

PHYSICAL EDUCATION

Paper 0413/11

Paper 11

Key Messages

Although the paper was generally well answered, there were some key areas that could have improved the overall result for many students. There were examples of information contained in questions not being used to guide the response. In **Questions A6, A9, B1(f), B1(d), B3(c) and B3(d)** many candidates failed to recognise the specific nature of the question and provided responses that were very general to the topic of the question.

General Comments

Generally candidates answered the paper well and there was little to indicate that candidates found one area of the paper any easier than any other. Equally it would seem that candidates had sufficient time to complete the papers as there were very few papers incomplete. Candidates did not find a particular question or unit consistently difficult, however, a number of candidates found **Question A10** to be very challenging. The general standard of responses was good and showed a range of understanding across most areas of the syllabus.

In terms of examination technique, candidates should be made aware of the difficulties that can be created when they do not write their answer in the space provided or do not use the additional answer sheets. It is often difficult to see answers that are written outside of the appropriate space or without any indication given as to where the answer has been written. Candidates should also be aware that when a question asks for one example only the first response can be accepted, for example in **Question 4** when an example of a fibrous joint was required, some candidates gave a list of joints. In such cases only the first point was given credit although a correct answer might have been included later in the list of responses.

A significant number of candidates did not seem to read some of the questions fully and this was particularly true in question **B1(f)** where some candidates gave responses which repeated the information that was provided in the question.

Candidates should be aware that there is an expectation that more detail is given when the question asks for a description or an explanation. In such cases, candidates often demonstrate some knowledge of the topic but the lack of detail limits the credit that can be awarded. An example of this occurring can be seen in **Question B2(e)**, where the question stated that an explanation was required but in many cases candidates stated the method but did not develop their answers by explaining the point in detail. Sometimes the use of bullet points can restrict descriptions and limit the quality of answers. The candidates who scored best in the higher marked questions generally did so without the use of bullet points.

Comments on Specific Questions

Section A

Question 1

This was generally well answered with most candidates gaining credit. The most frequently seen response related to being free from illness and injury or being able to carry out everyday tasks.

Question 2

Most candidates gained credit for giving a good example of an open skill. The common error was to give a definition of an open skill.

Question 3

Most candidates gained credit but a number described a person's social skills and how this would affect their ability to mix with others.

Question 4

Candidates needed to give a specific example of a fibrous joint, the most frequent correct response being the skull. A significant number of students were unable to identify an example of this type of joint.

Question 5

Candidates needed to identify a specific benefit of vitamins and minerals. Some, however, gave a very general statement of them being part of a balanced diet, which did not answer the question.

Question 6

Some candidates misunderstood the role of a local authority, and gave responses that were related to the role of a sports centre in promoting sport in the community.

Question 7

This was a well answered question and most candidates were able to give good responses such as poor co-ordination, dehydration and poor concentration.

Question 8

Candidates showed a good understanding of the treatment that could be applied to the treatment of a blister.

Question 9

Most candidates demonstrated a good understanding of the issues relating to sponsorship. A significant number, however, failed to adapt their understanding to the benefits for the sponsor and focused on the performer.

Question 10

Few candidates were able to give a good description of the role of the synergist muscle and as a result it was difficult for them to give an example. The most common misunderstanding resulted in candidates describing the antagonist muscle movement with bicep and tricep as the example.

Question 11

This was a well answered question in which many candidates gained full credit. Typical responses mentioned mixing with people, improving communication skills, reducing stress and raising confidence.

Question 12

Most candidates gave good responses that related to the curriculum and extra-curricular activities. Candidates demonstrated a good understanding of the topic.

Section B1 Factors affecting performance

- (a) Most candidates gained some credit. The most typical responses were that the skeleton protects major organs and helps to provide movement.
- (b)(i) Most candidates correctly identified anabolic steroids.
- (ii) Most candidates demonstrated a good understanding of the health effects of taking the drug mentioned in part (i). Typical responses included heart disease, aggressive behaviour and cancer.

