming was relevant, of a high quality and that candidates were clearly identified.

However, some centres had some difficulties and a few centres found it difficult to submit coursework according to the guidelines as described in both the syllabus and the Coursework Guidelines Booklet. Careful reading of the Coursework Guidelines Booklet is essential both before teaching and before assessing activities. In particular, the detail of what needs to be provided as evidence was not fully engaged with by some centres.

### **Comments on specific areas**

Centres should use the most up-to-date forms, which are available from the samples database.

### **Filming of practical activities**

It is essential that centres review the filmed evidence before despatch. Consideration should be given to the following points in this review.

- Are all activities filmed?
- Are the activities presented as a continuous film without short clips?
- Does the evidence support the marks awarded?
- Are candidates clearly identified so that someone unfamiliar with them can easily identify individuals?
- Is the number/letter colour clear against the bib colour?

Many of the filmed sequences were well-planned by centres. Identification of candidates was generally good, but numbers displayed only on the back of candidates was a problem in some centres. Numbers should be shown both on the front and back. These numbers should be clearly visible on filmed sequences to ensure individual candidates can be identified. Certain colour combinations are difficult to see, e.g. yellow on white or white on light blue. Filming some games (e.g. Football, Hockey and Rugby) causes problems due to distance if numbers are only placed on the back of shirts. Candidates should not just be introduced verbally on the film.

In many cases centres provided background commentary, which was usually helpful. This should explain situations and assist with identification.

Some activities require certain assessment conditions in order to access higher marks. Centres must ensure that the filmed evidence meets these requirements in order to support the marks awarded. Where candidates are given high marks then the filmed evidence should show complex skills and may have minimal coverage of basic skills. Sometimes the level of demand and the way the filmed situations created challenge for the candidate was insufficient to support the marks awarded. Centres should film the skills/situations that support the mark awarded. This means that some evidence within a specific activity may be different for different candidates. However, where possible candidates should be filmed together.

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 only if the initial position is good.

Centres are responsible for the production of filmed evidence and assessment. Where filming is carried out by others then the centre must ensure that those filming are fully briefed on what is required. Candidates should not be used to film other candidates or be involved in measuring/timing or any other aspect of the filming/assessment process.

Filmed evidence should be placed into continuous chapters (avoiding short clips) and be presented on as few DVDs as possible, preferably one. Evidence should not be presented by individual candidate (except where there is only one) and not on single DVDs for either an activity or a candidate.

Warm-ups should not be filmed.

### **Assessment of physical activities**

There was a trend of marks being too generous from some centres in a range of activities. Centres need to ensure they are fully familiar with the new mark scheme format and the new criteria and assessment conditions.

### **Submission of other coursework material**

Representative information, NGB awards (as long as the award syllabus is included) or graded achievement (e.g. golf handicap) all helped to support the marks when provided by some centres. Please keep this information brief. Many centres submitted very helpful additional information this year. Some centres provided very lengthy notes on each individual candidate. Where possible this information should be written onto the Generic Order of Merit Form.

### **Range of physical activities**

The range of activities offered by candidates varied considerably from centre to centre. Popular activities were: a wide range of games activities, Track and Field Athletics, Cross-Country Running, Personal Survival and Competitive Swimming.

Football, Basketball, Badminton, Netball and Rugby were very popular. In Outdoor and Adventurous activities both Hill Walking and Skiing were popular.