

# PHYSICAL EDUCATION

Paper 0413/01

Paper 1

## General Comments

The overall performance for the paper was significantly lower than for previous sessions; the paper was not noticeably any more difficult than in previous years. There were a significant number of candidates unable to answer questions at all, this did not relate to any particular question or part of the paper. Some candidates did not demonstrate an understanding of many of the core elements of the exam specification. However, some candidates presented well-answered papers that demonstrated a good knowledge of the subject and answered questions fully applying their understanding to a given situation. The paper covered the full range of the specification.

## Section A

### Question 1

The majority of candidates gained credit here, however, there were a considerable number of incorrect responses that related to different types of exercise or fitness.

### Question 2

Most candidates were awarded credit for descriptions of how swelling can be reduced with the leg being elevated, however, there were a significant number of responses that related to other aspects of the RICE process.

### Question 3

Many responses related to either large outdoor spaces or the poor quality of facilities, good responses mentioned the limited range of facilities or the inclusion of natural facilities in its provision.

### Question 4

There were many good responses but a significant number of candidates described an open skill as one that takes place in an outside area and made no connection with any factor that could influence the way in which a skill is executed.

### Question 5

Candidates provided a variety of responses but few highlighted the key point of decision making or leading meetings. Many responses related to other roles within a club such as managing finances.

### Question 6

Most candidates gained full credit with a typical answer being carbohydrates and the importance to the performer being given as energy.

### Question 7

This was a well answered question where most candidates gained full credit.

### Question 8

A number of candidates did not recognise the benefits of administering this method of training, there were some candidates whose responses confused Fartlek Training with other types of training methods.

### Question 9

A significant number of candidates did not recognise the term elite performer and gave answers that could be true of any sports centre and performer.

### Question 10

Most candidates gained partial credit but there was generally a lack of understanding of the term environmental or the examples of factors were repeated for example different types of weathers were used.

### Question 11

This was well answered and most candidates gained full credit.

### Question 12

This was generally well answered; the most common error was repeating the same safety consideration for different activities such as wearing safety equipment in rugby, football and cricket.

## Section B

### Factors affecting performance

#### Question B1

- (a) This was a well answered question and most candidates gained credit.
- (b) A number of candidates did not identify both parts but common errors were identifying a tendon rather than a ligament.
- (c) Many appropriate responses were made, however, there were some frequent errors and a number of candidates made reference to the circulatory system and the effect on muscles rather than the respiratory system.
- (d) Many candidates could not be awarded full credit as they gave different examples of the same method of giving feedback.
- (e) Most candidates gained partial credit for responses relating to fitness and improved performance.
- (f) The more able candidates gained full credit but a significant number of candidates did not recognise that the anaerobic respiratory system would be used to provide this short burst of energy. Therefore, confused answers relating to increasing oxygen supply to muscles to provide energy were frequently given.
- (g) A considerable number of candidates could not name three goal setting principles. Of those who correctly named the principles, many then answered by giving a definition of these principles rather than applying their understanding to the question.

### Health, Safety and Training

#### Question B2

- (a) Most candidates gained credit for responding with fitness or exercise.
- (b) Common misunderstandings related to candidates giving responses that were the immediate result of a hard training session rather than over training. Credit was only given if injuries were stress related. A number of candidates just gave an injury as a response which could have been the result of any aspect of performance or training.
- (c) Most candidates gained partial credit usually for the examples of the type of activity.

- (d)
- (i) Most candidates gained full credit, usually for giving responses relating to personal details and finding out the level of fitness.
  - (ii) Very few candidates gave both training principles. Many candidates were either unable to name the principle or struggled to say how they could be applied to the question.
- (e)
- (i) This was generally a well answered question; most candidates gained at least partial credit, usually for describing the muscles' ability to work for longer and increasing the amount of oxygen reaching the muscle.
  - (ii) This was well answered by most candidates but there were a significant number of responses relating to fast twitch fibres.