- (c) (i) Candidates demonstrated a good understanding of the benefits of a low heart rate. The main responses given were that the heart is stronger or bigger and the heart does not have to work as hard so it can work for longer.
- (ii) Most candidates demonstrated a good understanding of the topic and used the example of a lower resting heart rate or the reduction in the length of time that the heart takes to return to normal after exercise as a means of measuring levels of fitness.
- (d) (i) Most candidates demonstrated some understanding of how lactic acid develops in the muscles. The most common answer was that muscles cannot receive oxygen at a rate fast enough to meet the demands of exercise. More able candidates gave a detailed description of the process. The most common error occurred when candidates gave anaerobic respiration as the answer without any description; this was too vague to be credited.
- (ii) Most candidates understood that to improve their tolerance to lactic acid a performer needs to increase the amount or intensity of exercise. The most common error was to link the response in part (i), related to the levels of oxygen reaching the muscle, to the view that improving breathing would increase tolerance.
- (e) A number of candidates were awarded full credit for this part, and most received at least some credit. The most common tests used were the Illinois test for Agility, Stork Test for Balance, Alternate Ball Toss for Co-ordination and the Ruler Drop Test for Speed of Reactions. Candidates often found it difficult to describe the Illinois Test and gave a description but no specific detail that identified the test. The best descriptions of this test were given by candidates who used a diagram to describe the test. Other errors in answering this question related to candidates confusing skill related fitness with components of health related fitness.
- (f) The majority of candidates were awarded most or all of the available credit for this question and demonstrated a good understanding of the topic. Typical correct responses included lack of sleep, lack of experience, the crowd, bright lights and the intrusion of the media. A significant number of candidates did not use the information contained in the question to guide their answer and as a result discussed the level of fitness and health of the performer or the level of ability, which could not be given credit.

Section B2 Health, Safety and Fitness

- (a) Most candidates gained some credit. Responses included being able to cope with the stress of the event, being better focused during the activity and able to control their emotions. Some candidates incorrectly linked mental well-being with mental health as a factor to playing well in sports.
- (b) This was a very well answered question; most candidates showed a good understanding of the topic and many gained full credit. Most gave meat or fish as the food source and the benefits as building muscle tissue and helping to repair tissue.
- (c) Candidates generally demonstrated a good understanding of the safety issues and were able to give well thought out responses. Typical responses included wearing the correct clothing and footwear, use of safety equipment, ensuring the safety of the playing area and performers following the rules. The vast majority of candidates showed a very good understanding of the safety issues.
- (d) The question required candidates to demonstrate an understanding of the changes that take place when moving between aerobic and anaerobic respiration during a race. More able students were able to give good descriptions of both types of respiration and the reasons for the changes that occur. The most common misunderstanding occurred when students described the changes that occur in the circulatory systems, or gave some of the long term changes that happen to the respiratory system as a result of regular exercise.
- (e) The most common answers included using a cool down to prevent muscle stiffness, drinking fluids to rehydrate, eating to replace energy lost and repair tissue, and rest to give the body time to naturally recover. A significant number of candidates stated ways that would support recovery but did not explain how it would help. In some cases there was a clear understanding of the issues but little development to gain full credit

Section B3 Reasons and opportunities for participation in physical activity

- (a) Although some of the examples of excellence were not always accurate the question was about the reasons why a country might produce excellence in a sport and this aspect was well answered. Typical responses included geographical and climatic conditions.
- (b) The question was directed towards the notion that governments would give direction through legislation, campaigns and education, however, many candidates failed to understand the difference between the role of government and local community based groups. A most frequent response involved the reduction of cost to take part, and access to facilities for performers with disabilities.
- (c) This was generally a well answered question. Most candidates recognised that the results of little media coverage were low levels of understanding, low levels of participation and generally little interest. A number of candidates answered the question by looking at the benefits to a sport when they receive high levels of media coverage. In some cases this could be given credit but in many instances it did not answer the question.
- (d) When candidates focused on the needs of the Local Authority they were awarded credit with responses such as population, the cost of building, the proximity to other facilities and transport links to the centre. Few candidates developed their answers beyond this to include suitability of the land and the use of the natural environment so that it can focus on activities such as sailing etc. A significant number of candidates answered the question by describing the benefits to the community such as being able to visit after work, having crèche facilities to enable mothers to participate in activities.

PHYSICAL EDUCATION

Paper 0413/12

Paper 12

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A significant number of candidates did not seem to read some of the questions fully and this was particularly true in question **B1(f)** where some candidates gave responses which repeated the information that was provided in the question.

Candidates should be aware that there is an expectation that more detail is given when the question asks for a description or an explanation. In such cases, candidates often demonstrate some knowledge of the topic but the lack of detail limits the credit that can be awarded. An example of this occurring can be seen in **Question B2(e)**, where the question stated that an explanation was required but in many cases candidates stated the method but did not develop their answers by explaining the point in detail. Sometimes the use of bullet points can restrict descriptions and limit the quality of answers. The candidates who scored best in the higher marked questions generally did so without the use of bullet points.

