

# PHYSICAL EDUCATION

Paper 0413/11

Paper 11

## General comments

The vast majority of candidates demonstrated a sound understanding of all aspects of the subject. As in previous years candidates demonstrated excellent use and command of English when in many cases it is not their first language.

Generally questions were answered well and candidates picked up marks in all areas of the paper. There was no indication that there was insufficient time allocated to complete the paper.

There were some questions that were not particularly well answered due mainly to weak application of the knowledge. In many cases it seemed that candidates had some understanding of the theme of the question but failed to apply their knowledge to the given situation.

## **Section A**

- 1 Well answered, credit was given for any indication of an administrative role other than financial.
- 2 Very well answered, most candidates gained a mark.
- 3 Very well answered, most candidates gave the responses of accuracy or consistency in performance.
- 4 Very well answered, most candidates gained a mark.
- 5 Most candidates gained a mark, the typical response related to weight loss.
- 6 The vast majority of candidates gave a good response and gained a mark.
- 7 Most candidates gained a mark for the notion that there was a financial advantage for the community through the involvement of voluntary groups.
- 8 Most candidates gained a mark for the improvement being the lowering of resting heart rate or being able to perform for longer.
- 9 Many of the responses failed to recognise the importance of the young person in the question and gave responses that could relate to anyone. The question required candidates to look at the influences and the reliance that a young person has on others to be able to access certain sports.
- 10 Well answered, most candidates gave responses that related to hydration and the body's ability to regulate temperature.
- 11 There were many candidates that named an activity that took place outdoors such as golf and tennis rather than one that would be considered as adventurous, those who did name an appropriate activity usually gained the second mark.
- 12 Most candidates gained marks for the increase in working hours reducing the opportunity for participation or unemployment increasing the amount of time to take part in activities. The common mistakes related to the changes to domestic rather than work arrangements.
- 13 Few candidates gained both marks. Most gave the example of different types of competition to promote social integration. Few were able to develop answers that showed a full understanding of the wider implications of social integration.

- 14 Generally well answered. Some candidates included curriculum lessons but the focus of the question was to look at ways of playing at a higher level.

**Section B1**

- A** Well answered most candidates gained a mark.
- B** Well answered, most candidates gained both marks.
- C (i)** Well answered.
- (ii)** Well answered.
- (iii)** Candidates sometimes failed to describe the movement at the knee, naming either extension or flexion which was not, on its own, sufficient to gain a mark. Equally many candidates described movement at the hip when the question only related to movement at the knee.
- D** Most candidates gained two marks for describing the increase in frequency and depth of breathing. Few candidates gained a third mark by providing some of the physical changes that take place during breathing.
- E (i)** To gain full marks candidates needed to be able to identify the three levels of arousal and how this affects the quality of performance. The more able candidates were able to structure their response to provide clarity in their answers. The most common loss of marks came from candidates who found it difficult to clarify the three levels of arousal and, therefore, it became difficult to attribute the impact on performance to an appropriate level.
- (ii)** Most candidates were able to provide an appropriate response.
- (iii)** Many candidates repeated the points made in part **(ii)** which gained no mark.
- F (i)** Generally well answered, most candidates gained a mark.
- (ii)** Very few candidates gained any marks for this section of the question. There seemed to be considerable confusion over the term Health Related Fitness. There were many answers relating to injury. Answers relating to Skill Related Fitness were much better with most candidates gaining marks.
- (iii)** A significant number of candidates were unable to identify an appropriate test or a component of Skill Related Fitness.

**Section B2**

- A** Well answered, most candidates gained a mark.
- B** A number of candidates failed to link the role of weight training to the answer. Too many answers were generally related to overload and not specific enough to gain a mark.
- C** Most candidates gained good marks in this question, most recognised a strain as a soft tissue injury and described an appropriate treatment.
- D (i)** A number of candidates gave positive effects of using Fartlek Training but found it more difficult to describe any negative effects of Circuit Training in preparation for a long distance running event.
- (ii)** Not a very well answered part of the question. A number of candidates gave the disadvantage as being boring which did not gain credit as there are a number of activities that could be included in a training programme.
- E** A very well answered question. Most candidates gained good marks and many full credit. Candidates showed good understanding of safety issues.

- F** Candidates generally gained marks in their descriptions of the need for different energy systems for 100 m and the marathon. However, few candidates gained marks for the 400 m which required an understanding that there were different energy systems that would be needed during the course of the race.

