

PHYSICAL EDUCATION

Paper 0413/01

Paper 1

General comments

The paper was in general well answered, with the vast majority of candidates completing all sections. There was clear evidence of good quality teaching and coverage of the syllabus taking place, with the exception of **Question B2(d)**. The quality of written responses was in the vast majority of cases of a high standard; those candidates whose first language was not English should be commended for their achievements.

Most candidates scored well in **Section A** with no question causing consistent difficulties, although **Question 11** proved to cause some concern with candidates seemingly not fully reading the question.

Question B1 proved to cause candidates more difficulty with few scoring maximum marks in part **(e)**. **Question B2** was well answered with the exception of part **(d)** where the vast majority of candidates showed a lack of understanding. In **Question B3** candidates scored well, however, in part **(f)** there seemed to be limited understanding of the difficulties that surround participation for performers with disabilities.

There were several instances of candidates using the information provided in the question and repeating it as part of their answers which resulted in marks not being awarded. Equally there seemed to be a number of instances where the question has not been read or not understood.

Although most candidates completed the paper well, a number of candidates made the marking of their paper difficult by writing in the margins. Examples include arrows pointing to parts of answers that have been written on different parts of the paper and answers continued on separate sheets without any indication of which questions they relate to. I am sure that Centres spend time with candidates looking at the presentation of papers but clearly this issue needs further work.

Comments on specific questions

Section A

Question

- 1 Well answered; most candidates gained a mark.
- 2 Most candidates gained a mark.
- 3 Well answered; almost all candidates gained a mark
- 4 A number of candidates failed to gain a mark due to not understanding the type of joint.
- 5 Well answered; most candidates gained a mark.
- 6 Well answered with typical responses concerned with opportunity and finances.
- 7 The more able candidates gained both marks giving either activities that have a weight category or how diuretics can be used to mask other drugs. A number of candidates confused the effects of the drug with that of steroids.
- 8 The question was generally well answered. However, answers were often too general and did not provide specific benefits of different elements of a balanced diet.

- 9 Generally well answered as most candidates provided two issues that have prevented taking part in sports.
- 10 Well answered; most candidates gave two answers and gained maximum marks.
- 11 Many candidates failed to gain full marks for this question by not confining their response to an indoor activity or by discussing the impact of rules etc.
- 12 Most candidates gained two marks but few obtained full marks. Typical responses were related to national pride and the Olympics providing the opportunity to compete at the highest level.

Factors Affecting Performance

B1

- (a) Not a very well answered question; many candidates were unsure of the location of the latissimus dorsi muscle or did not provide an exercise that was primarily a motion that was a pulling down motion.
- (b) Well answered; most candidates gained both marks
- (c) Generally well answered by the more able candidates usually gaining both marks. However, many candidates showed some confusion with their answers by including feedback in their responses.
- (d) Most candidates gained one mark for the element, but many failed to gain the two additional marks for describing a test: the more able candidates were able to do so. There were many very vague responses that were not recognised tests and therefore could not be given credit.
- (e) Generally poorly answered. The question contained a great deal of information and credit could not be given for this being repeated in the answer.
- (i) A number of candidates gained a mark for a correct response
- (ii) Many candidates repeated information provided in the question to provide an answer, few candidates gave the reason for the difference in heart rate.
- (iii) More candidates gained a mark in this section of the question
- (iv) The mark scheme allowed a wide range of responses. Many candidates gained a mark for this section and were given the benefit of any doubt even where explanations were rather vague.
- (v) Most candidates answered this question well.
- (f) (i) A considerable number of candidates put both open and closed skills down in their answer and credit was not given if this was the case as it did not demonstrate a level of understanding that warranted a mark.
- (ii) A very well answered question where most candidates gained 3 marks and many full marks. The range of responses showed a good understanding.
- (iii) Many candidates gave the response of simply being able to remember what a skill was; this was not given credit as the answer needed to demonstrate the role of short term and long term memory and how this would relate to performance. The more able candidates linked how information transferred from the short term to the long term memory.

