

PHYSICAL EDUCATION

Paper 0413/01

Paper 1

General Comments

Candidates showed a good range of knowledge throughout the paper and the standard of answers demonstrated the high quality of written English that candidates present when, for many, it is not their first language. There were very few candidates who were unable to complete the paper, therefore there did not appear to be a problem with the amount of time allocated. It would help in the marking of papers if Centres could emphasise to candidates the need to write answers within the spaces provided.

The area that candidates seem to find most difficult is applying the knowledge that they have to answer the questions. Examples of this were frequently seen in **Section A Question 12**, when many candidates failed to recognise that the question asked for negative effects and how these impacted on match officials rather than performers. In many cases candidates responded with both negative and positive effects and applied these to the performer and not match official. In other questions, where there was a need for application of knowledge and understanding, there were again many examples of candidates seeming to write all that they knew about the topic rather than applying it to the situation identified in the question.

Section A

- 1 Relatively few candidates gained a mark as many focused on the external factors rather than factors that affect how the skill itself can be performed.
- 2 Many candidates gained a mark, however, a significant number rewrote the question and therefore did not gain credit.
- 3 Generally well answered, most candidates described leisure time as free time.
- 4 The question required candidates to describe some of the difficulties that currently affect the participation of women in sports. A number of candidates gave responses that were more historical and did not gain credit.
- 5 Well answered, most candidates gained a mark.
- 6 Generally well answered, most candidates were able to give one principle and a good explanation.
- 7 Many candidates gained a mark for tendons connecting muscle to bone and ligaments connecting bone together. There were few alternative responses to this.
- 8 Generally well answered, most candidates gained two marks.
- 9 Few candidates were able to describe one of the providers; those who did usually used private companies as their example but then often did not always relate this provider to high level of facilities or elite performers.
- 10 Well answered, most candidates gained both marks.
- 11 Generally well answered most candidates gained both marks.
- 12 This was a poorly answered question. A great many candidates did not apply their understanding of the issues to this particular question. The common errors were either not applying negative difficulties or more frequently not applying the situation to match officials. In many case candidates applied their understanding to the impact on performers which did not answer the question.

Section B1

- a Well answered, most candidates used the multi stage fitness test or bleep test as their response.
- b Well answered, most candidates gained marks and typical responses included identifying strengths and weaknesses.
- c Well answered, many candidates gained full marks.
- d Although many candidates identified the correct body types, marks were frequently lost by not applying the impact of the body types on the activity. Many candidates described the general characteristic of the body types which was not given credit.
- e The candidates who scored well recognised the progression of the question in moving from the early stages of arousal to it having a negative effect on performance.

Many candidates repeated the answers given in **part (i)** and **(iii)**.
- f (i) Well answered, most candidates scored well

(ii) Generally well answered but some candidates gave examples of individual drugs rather than their generic type but most were able to give a good negative effect. The common error occurred when candidates just described the impact of the use of the drug which, although illegal, showed an improvement in performance.

Section B2

- a Most candidates gained a mark for the use of ice. Fortunately very few responded by just using RICE as this on its own was not given credit.
- b Most candidates gained both marks; the common error was to repeat the question relating to gender.
- c Generally well answered, most candidates were able to gain marks in this question. The common misunderstanding seemed to be candidates interpreting the question as information overload.
- d The responses needed to relate to the short term effects, some candidates described the long term effects which was not given credit. Those who applied their understanding to the immediate/short term effects scored well and displayed a good understanding.
- e Most candidates gained marks in **part (i)**; common responses included use of floatation equipment and supervision of the group. **Part (ii)** was less well answered as many candidates used examples from **part (i)** and described this in more detail. The most common response described the changes in weather, water temperature etc. elements that was outside of their control.
- f Many candidates gave activities that would help improve muscular endurance but would not be included in a circuit training programme. Most candidates gained a mark in **part (i)** of the question but the second part needed the application of training to a circuit training programme and this seemed to provide greater difficulty.

Section B3

- a Generally well answered; most candidates used sponsorship as a typical response.
- b Well answered, most candidates wrote about increased media coverage and the use of role models.
- c Well answered, most candidates gained full marks and typical responses related to lack of energy in older performers and the effect of injuries.
- d Many answers were limited, the good responses described more than just traditional / cultural influences and went on to describe the impact of the environment (altitude / climate) on athletes.

- e A well answered question; most candidates gained good marks with some very thoughtful responses. Most common responses related to indoor facilities being safer but not providing the thrill of an adventurous activity.
- f (i) A well answered question, most candidates gained at least 3 marks. There were a range of good responses; however, the common response of gender was only given credit if linked to a social factor.
- (ii) Not always a well answered question, many candidates seemed to link this with question with **part (i)** and responded with social aspects of participation i.e. joining in with friends which was not given credit.

PHYSICAL EDUCATION

Paper 0413/02

Coursework

The CIE GCSE Physical Education course has continued to grow in popularity with further new Centres from different parts of the world offering the examination this year. The most noticeable growth areas have been India, East Africa, South America and South East Asia.