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- (e) A number of candidates were awarded full credit for this part, and most received at least some credit. The most common tests used were the Illinois test for Agility, Stork Test for Balance, Alternate Ball Toss for Co-ordination and the Ruler Drop Test for Speed of Reactions. Candidates often found it difficult to describe the Illinois Test and gave a description but no specific detail that identified the test. The best descriptions of this test were given by candidates who used a diagram to describe the test. Other errors in answering this question related to candidates confusing skill related fitness with components of health related fitness.
- (f) The majority of candidates were awarded most or all of the available credit for this question and demonstrated a good understanding of the topic. Typical correct responses included lack of sleep, lack of experience, the crowd, bright lights and the intrusion of the media. A significant number of candidates did not use the information contained in the question to guide their answer and as a result discussed the level of fitness and health of the performer or the level of ability, which could not be given credit.

Section B2 Health, Safety and Fitness

- (a) Most candidates gained some credit. Responses included being able to cope with the stress of the event, being better focused during the activity and able to control their emotions. Some candidates incorrectly linked mental well-being with mental health as a factor to playing well in sports.
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Section B3 Reasons and opportunities for participation in physical activity

- (a) Although some of the examples of excellence were not always accurate the question was about the reasons why a country might produce excellence in a sport and this aspect was well answered. Typical responses included geographical and climatic conditions.
- (b) The question was directed towards the notion that governments would give direction through legislation, campaigns and education, however, many candidates failed to understand the difference between the role of government and local community based groups. A most frequent response involved the reduction of cost to take part, and access to facilities for performers with disabilities.
- (c) This was generally a well answered question. Most candidates recognised that the results of little media coverage were low levels of understanding, low levels of participation and generally little interest. A number of candidates answered the question by looking at the benefits to a sport when they receive high levels of media coverage. In some cases this could be given credit but in many instances it did not answer the question.
- (d) When candidates focused on the needs of the Local Authority they were awarded credit with responses such as population, the cost of building, the proximity to other facilities and transport links to the centre. Few candidates developed their answers beyond this to include suitability of the land and the use of the natural environment so that it can focus on activities such as sailing etc. A significant number of candidates answered the question by describing the benefits to the community such as being able to visit after work, having crèche facilities to enable mothers to participate in activities.

PHYSICAL EDUCATION

Paper 0413/13

Paper 13

Key Messages

Although the paper was generally well answered, there were some key areas that could have improved the overall result for many candidates. In **Questions A7, B1(c), B2(b)** and **B3(a)** candidates frequently changed the emphasis of the question and in doing so did not answer the question correctly. For example in **Question B2(b)** candidates were asked to describe the negative effects on an endurance athlete of too much protein, but many described the effects of protein and did not apply their understanding to the question. Some candidates would benefit from developing their examination technique to encourage more focused answers

General Comments

Generally candidates answered the paper well and there was little to indicate that candidates found one area of the paper any easier than any other. Equally it would seem that candidates had sufficient time to complete the paper as there were very few incomplete. Candidates did not find a particular question or unit consistently difficult. The general standard of responses was good with candidates showing a range of understanding across most areas of the syllabus.

In terms of examination technique, candidates should be made aware of the difficulties that can be created when they do not write their answer in the space provided or do not use additional answer sheets. It is often difficult to see answers that are written outside of the appropriate space without any indication given to where the answer has been written. Candidates should also be aware that when a question asks for one example only the first response can be accepted, for example in question **A4** which asked for one example of a freely moveable joint, some candidates gave a list of examples to ensure a correct response was within the examples given. In such cases only the first point was given credit although a correct answer might have been included later in the list of responses.

A significant number of candidates reversed the emphasis of questions, for example in **Question A7** which asked for long term problems resulting from using an anabolic steroid, many gave the benefits of using such a substance. In **Question B1(c)** which required candidates to describe the effects of reversibility on the heart when an athlete stops training many gave the effects on the heart resulting from exercise. In **B2(b)**, which asked for the negative effects of high level of protein, a number of responses described the effects of high levels of protein. In each case many candidates demonstrated some understanding of the topic but found it difficult to apply this knowledge.

Comments on Specific Questions

Question 1

This was generally well answered with most candidates gaining credit. The most frequently seen correct response related to having friends. There were, however, a number of candidates who gave responses relating to the physical benefits of exercise.

Question 2

Most candidates gained credit for giving a good example of a complex skill. The common error was to give a definition of a complex skill.

Question 3

Most candidates gained credit. Typical responses included taking exercise and having a healthy diet.

Question 4

Candidates needed to give a specific location of a freely moveable joint, the most common response identifying the shoulder as a good example.

Question 5

This was a well answered question, with most candidates giving energy as their example.