Health, Safety and Training

B2

- (a) There was a range of responses and credit was given for activities that either required explosive strength or required this component to complete the activity.
- (b) Well answered; most candidates provided the correct responses
- (c) Again the most common error in answering the question was repeating injury as an effect of not warming up. As this was part of the question no credit was given for this response.
- (d) This was a very poorly answered question; very few candidates gained any marks.
 - (i) Very few candidates had any understanding of the features of Plyometric training.
 - (ii) this was often left unanswered, but those who did answer it used general training examples and were not given credit as responses had to relate specifically to Plyometric Training.
 - (iii) Few candidates gained marks; most candidates described a general warm up and did not relate the answer specifically to this type of training. Equally the question asked for safety issues to be discussed.
- (e) A very well answered question in which most candidates gained full marks.
- (f) (i) Generally well answered; most candidates gained one mark and many were awarded both.
 - (ii) This was less well answered and many candidates continued to provide responses that related to the heart and circulatory system.
 - (iii) Well answered with many candidates being awarded all three marks.

Reasons and Opportunities for Participation in Physical Activity

B3

- (a) Quite well answered; there were, however, examples such as horse riding given and credit was only given for these if candidates gave quite detailed information about how this had been adapted for urban areas.
- (b) Well answered; most candidates gained both marks.
- (c) Most candidates gave good responses to the question and achieved both marks. Answers usually related to loss of interest and finance in the event.
- (d) Not a well answered question, with many candidates using the issue about racial prejudice and poor financial status of minority groups as a response. Many candidates repeated these issues but gained no further points.
- (e) This was not a well answered question.
 - (i) Poorly answered with many candidates seemingly not reading the question correctly and answering from the point of view of the "sportstar" rather than why the media chose a particular individual.
 - (ii) Well answered with a variety of good answers.
 - (iii) Many candidates did not apply their understanding to the sport but to the individual.

- (f) (i) Most candidates gained marks by discussing the need for ramps for wheelchair users and tactile rails for participants with sight problems. There were many quite thoughtful comments on access and some candidates included access to facilities such as lifts for swimming pools. A mark was given for such answers.

- (ii) Only the more able candidates seemed to achieve good marks in this part of the question. There was a great deal of repetition of the answers used in part (i). Where candidates did not repeat answers, the types of responses were limited and did not demonstrate a very good understanding of the issues that surround participation for performers with physical disabilities.

PHYSICAL EDUCATION

Paper 0413/02

Coursework

General comments

The growth in popularity of the CIE GCSE in Physical Education course has been demonstrated once again this year with new Centres in Africa and Asia joining the established list of Centres throughout the world that are keen to offer the syllabus to their candidates.

The wide range of practical activities that candidates are able to select from and participate in continues to be a major appeal to Centres. With such a wide range of practical activities, Centres in very different climatic zones throughout the world find activities which suit their environment.

The majority of Centres are very familiar with both the syllabus content and the assessment procedure. As a result, many take the assessment of their candidates very seriously. This was clearly apparent from the evidence on the video tapes. Also, the marking for the two assessment objectives, Planning, Performing and Evaluating, and Analysing and Improving has by and large been carried out accurately. Centres have followed the CIE guidelines accurately and have firstly placed candidates in their correct ranked order according to ability in each of their chosen activities. Then secondly, Centres awarded marks to candidates according to the activity assessment criteria. In the vast majority of cases this has been done extremely well and marks have been accepted. However, in some cases the standard of assessment has been inaccurate and as a result marks have been adjusted at moderation. Adjustment of Centre marks has tended to occur where Centres are following the syllabus for the first time, where the number of candidates at a particular Centre is small and this has made it difficult to assess standards of performance against other candidates and where teachers have offered off-site activities to candidates for which the teacher has little knowledge of the activity. This might occur when such activities as Squash or Horse Riding are offered to their candidates.

