

PHYSICAL EDUCATION

Paper 0413/11

Paper 11

Key messages

The majority of candidates attempted to answer all questions and demonstrated a good knowledge of most areas of the syllabus. There was no question that proved to be consistently difficult for candidates.

Once again candidates answering in their second language showed a good command of English and answered question fully.

There were some consistent issues that prevented many candidates from gaining further credit despite indications that they understood the tenor of the question. Some candidates gave single word responses when a description or explanation was required; when asked to apply their understanding by giving practical examples, a number of candidates either gave definitions of the term being questioned or provided a poor illustration as their example. Candidates should also avoid giving a number of examples that all highlight the same point and thus do not merit additional credit.

General comments

The majority of candidates answered the paper well but some candidates needed to develop their answers more fully. There were some examples of candidates not recognising the need for detail in questions that ask for a description or an explanation. In questions such as **A12**, **B1(e)**, **B1(f)** and **B2(f)** candidates often gave a list of one word answers which could not be considered as a description despite an indication of some degree of understanding. In **Question B1(e)(ii)** many candidates did not develop their answers by giving good examples to support their understanding; this was also the case in **B3(d)** where good quality examples would have enabled candidates to give greater clarity to their answers.

Some questions were consistently well answered which included the majority of short questions in **Section A**, **B1(d)**, **B2(c)**, **B2(e)** and **B3(c)**. In the longer of these questions, there were many examples of well-developed answers with good examples being used.

Comments on specific questions

Section A

Question 1

A well answered question, most candidates gained credit with answers such as “able to cope with stress” and “can control emotions”.

Question 2

Most candidates gained credit with typical responses including the effect of the crowd and pressure from the coach.

Question 3

Although most candidates gained credit, a significant number gave examples of activities that might take place during leisure time.

Question 4

A well answered question. Most candidates gave red cells as their example.

Question 5

Most candidates gained credit with examples of the physical, mental or social benefits.

Question 6

The majority of candidates gained credit for examples such as recovering from injuries quicker and people live longer. Some candidates misinterpreted the question and discussed how a person can take better care of their health.

Question 7

Most candidates gained full credit by recognising that pasta provides carbohydrates for energy.

Question 8

Typical responses included the number of venues available and the ease and availability of transport.

Question 9

Candidates demonstrated a good understanding of the functions of the skeleton, the most typical response being protection, with the example protects internal organs from injury when tackled in rugby.

Question 10

Most candidates fully understood the role of elevation in the treatment of an injury.

Question 11

The majority of candidates gained credit, usually identifying sprinting and shot put. The only errors made by candidates were in confusing slow and fast twitch fibres and repeating responses such as answering 100 m and 200 m sprinting.

Question 12

Many candidates found it difficult to identify one of the three types of provider. Those who did usually gained maximum credit. There were many examples used, including naming specific sports centres, major sportswear companies and organisations such as FIFA and IOC.

Section B

Unit B1 – Factors affecting performance

- (a) A well answered question, most candidates recognised that confusion, lack of understanding and the development of poor technique can result from too much information.
- (b) The question aimed to look at the type of movement at the knee that would be affected by the ligament injury. Many candidates mentioned in detail the level of pain that the performer would experience. Few candidates gained credit beyond the limitations in flexion and extension that would occur.
- (c) Generally well answered, most candidates gained credit in part (i) and in part (ii). Typical answers to part (ii) made reference to wanting to improve performance, become stronger / faster, and pressure that is placed on the performer from media, sponsors, coaches, etc.
- (d) Those candidates who included references to the heart, increases in the amount of red blood cells, increase in stroke volume and the reduction of the resting heart rate were awarded a good range of marks. Almost all candidates gained credit in part (ii) of the question for responding that an athlete would be able to perform for longer.

- (e) (i) Most candidates gained full credit by relating their answers to the level of motivation that it provides and how performers use goals to focus on tasks.
- (ii) This part of the question was less well answered, many candidates confused goal setting principles with training principles. Also, a number of candidates who correctly identified the elements of goal setting did not apply them to the activity they had named. In many cases candidates described the component rather than stating how it could be applied to the given activity or, in some cases, applied it to a different sport to the one named.
- (f) A number of candidates gained credit with appropriate responses but some confused health related components with elements of skill related fitness. A considerable number of candidates correctly identified health related components but then did not apply their answer to sprinting and either gave a description of the term or applied their answer to a different sport. As with **Question B1e(ii)**, candidates should ensure that answers are related to the appropriate sporting activity.