### **Section B3**

- A (i)** Well answered, most candidates gained a mark.
- (ii)** Few candidates gained full marks. Many candidates related their answer to the social benefits and failed to relate their answer to the benefits for the sport.
- (ii)** Most candidates gained marks in this section but many repeated the points made in part **(ii)**. There seemed to be a lack of clarity in the responses made by candidates in their ability to distinguish between social and sport benefits.
- B** Most candidates gained marks for this question with a significant number getting maximum marks. Candidates who did not get full marks in part **(ii)** was mainly due to the lack of detail in the response (i.e. not liking event) was too vague to gain a mark.
- C (i)** Some good answers, usually relating to the improvement in technology and the increase in the public interest in sport.
- (ii)** Few candidates gave good responses and tended to give answers relating to changes in television coverage rather than changes to the way in which a sport is played.

### **Conclusion**

There was a good range of marks from candidates with some candidates achieving well over 60 marks. However, the aspect of the paper that caused most difficulty related to application of knowledge, where questions were asking for specific responses rather than general understanding. This was particularly evident in **Questions A9, B1(e), B1(f), B2(b), B2(f) and B3(a)** where many candidates gave information that indicated they has some understanding but did not have enough detail to gain more marks.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 12

## General comments

The vast majority of candidates demonstrated a sound understanding of all aspects of the subject. As in previous years candidates demonstrated excellent use and command of English when in many cases it is not their first language.

Generally questions were answered well and candidates picked up marks in all areas of the paper. There was no indication that there was insufficient time allocated to complete the paper.

There were some questions that were not particularly well answered due mainly to weak application of the knowledge. In many cases it seemed that candidates had some understanding of the theme of the question but failed to apply their knowledge to the given situation.

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# PHYSICAL EDUCATION

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Paper 0413/13

Paper 13

## General Comments

The vast majority of candidates demonstrated a sound understanding of all aspects of the subject specification. As in previous years, candidates demonstrated excellent use and command of English when in many cases it is not their first language.

Generally, questions were answered well and candidates picked up marks in all areas of the paper, but **section B3** was particularly well answered. There was no question on the paper that was consistently poorly answered. There was also no indication that there was insufficient time allocated to complete the paper.

Candidates should be aware that when questions ask for a description this usually requires more than single word answers and there were a number of examples of candidates giving the indication that there was a level of understanding of the theme of the question but due to the lack of any detail in their response they did not gain full credit.

## **Section A**

- 1 Most candidates gained a mark giving one of the four functions, with the majority giving the example of shape.
- 2 A well answered question with a wide variety of appropriate responses with most giving answers relating to confidence and feeling positive.
- 3 Most candidates gave responses such as free time or when not working to gain credit.
- 4 A significant number of candidates were unable to identify an appropriate sport / activity and their answers suggested that there was some confusion over their understanding of body typing.
- 5 The vast majority of candidates gave the appropriate response.
- 6 Most candidates gained a mark with responses such as ease of access or cheaper to use.
- 7 Generally well answered but a number of candidates did not apply their understanding to a highly skilled performer or the named activity.
- 8 Well answered, most candidates gave the response of warm up or being fit to take part.
- 9 A number of candidates gained both marks; however, some of the examples given demonstrated a lack of recognition of the countries listed in the exam specification. Other examples, where appropriate, were given credit or the physical, cultural or geographical reasons why this level of excellence occurs.
- 10 Well answered, most candidates showed good understanding of the components of blood.

- 11 (i) This question was not well answered. The most frequent answers were feeling dizzy/ fainting, however, there seemed to be limited understanding of how to recognise the condition.
- (ii) Most candidates, failed to be able to give a clear treatment. Resting was only given credit if the answer included doing so in a shady/cool place recognising the difference between exhaustion and heat exhaustion.
- 12 Generally well answered, most candidates gained marks with typical responses such as pride in representing their country, enhance their reputation and the unique experience of taking part in the games.

### **Section B1**

- (a) Well answered most candidates gained a mark with the most typical response relating to the confusion caused by giving someone too much information.
- (b) Generally well answered, candidates gave a range of responses, and typical responses included a range of activities that required scoring / timing.
- (c) Very well answered, most candidates gained both marks and showed a good understanding of the training principles.
- (d) Well answered, most candidates gave the response - fixed / immoveable joint with the example of the skull.
- (e) Most candidates gained marks in this question. There was a range of responses but the main answers revolved around mental rehearsal and helping a performer to remain calm.
- (f) Well answered, most candidates gave responses relating to the effect on the lungs and the increase in speed that oxygen reaches muscles.
- (g)(i) A number of candidates confused components of skill and health related fitness. The most consistent responses were Agility and Balance but the descriptions were often less accurate.
- (ii) There were a number of candidates who described a means of testing components but these were not recognised tests and did not gain credit. Many candidates gave the Stork Test as their example.
- (h)(i) Most candidates gained a mark with the most typical response being able to control the muscle movement.
- (ii) A well answered question, most candidates demonstrated a good understanding of the antagonistic muscle action and were able to give named examples. Most commonly these were the bicep and tricep.
- (iii) There appeared to be a limited understanding of the role of the synergist within muscle movement.