Question 6

Most candidates gained full credit. Typical responses included the low cost, or even free use and the ease of access to the facilities.

Question 7

Most candidates gained at least partial credit, with most answers relating to heart conditions, infertility, cancers and an increase in aggressive behaviour. Candidates demonstrated a good understanding of the topic.

Question 8

Most candidates gained credit, although a common error was to write RICE which did not give enough information as more detail was required.

Question 9

Most candidates gained some credit. A number stated that the athlete will get more money, but to gain credit candidates needed to state how the additional funding was being used to benefit the performer. Typical responses included being able to access better equipment, facilities and coaching.

Question 10

The question required candidates to identify that a performer may be unprepared for an event. A number of candidates identified issues that might occur during an event that could result in a poor performance. Responses that identified arousal as being an issue needed to explain how this occurred and how it created poor preparation. Good responses included lack of confidence in their own ability, poor coaching and pressure on the outcome.

Question 11

Most candidates gave good answers, the most frequent responses including heart and lungs getting stronger, muscles growing and strengthening and performers not getting tired so quickly.

Question 12

This was generally well answered with most candidates giving responses that included improving skills and fitness, being able to play with friends and improving confidence and self esteem. A good range of responses were given.

Section B1 Factors affecting performance

- (a) The most typical responses given were cartilage and synovial fluid with an appropriate effect. Some candidates gave responses relating to movement of the joint, but most answered the question well.
- (b) Candidates gave a wide range of reasons why a performer might not perform well in competition. Typical answers included distraction by the large crowd, poor sleep prior to the event and over-training.

- (c) Some candidates chose to answer the question by describing the positive effects of training, which did not answer the question; although it was possible for some candidates to gain some credit when answering in this way, many did not. Generally the question was answered well, for example a typical correct response relating to the effect on the heart rate would include an athlete's resting heart rate increasing and it being slower to return to normal after any form of activity.
- (d)(i) Candidates mainly described the increase in red blood cells and the difficulties that often occur when an athlete first starts training at altitude. However, the effects of training could only be given credit if it related to the return to performing at sea level. Many candidates demonstrated a good understanding of the topic.
- (ii) Most candidates recognised that endurance based activities gained greatest benefit, however, some failed to understand the physiological benefits to training at altitude and gave responses such as rock climbing.
- (e)(i) Most candidates demonstrated an understanding of the need to increase aspects of training.
- (ii) Although many candidates were able to name the FITT principles many found the application of these principles to a named sport much more difficult. Examples needed to be specific to the named sport and typical answers that failed to gain credit mentioned the need to increase or do more, which was too vague. Answers that were given credit were specific to the sport, for example intensity in weight training could be achieved by increasing the weight being lifted.
- (f)(i) This was a quite well answered question with most candidates gaining some credit. Typical responses were to use the information gained to plan a training programme by identifying weaknesses, or use it to set goals or targets for a performer.
- (ii) Most candidates gained most or full credit for giving good descriptions of a test that would be used to gain information. Generally, candidates who gave descriptions of the Multi-Stage Fitness Test found it easier to give a more detailed answer than those who used the Cooper Run. Very few chose any other tests.

Section B2 Health, safety and fitness

- (a) This was generally well answered, most candidates giving responses related to co-operation and communication within a team.
- (b) Most candidates recognised the impact of protein and the negative effects that this would have on an endurance performer by creating too much muscle bulk and increasing weight. Some candidates described the effects of protein without applying this to the question.
- (c) Many candidates gained full credit, most giving responses such as ensuring correct technique and not lifting weights that are too heavy for the performer. There was also a range of responses that could relate to the general safety arrangements for physical activities. This was a well answered question, and candidates demonstrated a good understanding of the topic.
- (d)(i) Many candidates found it difficult to give an accurate description of *Minute Volume* often linking it to the amount of blood pumped from the heart.
- (ii) Those candidates who were unable to give an accurate response in part (i) often then failed to give an appropriate response in this part of the question as it was linked to the benefits of higher levels of blood being transported to the muscles. The most frequent correct response related to the increased amount of oxygen in the muscles and the effect this would have on a performer.
- (e) Most candidates showed a good understanding of the effects of exercise on the body and were able to describe the effects on a range of body systems. Credit was given for the effects on performance. Candidates demonstrated a good understanding of the physiological changes that occur during exercise.

