

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 1

## **Key Messages**

Candidates should be made aware that problems can result in the marking of a paper when answers are not written in the appropriate place or written without any indication of where the response is located on the answer paper.

## **General Comments**

There were few papers that were incomplete which suggested that there was sufficient time allocated for the paper. There were only three questions that were consistently answered poorly, A11, B1g and B2g which suggested that candidates demonstrated a broad understanding of the examination specification. Once again those candidates who were answering questions in their second language demonstrated outstanding ability by presenting very readable and well structured papers.

The general presentation of exam papers showed an improvement over recent years. However, as in previous years candidates need to demonstrate a better understanding of the requirements of questions that ask them to describe or name. Too many candidates give one word responses when asked to describe and as a result there is often not enough information to gain a mark.

## **Comments on Specific Questions**

### ***Section A***

#### **Question 1**

This was well answered; candidates gave either protection of internal organs or blood production as the typical response.

#### **Question 2**

This was well answered; candidates usually used either a warm up or a response related to applying the rules of the game in their answer.

#### **Question 3**

This was also well answered; most candidates described leisure time as being a time when someone is not working.

#### **Question 4**

This question provided a range in the quality of responses, those candidates who gained marks usually used either the Cooper Test or the Multi Stage Fitness Test as their response. However, there were a significant number of candidates who named either an inappropriate test or a type of training.

### **Question 5**

The question required candidates to apply some of the training principles which many did but a significant number gave responses such as 'join a gym' which did not meet the demands of the question.

### **Question 6**

Most candidates gained both marks but some did confuse the body types.

### **Question 7**

Most candidates gained at least one mark but there was some repetition over issues that related to the inequality of opportunity.

### **Question 8**

Most candidates showed an understanding of the roles of ligaments and tendons, there were however, a number who mixed up the explanations so were not awarded marks.

### **Question 9**

Most candidates gained a mark for defining flexibility, the common error was confusing this with agility and this error was also repeated in the required example.

### **Question 10**

This was a well answered question with some good examples, such as extra-curricular activities, links with clubs and visits to events etc. The common error was to include curriculum based responses.

### **Question 11**

Candidates showed limited understanding of the difference between amateur and professional performers. Some candidates gained a mark but few were able to develop their answer.

## ***Section B***

### **Unit 1 Factors affecting performance**

- (a) A significant number of candidates were unable to identify a skill related component; the most common correct responses were speed and agility.
- (b) Generally well answered, typical responses were an increase in heart and breathing rate, the common error made was to describe a range of long term effects on the body.
- (c) Many candidates gave correct responses but in many cases their answers were poorly presented and did not give the role of the circulatory system in the appropriate place on the paper. However, if candidates demonstrated a clear understanding of the topic credit was given.
- (d) This was generally well answered; however, a number of candidates gave the same response for each component which could only be given credit once. Good responses included: increase in density of bones; joints are more stable and benefit from strengthened ligaments; and muscles increase in size.

- (e) This was a well answered question with a significant number of candidates gaining full marks. However, typical incorrect responses included descriptions of injecting a substance into the blood stream.
- (f) Most candidates gained at least one mark in part (i) with some giving an incorrect description to the named type. In part (ii), most candidates gave good responses which included: provides a clear goal or focus; allows a performer to plan their performance and gives opportunity for relaxation.
- (g) Although most candidates gained a mark in part (i) the second part of the question was poorly answered, a considerable number of candidates focused on comparing male / female performance rather than how the results can be used to improve performance. Good answers included comparing improvements in performance by retesting: setting goals based on test results and comparing results against other performers / standards etc.

### **Unit 2 Health, Safety and Training**

- (a) This was a well answered question where most candidates gained a mark.
- (b) This was also well answered; candidates gave a good range of responses.
- (c) Most candidates scored both marks. Typical responses were using a warm up, follow the rules and wearing safety equipment. The frequent error made by candidates was to look at ways that a referee or coach can avoid a player being injured. The focus of the question was on the responsibilities of the performer rather than the role of others who may be involved in the activity.
- (d) Some candidates correctly applied the training principles to this question and gained full marks, those who failed to gain marks did not seem to fully understand the principles of circuit training.
- (e) Most candidates gave a sprain as their response with an appropriate description. This was generally a well answered question.
- (f) Few candidates gained a mark in part (i) despite the majority knowing the three key components of a diet. A significant number placed protein and fats in the wrong position on the chart. In part (ii), a significant number of candidates did not name a food source, and therefore did not gain marks, as the information given in part (ii) was often the repeat of that given in part (i).
- (g) Candidates either gained full marks with detailed and descriptive answers, or no marks were awarded as candidates demonstrated a lack of understanding of either health or skill related fitness. Few candidates gained part marks for this question.