### **Section B2**

- (a) Generally a well answered question with the most common response being related to stress related injuries.
- (b) This question was generally not well answered.
- (i) Most candidates tended to give a limited response. Those candidates who gained a mark did so for responses such as blocking a ball in volleyball, rebounding in basketball or jumping to head a ball in football. Many gave examples that were unrelated to the question.
- (ii) Many candidates failed to include the repetition of the training activities in their answer which is an essential feature of Plyometric Training. The most common answer related to repeated jumping activities.



- (iii) Generally a weak answer given by many candidates. Candidates were unable to describe the benefits of this type of training many giving answers that were speed related.
- (c) (i) Most candidates gained both marks in completing the table.
  - (i) Responses in the second part of the question were varied. Those candidates who gained marks did so through giving examples such as carbo-loading to improve a person's ability in a marathon and protein needed in developing muscle mass / strength.
- (d) (i) Most candidates gained a mark for describing/naming an endurance event.
  - (ii) Generally well answered, with candidates giving examples such as more oxygen reaching the muscles; faster removal of lactic acid; heart grows larger. The most frequent error occurred when candidates answered the question with the immediate effects on the circulatory system.
- (d) (i) Few candidates gained full marks, most gave increase in strength and endurance but few gave responses beyond this to gain full marks.
  - (ii) Most candidates gained some credit in this part. On the positive aspects, a few candidates gave responses other than training can target specific areas to develop muscular strength. The disadvantages were better answered with many candidates giving this type of training being boring; easy to sustain an injury and expensive to take part in.

### **Section B3**

- (a) Most candidates gained a mark. The most typical answer being the difficulty to access facilities.
- (b) Most candidates gained at least one mark, responses were generally about the increased opportunity to play sports and the lack of cost to play.
- (c) A limited range of responses, most candidates gave responses that related to the impact of role models in creating interest in sports. There were a few answers beyond this and candidates generally did not gain full credit.
- (d) A well answered question, candidates applied their understanding well, most gained two marks and a significant number gained full marks. Candidates offered a range of responses from cost of land to accessibility and location.
- (e) (i) Candidates did not answer this part of the question particularly well. Most failed to understand the wider role of governments in supporting sports. Answers tended to relate to the role of sports Centres to encourage participation locally.
  - (ii) Most candidates identified target groups, however, some of the examples given could not be considered as groups that would be identified as targets to increase participation. Where correct groups were identified, candidates needed to describe how the sports centres could increase the group's participation.

### **Conclusion**

A well answered paper in many cases demonstrating that candidates had a good overall knowledge of the subject. Candidates could have gained more marks through more detailed answers rather than single word descriptions. Also applying their knowledge to the specifics of the question rather than writing all they know about the topic. Some **Questions** where this occurred were **A9, A11 (ii), B1(c), B1(g), B2(e)** and **B3(c)**. In these questions many candidates wrote, often in some detail, but failed to answer the question with any accuracy.

# PHYSICAL EDUCATION

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**Paper 0413/02**  
**Coursework**

The CIE IGCSE Physical Education course has once again continued to grow in popularity with more new Centres offering the examination to candidates this year. As in previous years the most noticeable growth areas have been India, East Africa, Europe, the Middle East and South East Asia. Now, every continent and numerous countries throughout the world offer the CIE IGCSE Physical Education syllabus.

The standard of assessment by Centres of the two coursework components continues to show improvement but some, largely new Centres have difficulty understanding the different assessment criteria. The more experienced Centres have followed the CIE Physical Education course for a number of years and recognise the standards of assessment that are required. However, there are other Centres that are largely new to teaching the CIE Physical Education course or where there has been a recent change of Physical Education staff who find the task of assessment more difficult and as a result the Centres' marks do not match the criteria requirements and invariably need to be adjusted at moderation.