### Reasons and opportunities for participation in physical activity

#### Question B3

- (a) A number of candidates gave responses relating to curricular/extra curricular activities in school, most correct responses gave the example of providing dual use facilities which gained credit.
- (b) This was a well answered question and most candidates gained full credit. Typical responses related to women-only activities and providing child care facilities. Some candidates repeated their example such as women-only activities and women-only leagues and could only be awarded partial credit.
- (c) Most candidates gained credit for wheelchair basketball; this however, was often repeated as the example for other sports.
- (d) This was generally a well answered question though there was some repetition in responses.
- (e)
- (i) A well answered question, most candidates' answers related to higher company profile and increased advertising.
  - (ii) Most common answers related to changes in rules and most candidates gained at least partial credit.
  - (iii) The common error that candidates made when answering this question was relating their response to an individual sportsperson rather than an event, in some cases the points made were still relevant but in most cases it did not answer the question.



# PHYSICAL EDUCATION

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**Paper 0413/02**

**Coursework**

Once again there was an increase in the number of Centres entering candidates' coursework for the October/November 2010 Entry Option. As in previous years the Centres were all located in the Southern Hemisphere and were largely from several South African countries, India, New Zealand and South American countries.

The overall standard of assessment of practical activities by Centres was good. In most instances the Centres have been teaching the Syllabus for a number of years and are therefore familiar with the assessment procedure for both coursework components.

However, as in previous years, there were a number of new Centres who were unfamiliar with the means and methods of assessment. In nearly all these cases it was necessary to make some adjustment to the Centre's overall marks. Where such adjustments have taken place, all Centres have been notified in the reports following moderation. There were also several Centres that had to be contacted by email to forward different items of missing coursework. Consequently this delayed the moderation process and seems to be a recurring problem.

Although reported in previous Centre Reports, some Centres still believe that candidates only have to demonstrate a simple skill or action, often in an unopposed game situation in order to prove that they are competent performers and worthy of creditable marks for the assessment objective of Planning, Performing and Evaluating. This is simply not the case. Candidates must, wherever possible, be seen demonstrating the essential individual skills either on their own or in a small group practice, and then they need to be filmed performing these skills in a larger game or group activity. Simply demonstrating various types of Basketball pass in twos does not give the Moderator a true indication as to whether the candidate can select the most appropriate pass and execute it well within a game situation, hence the reason why a filmed sequence showing a small-sided game situation is so important. Also, particularly in game-type activities, candidates need to be filmed in small practice situations which are as closely related to the actual full game situation as possible. It is therefore important that teachers give as much thought as possible to the planning of the filmed practices in order to give the very best impression of their candidates' true ability.

Although in most Centres there is a considerable range of ability between candidates, the standard of practical performance of candidates from several of the Centres was particularly high. Many of the more able candidates are shown performing either at Levels 1 or 2 in terms of Planning, Performing and Evaluating, with a lesser number performing at Level 3 and below. This year there have been outstanding performances from candidates offering such activities as Wind Surfing, Sailing, Horse Riding, Gymnastics, Golf and Theatrical Dance. These are activities that generally are not the most popular but in all cases candidates are receiving coaching at the highest level and the results are impressive.

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

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

The quality of the written work forwarded in support of marks awarded for Analysing and Improving was again mixed but on the whole good. Most Centres have noted the changes to the requirements for this



component in which candidates carry out one Analysing and Improving task from one of their chosen practical activities instead of four. Unfortunately some teachers have not noted the changes and have continued to ask candidates to produce four Analysing and Improving tasks. In most cases Centres seem to have a good understanding of what this component now involves and have carried out the assessment of individual candidate's work very well. A notable improvement this year was the way each task was set out according to the guidance laid down in the Syllabus. Clearly teachers have considered comments on previous reports and adjusted their teaching accordingly in order to emphasise the important points.

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

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

The major problem for the Moderator this year has been the late arrival of a considerable number of packages from Centres. In many cases these tended to be new Centres who were unfamiliar with the administrative routine. Also, a considerable number of these Centres had missing documentation or DVD evidence of candidates' performances. Amongst the obvious missing paperwork from Centres was the fact that a considerable number of Centres still fail to provide records of Athletic event times and distances and also Swimming event times. It is not sufficient to simply write the raw scores down for the points total achieved in Athletics and Swimming. More information is necessary in order to check the accuracy of the activity marks for each candidate. All offending Centres have had this drawn to their attention in the Centre Report. Centres who do not meet the deadlines or do not provide the correct coursework documentation and proper DVD evidence are placing their candidates at risk of not being graded.

In addition to the above material problems there were several transcriptional problems where there were errors in transferring marks from the Coursework Summary Assessment Form to the MS1 Form.

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