**Unit 3 Reasons and opportunities for participation in physical activity**

- (a) Candidates who gained a mark did so by recognising that sport needs to have structure and rules.
- (b) There were a number of good responses to this question. However, those candidates who responded with answers relating to a club charging membership fees were not given credit as the question described the club as private and some form of membership fees would have been paid in such cases.
- (c) This was a very well answered question. Candidates described a range of different technologies which included the impact on transport, working and domestic environments and how the Internet impacts on sports.
- (d) There were some examples given that could not be considered as a country achieving excellence. The countries that were accepted needed to have achieved consistent success at Olympic or World Championship level. Sports needed to be characteristic of a country such as Sumo wrestling in Japan. The reasons given when the first part was correct was usually appropriate.
- (e) This was generally well answered, however, a number of candidates gave repeated examples of improving access with ramps, wider doors etc. which could only be given credit once. There were many good examples given such as greater awareness due to improved media coverage, improved quality of coaching and how the improvement in technology has aided performers with disabilities.
- (f) To gain marks candidates needed to look at the impact on a sport rather than on individuals who play sport so many candidates made points about media intrusion which were not given credit. Generally, however, this was a well answered question with candidates making appropriate points such as changes in rules, timing of events and a greater understanding of a sport through analysis. Candidates also included a number of negative factors which did not answer the question that asked for positive impacts.

# PHYSICAL EDUCATION

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**Paper 0413/12**

**Paper 1**

## **Key Message**

Candidates need to recognise that writing everything they know about a given topic will not gain full credit if it is not applied to the requirements of the question.

Similarly, repeated answers or numerous examples of the same point can only be credited once.

## **General Comments**

Most candidates answered the paper fully and there seemed little indication that candidates did not have sufficient time to answer the paper.

The overall standard of responses was high, with candidates who answered in their second language demonstrating a high calibre of understanding of both the subject and language. There were only two questions that were consistently answered poorly, B2(d) and B3(c). This suggests candidates were able to demonstrate a broad understanding of the examination specification. Those candidates who were answering questions in their second language demonstrated outstanding ability presenting generally very readable papers.

The general presentation of exam papers showed an improvement over recent years. However, candidates should be made aware of the problems that can result in the marking of a paper when answers are not written in the appropriate place or written without any indication of where the response is located on the answer paper.

As in previous years, candidates need to demonstrate a better understanding of the requirements of questions that ask them to describe or name. Too many candidates give one word responses when asked to describe and as a result there is often not enough information to gain full credit.

## **Comments on Specific Questions**

### ***Section A***

#### **Question 1**

This was well answered by most candidates with responses such as shape, support and movement.

#### **Question 2**

This was well answered; typical responses related to reduction in performance and the build up of tar in the lungs.

#### **Question 3**

A significant number of candidates showed a good understanding. However, some candidates confused mental well being with the general term of well-being and gave an answer that was too vague to be given credit.

#### **Question 4**

Most candidates recognised the test named in the question and what it measured.



### **Question 5**

A number of candidates gave weight loss and increase as two separate points, however, the affect on weight could only be given a single credit. Those candidates who used the term 'energy' which was in the question, needed to provide additional and detailed information to gain credit.

### **Question 6**

Most candidates gained full credit for this question.

### **Question 7**

This was generally well answered. However, a common loss of marks resulted from a description of intrinsic rewards rather than motivation.

### **Question 8**

This was very well answered; few candidates were unable to gain marks. Those that did not gain marks used the RICE acronym without providing any description of the components.

### **Question 9**

Most candidates showed a good understanding. However, some did not give a reason, only stating the effect. It showed a lack of exam technique rather than limited knowledge on the topic.

### **Question 10**

Most candidates gained at least one mark. Common errors were to confuse the different roles of a ligament and tendon and secondly to give a confused response to the role of synovial fluid. There were some candidates who failed to attribute their response to a particular component.

### **Question 11**

Many candidates gave examples of using extra curricular activities, links with clubs and ensuring a wider range of recreational based activities.