There is no doubt that in most instances Centre staff take the task of assessment very seriously. Whether they are experienced or not, most are trying to apply assessment criteria accurately in terms of Planning, Performing and Evaluating but some find it more difficult than others. Some Centre staff have difficulty interpreting the assessment criteria. Just as the standard of practical performance varies from Centre to Centre so teachers have different impressions of what is a high level performance and what might be a moderate performance. The result is that some teachers are more or less generous with the marks that they award compared with other teachers. This is particularly noticeable in activities such as 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. 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. This has been noticed in activities such as Skiing, Cycling and Horse Riding.

Teachers from some Centres also have difficulty making the right assessment of the second assessment objective, Analysing and Improving Performance. In some cases this is because changes to the requirements for this component have not been recognized. To make matters worse these changes have not been brought to the attention of their candidates. As a result marks have invariably been higher in some Centres than they should have been. The change to the Analysing and Improving task required candidates to no longer complete an analysis for each of their practical activities. Instead they had to only complete one analysis for any one of their chosen activities. However, this one analysis did require candidates to address other specific factors that might affect performance. In quite a number of cases this was not covered in the written tasks by candidates and consequently marks for this component had to be reduced in line with the assessment criteria. Despite being constantly reminded in the Report to Centres of what they need to include in the written task some teachers still disregarded the guidance offered.

The quality of the written work forwarded 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 continue to have little understanding of what this component involves. In such cases the written work is often very brief. In other instances candidates write endlessly about either the history of an activity or go through all the rules and regulations which are simply irrelevant in terms of requirements. 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. In such cases the most able candidates identify specific

weaknesses and mention several practices, often with diagrams, of how improvement to performance might be achieved. 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. However, there are still Centres who fail to submit a sample of this work at moderation and have to be reminded by email.

The importance of presenting video or DVD evidence of the highest standard of candidates' performance has been continually stressed over recent years and once again cannot be underestimated. This year the problems associated with the presentation of candidates' practical performances has been compounded by many more Centres submitting visual evidence on DVDs rather than VHS tapes. In many cases the content of many of the DVDs submitted was excellent but sadly some were not. Quite a few Centres had to be contacted to request the submission of additional DVD evidence because the original copies could either not be opened or were damaged. This highlights the importance of each Centre checking the content of each DVD *before* submitting it to Cambridge. Also, with so many different DVD formats in different countries, CIE requests that all DVD evidence should be submitted using a format that is compatible with Windows Media Player or Real Player.

Although some Centres produce excellent video evidence of candidates' performances, 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. In other instances the filming is disjointed and in some cases filmed by students. The overall impression that the Moderator gets when viewing such activities is of a rather disorganised group and quite naturally this reflects badly both on the candidates and the teachers at the Centre. All this can so easily change if the filming of candidates is well planned beforehand by teachers, 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. It would also be helpful both to candidates and other teaching staff if in Centres where there is a higher than average turn over of staff, instructions could be given to incoming staff on how to continue with the teaching, assessment and organisation of material for moderation. Sadly, too often, newly appointed staff find themselves in difficulties carrying out all the teaching, administration and organisation of candidates' work for an examination which they are not totally familiar with.

Once again this year it is 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.

Although the filmed evidence of candidates' performances is on the whole very good and candidates can be easily identified from information on the assessment sheets, in some cases this is not the case. Candidates are sometimes identified by well-intended teachers by their 'nick names' and this makes the task of moderating them extremely difficult. In future teachers should check the filmed evidence and ask themselves, if they did not know the candidates, would they be able to recognise and name each one from either the information given on the screen or from the accompanying paperwork. If the answer is no, then clearly the Moderator is going to have even more difficulties.

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, Golf, 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.

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. Unfortunately some Centres fail to supply times and distances for candidates' performances at moderation and have to be reminded to do so. An independent person should also sign the Athletics assessment form confirming the distances/times.

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. However, it seems strange that some Centres in the Arabian Gulf are now using the indoor skiing facilities in Dubai to great effect. Horse Riding 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. 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. Candidates entered for competitive swimming must provide times for their 50m swims which should be independently verified. The independent person should also sign the assessment forms.

The quality of the DVD 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 filming 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 DVD is not very good. The most helpful video recordings have commentaries by the teacher. In these instances the teacher constantly identifies each candidate 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. All this information has been previously stated and is also readily available in the Physical Education Teachers' Coursework Guidance Booklet, available on request from CIE.

Once again, this year, most Centres have taken great care to send all the necessary documentation, along with good 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. Naturally 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 dispatch and arrives complete by the stated dead-line date.