One concern that tends to appear each year is the apparent lack of knowledge of some teachers with regard to the actual content of the syllabus and what candidates are expected to demonstrate. Where this is an issue with a Centre it has been mentioned in the Report to the Centre. However, such issues have been reported to Centres in the past but some Centres have disregarded the advice offered. One such issue is where Centres still feel that candidates need to be placed in an instructing role and be assessed in this situation. This is simply not the case. Placing candidates in this situation may be appropriate, as part of a teaching plan, and candidates will obviously gain some advantage from it but the essential part of the Coursework component is that candidates are to be assessed in terms of their practical performance and not their teaching or instructing ability. In other words, candidates need to demonstrate how good they are at performing a range of skills in a game or activity situation. Unfortunately one or two Centres still do not appreciate this fact. Also, some Centres are still under the impression 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. This is not so, and candidates must, wherever possible, be seen in a competitive situation. An example might be where a candidate is seen demonstrating various batting strokes in Cricket. This is acceptable and helpful to the moderator to show that they are capable of performing each batting skill. However, the candidate must also be seen in a competitive game or small game situation where the batsman has to demonstrate their ability to select the most appropriate stroke in this very different situation.

Although the syllabus caters for candidates of all abilities it is very noticeable that the spread of practical activity marks is skewed towards the higher ability levels. It is also 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 from Centres 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. In an examination that recognises practical performance, many candidates are clearly keen to demonstrate their ability and be rewarded for their physical prowess.

The marks awarded for Analysing and Improving, Assessment Objective 2, continue to reflect the range of ability. On the whole, the video evidence provided for this aspect of the course shows that candidates have a good grasp of the fundamentals, rules and regulations and training methods for the chosen activities. Often this is supported by very good written evidence. However, as in previous years, some Centres fail to provide any video evidence of this assessment objective and rely mainly on written evidence for their candidates' Analysing and Improving marks. Once again this year, several Centres failed to forward any written evidence of Analysing and Improving and had to be reminded of this fact.

The quality of the written work forwarded in support of marks awarded for Analysing and Improving continues to vary considerably from Centre to Centre. Some Centres seem to have very little understanding of what this component involves. The written work is very brief and in some cases non-existent. Fortunately the majority of Centres' staff do understand what is required from candidates and have taught them the skills of analysis. Some of these Centres have forwarded work that is quite outstanding and in such instances the candidates have gained the highest marks. However, there is still reluctance amongst some teachers to award the maximum mark for work that is clearly exceptional and well above the level expected for the highest mark. In such instances, teachers still prefer to opt for the 'safer' mark of nine. 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. There is however, a cautionary note which needs to be stressed to teachers. Word processing lends itself frequently to plagiarism and this year there was some evidence that candidates from one Centre had copied from one another. Teachers need to be on their guard to ensure that this does not happen amongst candidates from their Centre.

Although much of the written evidence in support of marks awarded for Analysing and Improving is of a good standard some Centres seem to ask candidates to produce written evidence almost as an afterthought. In such instances, the syllabus requirements have not been followed very carefully and consequently candidates have been badly prepared. The quality of this work is much lower and is often reflected in the candidates' marks, although not always. Where the standard of work and presentation is low, some Centres candidates' work has had their marks reduced at moderation. Much of this work tends to lack depth of knowledge and the ability to suggest ways in which performances might be improved, once weaknesses have been identified. This latter point is a fundamental problem with the work produced by some candidates and would seem to suggest that the candidates have not been prepared or guided by their teachers as well as they might have been. The clear message is that teachers should read the syllabus instructions very carefully and then give more guidance to candidates. This should enable candidates to structure their responses more precisely. In so doing they should make it clear what training or practice methods can be used to improve any weaknesses in skills, techniques, fitness or simply 'reading the activity'.

The range of activities offered by Centres varies considerably. Some Centres still prefer to offer a narrow range of activities to candidates, often concentrating on four or five practical activities. Although offering a limited range of activities may seem very restrictive, the aim of these 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 the activities offered. Such a policy does have its merits although some Centres offering activities such as Swimming, Gymnastics and Table Tennis do 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. In many cases the facilities available to Centres would appear to dictate the activities that can be offered but this is not always the case. Other Centres adopt a different policy and allow their candidates the freedom to choose whichever activities they prefer. This policy works well but only where candidates are receiving instruction in these activities. Most of the activities are offered within the Centres but a considerable number of off-site activities are offered, often with considerable success. In many cases, candidates opting for off-site activities are receiving expert tuition in such activities as Horse Riding, Tennis, 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 for most candidates. Within this category Association Football, Basketball, Badminton, Rounders, Netball and Hockey are clearly the most popular. However, other games which continue to be popular amongst candidates are Volleyball, Table Tennis and Tennis and to a lesser extent Golf, Rugby Union, Cricket, and Squash.