Unit B2 – Health, safety and training

- (a) Most candidates gained credit by emphasising the need to avoid long gaps in training but the majority were unable to provide a second means of avoiding reversibility.
- (b) Many candidates showed an understanding of the question, giving sweating, shivering and hairs on the body rising or flattening depending on the external temperature as their responses. The main difficulty that candidates had when answering was the lack of description in their answers. Many candidates gave single word responses or did not attribute their description to a way of controlling temperature. For example, many wrote: “vasodilation and vasoconstriction control body temperature by blood vessels contracting and widening”. Whilst the candidates clearly recognised the link between the two terms and the management of body temperature, it was difficult to know if they knew which term related to which action.
- (c) Generally a well answered question with most candidates using activities such as rafting as their example and then giving appropriate responses such as checking the weather, water conditions and final checks on the equipment. The main error made by candidates was in having named an appropriate activity, they then gave examples of checks that would be done prior to the day of the activity such as checking the suitability of the location and finding out who could swim. This highlights the need of candidates to thoroughly read the question, and provide responses specific to the requirements of the question.
Some candidates gave swimming as an adventurous sport which could not be given credit unless an adventurous element was added, such as scuba diving.
- (d) (i) Most candidates recognised the safety element as an advantage to using weight training machines.
- (ii) Generally well answered, those candidates who gave a limited description often gained credit by giving a good example of the type of exercise that would be used in either isotonic or isometric activity. However, the majority who gained credit did so with good descriptions.
- (iii) Generally a well answered question, most candidates who gained credit used examples such as using low weights and high repetitions. Few candidates included the speed of repetitions as being a requirement of sprint-training.
- (e) A well answered question, most candidates gained credit. Typical responses included the increase in heart rate, breathing rate and body temperature, sweating, and the changes that occur as the body moves from aerobic to anaerobic respiration. The only error that some candidates made was to describe the long term effects of exercise on the body.

Unit B3 – Reasons and opportunities for participation in physical activity

- (a) Well answered by most candidates who gave responses such as increases in taxes, sale of tickets for the event, sponsorship and selling the television rights.
- (b) Candidates who gave appropriate responses, such as fewer opportunities or a range of examples that demonstrated negative attitudes to female participation in sport gained most credit.

- (c) A well answered question, most candidates developed a range of responses such as the money that television coverage generates through sponsorship, the increase in interest and participation in sports that are televised and the improvements in facilities and equipment. A few candidates gave responses that looked at the impact on sports when there is little television coverage.
- (d) Candidates who gave credit-worthy answers described body composition and an appropriate sport; some candidates gave a number of examples of this point but could not be given additional credit. Other typical responses included levels of fitness and the impact of injury, illness and age with the limitations that this brings to a performance.

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Paper 12

Key messages

The majority of candidates attempted to answer all questions and demonstrated a good knowledge of most areas of the syllabus. **Question B1c** proved to be consistently difficult for candidates with many unable to provide any response.

Once again candidates answering in their second language showed a good command of English and answered questions fully.

There were some consistent issues that prevented many candidates from gaining further credit despite indications that they understood the tenor of the question. Some candidates gave single word responses when a description or explanation was required; when asked to apply their understanding by giving practical examples, a number of candidates either gave definitions of the term being questioned or provided a poor illustration as their example. Candidates should also avoid giving a number of examples that all highlight the same point, and thus do not merit additional credit.

General comments

The majority of candidates answered the paper well, although some candidates needed to develop their answers more fully, as in **Questions 9, B1(e), B1(f) and B3(b)**. There were some examples of candidates not recognising the need for detail in questions that ask for a description or an explanation, questions such as **A11, B2(b), B2(c)**. In these cases, candidates often gave a list of one word answers which could not be considered as a description despite indication of some degree of knowledge. A considerable number of candidates were unable to offer any response to **Question B2(d)(ii)** which needed a response about plyometric exercise. **Question B3(d)** gave candidates an opportunity to explore the different ways that businesses impact on sports, however a significant number of candidates made a single point, usually sponsorship, and then gave a number of examples of how this point benefits sport.