The overall standard of assessment by Centres has improved but is still variable. As one might expect, the standard of assessment by Centres that have followed the CIE Physical Education course for a number of years, tends to be good, whereas Centres that are largely new to teaching the CIE Physical Education course or where there has been a recent change of Physical Education staff find the task of assessment more difficult and as a result the Centres' marks invariably need to be adjusted at moderation. There is no doubt that Centre staff take the task of assessment very seriously and are applying criteria more accurately in terms of Planning, Performing and Evaluating. However, in some cases, certain Centres have difficulty interpreting the assessment criteria and as a result marks have had to be adjusted at moderation. This is particularly noticeable in Hill Walking and Campcraft where some teachers seem to feel that just because a candidate has completed the set walking distance for the expedition they are entitled to the highest mark and this is simply not true. In this particular activity the teacher must take into account each candidate's contribution to the group's success. This will involve an assessment of their planning, navigation, walking, campcraft and cooking skills. In most cases each candidate will make a different contribution and therefore their marks will vary. Some Centre staff, for similar reasons, experience difficulties interpreting the Athletics criteria. Points scored for different events based on times and distances achieved will give a rough indication of the candidate's final mark but techniques and an understanding of rules and regulations must also be taken into account when apportioning a final Athletics mark. A further assessment problem also occurs where Centres entering small numbers of candidates have difficulties establishing the mark for perhaps a single candidate.

Teachers from some Centres also have difficulty making the right assessment of the second assessment objective, Analysing and Improving Performance. Here the problem appears to be where teachers have difficulty explaining to their students exactly what is required in the Analysing and Improving task. Although the instructions in the syllabus are quite clear, some teachers add their own interpretation to what is required and include such items as personal exercise plans, rules and regulations of activities and in a few cases, the history of the activity. All this information is simply not called for. Despite being constantly reminded in the Report to Centres of what they need to include in the written task some teachers still disregard the guidance offered. It is hoped that Centres will take note of the forthcoming changes to the requirement for this component of the syllabus and instruct candidates to only submit one Analysing and Performing task for one of their chosen activities for next year's examination. With only one Analysing and Improving task to be submitted by each candidate next year it is imperative that all candidates follow the component instructions in the syllabus very precisely and present only the information that is requested.

The importance of presenting video or DVD evidence of the highest standard of candidates' performance has been continually stressed over recent years. Once again this needs to be pointed out this year. Although some Centres produce excellent video evidence of candidates, sadly some Centres do not. In the latter case, candidates are poorly identified, they are poorly organised, and the sequences of shots only show either the basic skills or a game situation. In some cases the filming is very brief and candidates are not seen in a competitive situation. The overall impression that the Moderator gets, when viewing such activities, is of a rather disorganised group which can reflect badly on the candidates and the teachers at the Centre. All this can so easily change if the filming of candidates is well planned beforehand, candidates are clearly identified with numbered bibs, all the basic skills and small group activities are filmed and candidates are finally seen in a small group or larger competitive team game situation.

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 very 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. It 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 continues to vary considerably from Centre to Centre. It would appear that some teachers continue to devote less teaching time to this component. Also, some Centres seem to have very little understanding of what this component involves. The written work is often very brief. The one section within this component which is devoted to demonstrating how performances improve is frequently rather poorly addressed. Fortunately there are many Centres' staff who do understand what the component involves and who continue to teach their candidates the skills of analysis and how to present their results well and in the prescribed way. 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.

The range of activities offered by Centres not surprisingly varies considerably and 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, Squash, 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 the most popular with candidates, although the numbers offering this activity tend to be small.

Amongst the Dance Category of activities ethnic dances have seen a growth in popularity amongst girls. 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. It is ironic that, as already been previously stated, some teachers have difficulty fully understanding the assessment criteria and how to apportion marks. 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, most noticeably Centres from Spain, Germany, France and Switzerland. Horseriding is also popular in Centres where candidates have a history of interest and instruction in the activity. Strangely enough 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. Conversely there were several Centres that offered Rock Climbing where the standard of performance of candidates was low. It appeared that the candidates had been introduced to what appeared to be a one day course in Rock Climbing and were then assessed. Not surprisingly the standard was low. This is contrary to how such activity courses should be run. In all instances candidates should be taught all the basic skills over a lengthy period of time before finally being assessed.

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 high. This year has once again seen a noticeable increase in the number of candidates offering Personal Survival as a separate Swimming activity.

The improvement in the quality of the video evidence submitted by Centres has been most marked. Most Centres recognise the importance of presenting their candidates in the best possible situations. Such Centres plan the video recording of their candidates very thoroughly, noting down the skills that need to be shown and where different sequences of shots might be taken from. However, in other cases Centres seem to carry out the filming as a last resort and consequently the quality of the video tape is not very good. The most helpful video recording have commentaries by the teacher. In these instances the teacher constantly identifies each candidates being filmed and offers comments on the quality of their performance. Centres unused to filming need to plan this carefully, ensuring that the candidates are well prepared and they know exactly which activities are to be filmed and the range of skills and activities are identified. Even the day on which the filming is to be carried out should to be written into the School calendar. Candidates need to be briefed beforehand and clearly identified by numbered bibs. The bibs and numbers also need to be very large in order to be seen very clearly and also be written against candidates' names on the Centre Order of Merit Sheets. Some Centres failed to clearly identify their candidates and as a result they were not presented in the most favourable light.

Once again, this year, most Centres have taken great care to send all the necessary documentation, along with good video or DVD evidence of candidates' performances by the set dead-line date. These Centres clearly followed CIE guidelines and as a result most coursework material arrived on time and intact. Also, the vast majority of Centres had carefully checked the documentation for errors and as a result there were very few arithmetical or transcriptional errors in the paperwork. However, not all Centres did, and these had to be faxed and e-mailed to request missing paperwork, and in one case a blank DVD and this caused further delays in the moderation process. It is hoped that these Centres will in future make every effort to ensure that coursework material is thoroughly checked before despatch and arrives complete by the stated dead-line date.