Within the Gymnastics Category Artistic Gymnastics and Trampoline seem to be popular with candidates, although the numbers offering these activities were small.

Once again the Dance Category provides girls with the opportunity to offer a variety of different ethnic dances and although the numbers are small they appear to be growing.

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. Once again these activities seem to be growing in popularity in Centres.

Within the Outdoor and Adventurous Activities Category certain activities continue to be popular, particularly where local facilities and climatic conditions are important. Skiing continues to be extremely popular in areas where the local facilities make this a popular leisure activity. However, rather surprisingly some Centres in the tropics, with no local skiing facilities, have candidates that travel many thousands of miles to participate in Skiing. Parents of such candidates are clearly prepared to provide video evidence of their ability. 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.

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 highly.

As an essential part of the examination, all Centres are required to provide video recorded evidence of their candidates' performances for moderation purposes. On the whole most Centres are aware of this requirement and have, in consequence, prepared themselves and their candidates for the filming. However, it must be said that some Centres have prepared their candidates less well. In some cases, several Centres found themselves in difficulties trying to produce good video evidence by the coursework dead-line date.

Most Centres recognise the importance of presenting their candidates in the best possible situations. In such cases they plan the video recording of their candidates very thoroughly, noting down the skills that need to be shown and where different sequences of shots might be taken from. In other cases Centres seem to carry out the filming as a last resort and consequently the quality of the video tape is not very good. 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 sessions for each activity are identified. Even the day on which the filming is to be carried out should 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. Some Centres failed to do this and as a result they did not present their candidates in the most favourable light.

Video recorded evidence

The importance of the video evidence of candidates' performances cannot be overstressed. The video, CD or DVD evidence provided by Centres is the only way in which candidates' performances can be presented for moderation purposes. It is therefore imperative that the quality of the video recording is as detailed as possible. In order to achieve this, most Centres have followed the instructions that are available from Cambridge. These lay down clearly what should be filmed and the best sequences of shots to take, how to identify candidates in numbered training bibs and how to show candidates in the most favourable conditions. Once again this year, despite repeated instructions in the Annual Report and the Reports to Centres, some Centres failed to follow this advice. Consequently some Centres did not film their candidates in the most favourable situations, often did not check the quality of the vision and sound track before sending the tape to Cambridge and consequently they placed their candidates at a distinct disadvantage. Centres are strongly advised to check both the quality of the pictures and the sound track before dispatching the tape to Cambridge. Furthermore, Centres are advised to keep a second copy of the tape, just in case the original tape gets damaged or lost in transit.

Once again this year, the difference in the quality of the video tapes received varied considerably. The best video tapes and CDs showed excellent sequences of shots, showing skills and activity situations. In these cases the candidates were clearly identified and the accompanying commentary was helpful not only to identify candidates but to pin-point their strengths and weaknesses. This was in marked contrast to the poor quality tapes that were received from a small number of Centres. Often these videos showed candidates filmed indoors, in situations where it is difficult to identify the candidates. Also, the picture quality was poor and frequently there was no accompanying notes or commentary. In some instances the candidates were not identified at all and this made the task of moderation almost impossible. In order to clearly identify candidates many Centres used the identification column on the Centre Order of Merit to indicate the number and colour of each candidate's training bib, but sadly not all Centres did this. The best advice to offer Centres is to view the videotape before sending the tape to Cambridge and imagine that you do not know any of the candidates on the screen. Then ask yourself, would you be able to assess them if you did not recognise them from the information on the Centre Order of Merit sheets and their performance in an activity. If this information is not supplied in the form of either identification numbers on the candidates and on the assessment sheets or by way of mentioning candidates' names in the commentary, then these matters need to be addressed.