Candidates answered some questions consistently well and demonstrated not only good understanding but also good application of their knowledge. **Questions 11, B2(e), B3(c) and B3(d)** were particularly well answered by the vast majority of candidates.

Comments on specific questions

Section A

Question 1

A well answered question, most candidates gained credit for a response relating to eating healthily.

Question 2

Most candidates gained credit by giving the example of contact sports.

Question 3

Most candidates recognised the effect of smoking on the lungs and breathing.

Question 4

Many candidates could not identify a cartilaginous joint, the most common incorrect response being the knee joint, presumably because candidates confused a cartilaginous joint with a synovial joint which has cartilage as a component.

Question 5

Well answered by most candidates who recognised the social impact of sports.

Question 6

Most candidates gained credit with typical responses including better coaching and higher quality facilities.

Question 7

Most candidates gained credit for responses such as the effect of contact sports on an ageing person and age restrictions in certain sports. There were some candidates who repeated the point made by giving examples of the physical impact on both older and young participants. It is important that candidates have knowledge of a variety of examples in such questions.

Question 8

A well answered question, most candidates gained full credit for referring to cleaning and covering the wound.

Question 9

A well answered question, most candidates gained credit with responses or examples which described the demands that sponsors might make on a performer and the need to use sponsors' equipment or clothing which might not be appropriate for the athlete.

Question 10

Candidates provided a range of responses such as using visualisation, listening to music, taking deeper breaths and getting a pep talk from a coach. A well answered question by most candidates.

Question 11

The vast majority of candidates gained full credit with typical responses being tiredness, minor injuries and muscle soreness and making no progress.

Question 12

Most candidates gained some credit. Typical responses were candidates improving performance or fitness, better understanding of how to play a sport and understanding of issues such as diet and first aid. Once again, candidates do need to ensure they are making the required number of discrete points, with repetition of ideas being demonstrated by a number of candidates.

Section B

Unit B1 – Factors affecting performance

- (a) Generally a well answered question, most candidates gave responses related to the lack of motivation to perform unless there is a reward involved and performers resorting to cheating to get the reward.
- (b) Most candidates gained credit. Many, however, gave the location of the joint rather than the type of joint involved in the action and then identified the muscles involved in the action rather than the type of movement. Candidates must ensure questions are carefully read, and that responses address what is being asked.

- (c) Most candidates only gained partial credit on this question, usually for identifying the position of the gastrocnemius and the type of contraction that occurs at the point of take-off.
- (d) Although most candidates were able to identify two components of blood, fewer were able to discuss the benefits to the performer. Many candidates gave a description of the role of the identified component without reference to the specific benefits for a performer. Again, candidates must address the specific requirements of the question.
- (e) The question required candidates to give the effects following a long period of exercise; a number of candidates gave the immediate effects of exercise which was not requested in the question and thus did not gain credit. Good responses given were descriptions relating to the impact of strengthening the cardiac muscle, the increase in the number of red blood cells and the lowering of heart rate. The examples of the improvements resulting from the changes included the increase in the volume of blood reaching tissues providing greater energy, delaying the onset of lactic acid production and the greater ability of the body to cope with the increase in blood pressure.
- (f) There were a number of difficulties that candidates faced in answering this question. Firstly a number confused which fitness components are identified as health or skill related. Secondly, some candidates did not then relate their answer to gymnastics but used other sporting activities. Thirdly, the examples used were often too vague, e.g. "balance helps a gymnast".

Unit B2 – Health, safety and training

- (a) A well answered question, most responses related to regular exercise, good levels of sleep and being free of stress.
- (b) Most candidates gained credit for this question with examples such as shin pads, appropriate footwear to prevent slipping and appropriate clothing to prevent hypothermia. The one area that reduced the ability to score more highly was giving a number of examples that would provide the same benefit, e.g. referencing the protective role of shin pads, helmet and gum shield.
- (c) (i) Some candidates gave good responses such as the need to eat carbohydrates for energy and protein to ensure tissue repair. A number, however, gave responses that were more relative to answering part (ii) of the question.
(ii) The most typical response given was the demands of the sport that the performer was involved in, the body type and the gender of the athlete. Candidates needed to explain how each given factor affected the energy requirements of the athlete. Some candidates answered with a single word and did not gain credit despite indicating they were aware of the concept of the question.
- (d) (i) Generally well answered, candidates usually gave either fartlek or continuous training as their example, with the typical benefits including they are easier to monitor and adjust to an individual, that there is no need for any specialist equipment and that training can be done anywhere.
(ii) Most candidates were able to gain at least some credit for a description of how to achieve overload by increasing the intensity or frequency of training. Fewer candidates were able to give such an accurate description of how to avoid reversibility.
- (e) A very well answered question by most candidates, typical responses included contractions take place more quickly or strongly, increased blood flow to muscles, lactic acid production and muscles become sore and tired.