Section B3 Reasons and opportunities for participation in physical activity

- (a) The question required candidates to focus on elite performers or a sports centre providing specialist facilities or high quality coaching. A number of candidates gave responses that related to opportunities for the mass of performers and in doing so did not answer the question.
- (b) Responses that gained credit were usually linked to sharing of facilities and financial discounts that could be provided for schools. A number of candidates focused their answers on the sports centre response to individual candidates to encourage them to use the sports centre, but this was not the emphasis of the question.
- (c) This was a very well answered question to which candidates gave a wide variety of responses. The most frequent responses included fewer women play sports, men's sport creates more interest, there are less high profile events for women and men's sports have a greater following.

A number of candidates gave responses that looked at the level of sponsorship and did not link this to the effect on media coverage. However, most candidates showed a good understanding of the topic.

- (d) A number of candidates gained full credit. Typical responses included answers relating to access to facilities and ensuring ramps were in place. Some candidates provided a number of ways that access could be improved which repeated the point and so earned no further credit.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

- Overall the standard of assessment by Centres for the practical activities was noticeably more accurate this year than in previous years. However, once again assessment of the written Analysing and Improving tasks is still presenting problems for some Centres.
- Some teachers continue to have difficulties assessing different Swimming events, Athletic events, Cross Country Running events and Hill Walking and Campcraft/Hostelling.
- Team games were generally well assessed but presenting both boys and girls in the same competitive game situation presented problems.
- Fewer Centres had to be contacted to inform them of certain missing items of coursework. Centres must respond promptly to any such requests. The main concerns included incomplete assessment sheets, lack of good DVD evidence, DVDs that simply could not be opened using Windows Media Player, inability to identify candidates from DVD evidence and lack of written Analysing and Improving tasks.

Coursework Assessment

The standard of assessment by Centres of the two coursework components continues to show improvement but some Centres are still finding assessing rather challenging. Perhaps not surprising this difficulty tends to be restricted to new Centres. Teachers from such Centres are strongly advised to carefully read and fully understand the requirements of the syllabus and the latest Coursework Guidance Booklet which are on Cambridge's website. Those Centres that have followed the CIE Physical Education course for a number of years have come to terms with the standards of assessment that are required and have undertaken the task of assessment very well.

Assessment of Practical Activities

It was pleasing to see that the majority of teachers applied the different activity assessment criteria accurately in terms of Planning, Performing and Evaluating. However, in activities such as Hill Walking and Campcraft some teachers do not supply sufficient evidence in terms of planning to support candidates' marks. Athletics, Cross Country Running and Competitive Swimming also causes difficulties for some teachers. Not all Centres used the new assessment forms that were implemented this year and which now require a second signature to verify times, distances and events. Other teachers also misinterpreted the scores when converting them to a final mark in both activities. In Weight Training for Fitness, some teachers believe that simply filming candidates lifting a light weight is sufficient evidence to justify marks awarded. This is incorrect and candidates must have a distinct purpose for engaging in this activity and be able to explain amongst other things what weights, repetitions and sets they are using, which muscle are involved in specific exercises and how they hope to make progress through a well-designed training programme.

Assessment of Analysing and Improving Performance

The quality of the sample of written work forwarded for Analysing and Improving continues to vary considerably from Centre to Centre. The problem that some candidates continue to have is a lack of guidance in how to construct the Analysing and Improving task, despite Task Instructions being clearly outlined in the syllabus. In most instances the work submitted is extremely good but in other cases the written tasks leave much to be desired. 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 main aim of the analysis is for candidates to specifically improve performance. In this exercise it necessitates candidates identifying what the weaknesses are and suggesting how these weaknesses may be corrected through training and specific practices. In this aspect of the analysis candidates should be drawing on the experience of the practices they use to improve their own performance. Candidates are also expected to identify physiological, psychological and social factors that might affect performance. This is an area which is frequently omitted and which with more teacher guidance could easily be covered. It is also an opportunity to cover area of the theory content that will be covered as part of the Physical Education course.

Presentation of coursework

The importance of presenting video or DVD evidence of the highest standard of candidates' performance once again cannot be underestimated. The quality of the DVD evidence received this year varied from those that were very good to others that were of a low quality. Centres could potentially disadvantage their candidates by producing low quality DVD evidence. The filming of candidates needs to be well-planned beforehand by teachers, candidates need to be clearly identified with numbered bibs, all the basic, core skills and small group activities are filmed and candidates are finally seen in a small group or a larger competitive team game situation. All filmed evidence needs to be checked to see that it works on Windows Media Player or Real Time before securely dispatching the DVDs and other coursework material to Cambridge. This will avoid such instances as broken DVDs, DVDs with scratches on them preventing them running smoothly and blank DVDs. Regrettably Moderators have reported all these faults on DVDs this year.