## **Section B**

### **Unit 1 Factors Affecting Performance**

- (a) Most candidates gained a mark; however, a small number gave carbon dioxide as a response.
- (b) A number of candidates gave 'stretching' as an answer. However, more was required as the question asked for a description. Candidates were given credit if they gave descriptions of specific stretching activities; also a single mark was awarded if either Yoga or Pilates was offered as a response.
- (c) Most candidates gained at least one mark. Typical responses included: greater confidence, a performer knows what they are trying to achieve, makes them feel better when they have achieved their goals.
- (d) Candidates generally gained good marks in this question with typical responses of steroids and diuretics with appropriate negative effects.
- (e) This was generally well answered. Most candidates gave Endomorph – sumo wrestler and Ectomorph – long distance runner. The most typical error was confusing these two body types. Most candidates showed a good understanding.
- (f) There were some good responses made to this question. However, many candidates gave a list of personal factors such as age, maturity etc. Candidates who gained full marks used the information processing model as the basis to their response.

- (g) Most candidates gained a mark in part (i). In part (ii), candidates were expected to describe some of the general factors that could affect the difference in performance in the tests. Responses needed to be generic physiological differences, so answers such as 'fitness' were not given credit. Part (iii) was a well answered question with many candidates applying the training principles and giving well structured responses.

### **Unit 2 Health, Safety and training**

- (a) Most candidates gained a mark although some showed some confusion by giving responses related to health.
- (b) Generally well answered with most candidates giving responses related to energy needs.
- (c) Although most candidates scored a mark, many candidates were unable to identify a hazard and answered the question by giving an injury that might occur from the hazard so did not gain full credit.
- (d) A significant number of candidates were unable to provide a method of weight training and used different types of training to illustrate their answer. A number of the candidates who were able to identify an appropriate method of weight training then went on to describe different ways of applying the training method. Very few candidates described the effects on muscles.
- (e) This was quite well answered. Candidates did not gain credit if they described the effects on the respiratory system rather than the circulatory system.
- (f) There were a number of candidates who provided a range of responses not related to SPORT; answers included Time and Performance. Those candidates who provided appropriate answers mainly used Specificity and Progressions as their answer and provided appropriate descriptions. Generally, this was a well answered question.
- (g) A number of candidates described different types of injuries rather than look at different situations that resulted in injuries occurring. Candidates often gave a list of injuries that could result from, for example, contact with other performers. In such cases only one mark was awarded as the situation remained the same.

### **Unit 3 Reasons and opportunities for participation in physical activities**

- (a) Most candidates gained some credit, with many from centres in New Zealand using the Rugby World Cup as their response. Apart from the Olympics and named world cups the Tour De France was also accepted.
- (b) A considerable number of candidates were unable to state a clear difference between sport and physical recreation. The most commonly stated correct answer was that sport has more structure and rules.
- (c) This was a poorly answered question. Many candidates rephrased the question to provide their answers or did not understand the notion of sports that take place in the country side and often described activities such as football or cricket. Typical correct responses that gained credit were the building of climbing walls in sports centres and artificial ski slopes.
- (d) This was generally well answered. Candidates showed a good range of understanding of the topic. However there was, in many cases, a degree of repetition over the issue about equality of opportunity. Good responses included less media coverage, fewer role models and fewer sponsorship opportunities.
- (e) Most candidates gained some credit but few provided responses related to geographical or climatic factors and most answers related to age and health.
- (f) Too many candidates wrote answers that looked at the negative effects of the media and not positive outcomes. Most candidates wrote about the media in general instead of its influence on sport.

# PHYSICAL EDUCATION

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**Paper 0413/13**

**Paper 1**

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# PHYSICAL EDUCATION

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**Paper 0413/02**

**Coursework**

## **General Comments**

All Centres should be congratulated on the excellent filmed DVD evidence provided of candidates' performances in a range of practical activities. Clearly a great deal of time and effort has gone into providing such quality DVD evidence. All filmed evidence was on DVD rather than VHS for the first time and this is very much welcomed.

Some new Centres are finding it difficult submitting coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. Centres may find the IGCSE PE Training Handbook, obtainable from CIE publications, helpful in teaching and assessing practical activities.

Some teachers at new to the syllabus are still having difficulties assessing different Swimming events, Athletic events and Cross Country Running events. Some of the times submitted this year were questionable and in future all Centres will be required to confirm the accuracy of the times and marks for these activities by having Centre Order of Merit sheets counter-signed by a senior member of the Centre's teaching staff. Times and distances which are clearly wrong could mean candidates not being credited with marks for these activities.