Some teachers, in their enthusiasm to capture all the action of some activities, film whole games of Football. This is unhelpful from a moderation point of view. The guidelines for video recording suggest that no more than 15 minutes of filming should be devoted to each activity. This requirement was rarely followed and in some cases Centres sent more than 4 hours of viewing of just three or four activities. In more than one case Centres devoted a whole tape or DVD to each of their candidates in all their chosen activities. The amount of time devoted to the editing of the tapes must have been enormous and was quite unnecessary. Another Centre with a large number of candidates filmed every single candidate in each activity. Here again, this is not necessary and the requirement is for a sample of candidates to be seen across the ability range in each activity. Ideally each Centre should provide one tape showing a sample of 5/6 candidates from across the ability range in each activity situation is quite sufficient. The offending Centres have had their errors pointed out to them in their Report to Centres.

In some cases Centres planned and filmed excellent interviews of candidates in connection with Assessment Objective 2, Analysing and Improving. Many were quite brief but oral questioning of this kind quickly enables the moderator to assess a candidate's ability to understand the activity they are taking part in and to discover whether they can identify strengths and weaknesses in their own or another person's performance. Where candidates are being interviewed, the teacher needs to know precisely what questions he is going to ask and to be equally well prepared. Sometimes this was not the case and some teachers repeated the same questions. As most teachers who have undertaken interviews will testify, there is a technique to doing it and this has to be learned and practised. Some teachers also filmed and interviewed candidates at the same time. This can be done but often it is better for two people to be involved in the filming and interviewing process.

The sequence of video camera shots taken by most Centres was, on the whole, helpful in gaining an accurate picture of each candidate's performance. However, in some cases this did not happen and some Centres produced shots that did not convey the full picture of whether candidates could perform the skills or not. A typical example might be where a group is performing a Basketball lay-up shot and because of the angle of the camera to the candidate, it is not possible to see first of all the number on the candidate's bib to identify him or her, secondly to see whether they approach the basket with the correct number of steps, whether they jump off the correct leg and whether the shot on basket is accurate or not. Also, if the sequence of shots wishes to show a game situation and the game is filmed from a distance, not only is it impossible to identify individual candidates but it is impossible to see them perform any skills. Identification of candidates is always crucial in all filming circumstances. More often than not in such instances it is far better to film the sequence of shots in a small activity situation rather than in a full game. This is particularly important in Football and Hockey. When filming in a game situation it is vitally important for the camera to track each of the identified candidates. Only by doing this will candidates be presented in the best possible light.

In the very best video, CD Rom or DVD evidence provided, Centres recorded evidence of candidates from across the ability range in a range of practical activities. They also followed the guidelines and showed candidates demonstrating a sufficient range of skills. They were then often placed in an activity or game situation. In some instances the game shown was not a full game but a small-sided game. This is perfectly acceptable and serves to demonstrate the essential skills of the activity within a team game situation. Very often the tape had a teacher commentary which also proved very helpful in identifying candidates, particularly in fast moving game situations. The candidates would also be clearly identified in large numbered training bibs and these numbers were replicated in the left hand column on the Candidate Mark Sheet. However, some Centres have failed to do this. Consequently they run the risk of having their candidates marked down, simply because they have not been seen in the right practical situation or clearly identified. Centres need to realise that even if they have a very small number of candidates for an activity, such as Volleyball, the candidates' must be seen in a small-sided game of Volleyball. Just showing the candidates demonstrate a small range of individual skills is not sufficient. In a game like Volleyball they must be seen in a dig, set, smash and three touch routine, for example, and this can be achieved with only three or four candidates.

Although each year Centres are asked to record video evidence using the PAL format which is the standard system used in the United Kingdom and Europe, some Centres, particularly in South America and Japan failed to do so. Once again this year, this happened and delayed the moderation period considerably for several Centres. Centres therefore are asked that wherever they use a different recording system, such as NTSC, they transposed the tape onto another that is compliant with the PAL format so that it can be viewed more quickly on arrival at Cambridge. Where the moderation period has been delayed due to this difficulty Centres have been informed in the Report to the Centre.

Once again, this year, most Centres have taken great care to send all the necessary documentation, along with good video 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, further delaying the process of moderation. It is hoped that these Centres will in future make every effort to ensure that coursework material arrives complete by the stated dead-line date.