Unit B3 – Reasons and opportunities for participation in physical activity

- (a) Most candidates gave responses such as providing facilities and coaching or getting children involved in the sport at an earliest possible age, in a well answered question. Some candidates described the cultural or traditional impact of sports that are played in that country; however, the question required them to look at future arrangements to encourage an improvement.
- (b) There was some confusion by many candidates between a scholarship and sponsorship with a number of responses referring to a company providing coaching and equipment. Those who did show an understanding about scholarships gave responses such as no cost to the individual, access to equipment and facilities and able to perform at a high standard.

- (c) A well answered question, most candidates gave a very wide range of reasons for the improvement in the standards of disability sports: most responses included the improvements in facilities and coaching, increases in the number of people participating and the advances made in the development of prosthetic limbs.
- (d) Generally well answered with most candidates gaining credit. Typical correct answers related to media, medicine, clothing and the improvements in technology to improve refereeing decisions. The only difficulty that candidates created in their response was giving a number of examples of the same point. A typical response of this nature occurred with candidates giving a number of examples of how technology is used to improve refereeing, giving hawk eye in tennis, goal line technology in football, lbw decisions in cricket and pressure pads in athletics to detect false starting in the 100 m sprint.

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Paper 13

Key messages

The majority of candidates attempted to answer all questions and demonstrated a good knowledge of most areas of the syllabus. There was no question that proved to be consistently difficult for candidates.

Once again candidates answering in their second language showed a good command of English and answered questions fully.

There were some consistent issues that prevented many candidates from gaining further credit despite indications that they understood the tenor of the question. When asked to apply their understanding by giving practical examples, a number of candidates either gave definitions of the term being questioned or provided a poor illustration as their example. Candidates should avoid giving a number of examples that all highlight the same point and thus would not merit additional credit. There also needs to be greater recognition of questions that require a description or an explanation; some candidates provided single word responses to such questions which rarely provided enough information to gain credit.

General comments

The majority of candidates answered the paper well, but some candidates needed to develop their answers more fully. There were some examples of candidates not recognising the need for detail in questions that asks for a description or an explanation, questions such as **B1(d)**, **B1(f)** and **B2(f)**. In these cases candidates often gave a list of one word answers which could not be considered as a description despite an indication of some degree of knowledge. In **Question B1(b)** many candidates did not develop their answers. This was also the case in **B3(d)** where good quality examples would have enabled candidates to give greater clarity to their answers.

Some questions were consistently well answered which included the majority of short questions in **Section A, B1(a), B2(e), B3(a)** and **B3(c)**; in the longer questions there were many examples of well-developed answers with good examples.

Comments on specific questions

Section A

Question 1

A number of candidates were unable to recall components of the World Health Organization's definition of physical well-being, with many instead simply stating components of fitness. Those who gained credit typically answered that people would be free of illness and injury.

Question 2

A well answered question with candidates giving a variety of responses such as listening to music, mental rehearsal and visualisation.

Question 3

Candidates found providing a definition of physical recreation difficult; whilst a number were able to give part of a description, many either gave an example of an activity or of a location where activities might take place.

Question 4

A well answered question, most candidates understood the role of platelets.

Question 5

A well answered question with the most typical response being the relief of stress.

Question 6

A number of candidates gave answers that that were not fully developed and as a result did not gain credit. To gain credit, candidates needed to briefly identify an area of technology and describe the benefit it brings. There were many examples of candidates rewriting the question as their answer or adding that it helps them play better, which did not gain credit.

Question 7

A well answered question: whilst other nutrients are required in a diet, most candidates identified protein as the correct response. Those who gave the correct response in part **(a)** usually gave a correct response in part **(b)**.