## **Teaching of Practical Activities**

There are excellent examples of teaching which is of a high standard and Centres have clearly read the syllabus, individual activity required content and the activity assessment criteria. This has guided Centres in teaching relevant and precise skills which have enabled candidates to achieve a high standard. The information in the syllabus and Coursework Guidance Booklet should be essential reading before activities are taught and then assessed.

Centres have made good use of their facilities (both indoor, outdoor and the natural environment) in deciding which activities they should offer to their candidates.

## **Assessment of Practical Activities**

Overall most Centres have marked the practical activities in line with the criteria. It is pleasing to see that Centres who have taken the examination for several years now mark quite accurately. New Centres to the examination vary more in the standard of marking. Those who have read the documentation are able to mark accurately.

One concern this year has been the accuracy of some of the times and distances submitted by certain Centres for Athletics, Cross Country Running and Swimming events. It needs to be emphasised that the Head of Physical Education at each Centre is responsible for ensuring the accuracy of measured distances and timing in all objectively tested activities. For example, swimming pools need to be measured accurately to ensure that the distance swum is precisely 50 metres. The timing and measuring of events must be carried out by teaching staff and independently checked for accuracy by other teachers.

## Teaching and assessment of the Analysis of Performance

This aspect of the coursework component is interpreted much more widely than the practical assessment. Where Centres follow the guidelines and complete all the sections then the standard of work is high and assessment is accurate. Some Centres either apply their own interpretation of what is required or do not read the syllabus and guidance notes in sufficient detail. It is obvious where Centres have read the notes and then prepared and taught their candidates as the marks are high and accurately assessed. Some Centres focus on the skills required and do not provide enough emphasis on ways to improve and how this will be implemented through an action plan. Some Centres still think that what is required is a piece of work about the activity, covering rules, history, role models, etc. This is not the case. Some candidates also submitted work that was only fitness based even though the activity required skill development to enhance performance. The work is centred on Analysing and Improving and is not a Personal Exercise Plan.

Only one piece of work on one of their assessed activities should be completed, marked and submitted for moderation. A few Centres still followed the 2008 requirement and submitted four pieces of work.

## Filming of practical activities

Centres clearly spend a lot of time and care over the compilation of the filmed evidence. Filming should be a largely continuous process. This enables the moderator to judge the overall performance of individuals.

Identification of candidates was good, although numbers displayed only on the back of candidates continues to be a problem. In future please ensure that numbers are shown both on the front and backs of candidates.

In many cases Centres provide background commentary and captions which are always helpful.

The following points are made to try and improve DVDs further.

1. The DVD should be one continuous film. When footage has been split into numerous short clips it is difficult to view. When 'chapters' have been inserted it makes navigation of the DVD much more straightforward.
2. Candidate DVD identification must be written on to the Rank Order sheets. If they are identified in writing on the DVD this is very useful. A candidate speaking their own name is less helpful.
3. Long coverage of warm ups is not required.
4. Evidence of an activity should include isolated skills, small game drills and full game situations (where necessary this can be inter-school games, but please ensure identification of candidates is clear, especially if it changes from the practices).
5. Where candidates are given high marks then the DVD should show complex skills and may have very minimal coverage of basic skills.
6. The angle of the DVD should enable the skill and outcome (e.g. shot into the goal or the action and pitch of the ball when bowled in Cricket) to be viewed.

## The submission of other coursework material

Almost all Centres submitted the correct paperwork. In most cases this was very neatly collated and easy to view and check. However, there were an unusually high number of arithmetical errors this year. They centred on either the practical mark, once divided by four, not being rounded

correctly or the mark not being transcribed correctly between the Coursework Summary Form and the MS1. This problem was more common where Centres had not completed the Coursework Summary Form in the same order as the MS1.

### **Achievement in the Practical Activities**

Candidates' marks and standards covered the whole ability range. Many candidates demonstrated Level 1 ability and were correctly marked in this level. Some candidates demonstrate only limited skills and in some cases were marked too generously. In some cases candidates would have benefited from taking an alternative activity.

All Centres, without exception were able to place all candidates in the correct rank order in all activities. This indicates that teachers are sufficiently knowledgeable in distinguishing between participants of different abilities. Also, in most cases teachers were able to place candidates in their correct Performance Level. The difficulty that several teachers experienced was to finally place candidates at the correct mark point. Hopefully the advice offered in the Report to the Centre will enable the teachers to make the right adjustment to their standard of marking in the future.