Question 8

Candidates needed to identify the lack of opportunities that arise from living in a rural area and those who described the lack of facilities, difficulties relating to transport and the distance and time required to travel to those facilities available gained credit. A number of candidates described that no opportunities were available in rural areas or described what opportunities are available in urban areas. Unfortunately the latter response did not answer the question.

Question 9

A well answered question, most candidates gained full credit with the majority of candidates giving the ball and socket joint as their example, along with an appropriate description of the movement of the joint.

Question 10

Although the majority of candidates gained partial credit, a number gave RICE as a treatment rather than any one of its components.

Question 11

The majority of candidates gained partial credit, usually for being able to identify the prime mover as being the muscle that initiated movement; fewer recognised the role of the synergist. Those who attempted to describe the synergist often described the role of the antagonist muscle.

Question 12

A very well answered question, candidates demonstrated a good understanding of the role of a local sports club. Most candidates gave responses such as it being cheaper or easier to access or commented on some aspect of them assisting in the improvement of social skills.

Section B

Unit B1 – Factors affecting performance

- (a)** A well answered question, most candidates identified a performer continuing to make the same mistakes, unable to identify mistakes and unable to improve. Typical errors made by candidates involved repeating the same points.
- (b)** Most candidates were able to locate the femur, although some descriptions were very involved. The functions identified were mostly helping with movement and producing blood cells. The most common error made by candidates involved giving different examples of movement and thus repeating the same point.

- (c) Most candidates gained credit for either identifying the physical reasons why a performer would take a peptide hormone or for discussing the resultant effects on performance. In part (ii) few candidates were able to identify three negative effects of the drug. A number identified emotional or psychological, rather than physical, effects: candidates must ensure they address the specific requirements of each question. The most common responses identified the increase in blood pressure and heart conditions.
- (d) Generally a well answered question, most candidates identified the increase in the number of red blood cells and the benefits gained when they returned to perform at sea level. The responses relating to the problems when training at altitude were less well made: good responses identified altitude sickness and the problems when starting to train such as dizziness, high level of tiredness and the breathing difficulties that can result.
- (e) (i) Most candidates correctly identified the increase in heart rate and rate of breathing as their response but a significant number did not identify the physical effects, as was asked for by the question.
- (ii) The majority of candidates gained credit and clearly understood the concept of visualisation.
- (f) (i) Most candidates gained credit and were able to identify two components of health related fitness. Most used cardiovascular endurance and muscle endurance as their answers.
- (ii) Whilst a number of candidates gained credit, some could not identify skill related fitness components and named health related components instead. Those who did name appropriate components often did not apply them to the named activity and gave a general description of the component. Again, candidates need to ensure all components of their responses are related and carefully considered.

Unit B2 – Health, safety and training

- (a) The required answers needed to relate to resistance training and not just general pieces of equipment such as cones or a stop watch. A number of candidates named companies that produced equipment which could not be given credit and whilst some equipment was self-explanatory, such as weights and running parachutes, others, such as ropes, needed to have a little explanation.
- (b) Many candidates gained credit for this question. There were a number of poor descriptions of aerobic respiration with many responses stating that players were jogging about the pitch/court; more detail was needed for further credit.
- (c) Some candidates provided excellent responses and a number gained full credit. Typical answers included the age and ability level of performers, weather and the nature of the activity. The common error was to describe the details of the issues the leader would face during a lesson or coaching session.
- (d) (i) Generally not a well answered question, most candidates gained credit for the description of how to improve muscular endurance but few added the need to add speed into the repetitions to gain the explosive element. Most candidates reversed the response given for muscular endurance.
- (ii) A significant number of candidates failed to answer the question. Those who did provide an answer often rewrote the question. The candidates who gained credit did so by giving examples of different types of exercises that would be included in a plyometric training programme such as jumping onto objects, skipping and clap press ups.
- (e) Generally a well answered question, most candidates gave examples such as increased strength, size, speed of contractions and muscular endurance. The common misunderstanding was the inclusion of the cardiac muscle and the impact of exercise on the skeleton and bones in responses.

Unit B3 – Reasons and opportunities for participation in physical activity

- (a) Most candidates gained credit for responses relating to the country trying to raise their profile internationally. A number of candidates repeated the same point using different examples.
- (b) Generally well answered, many candidates described ways of encouraging different cultural groups to mix, looked at ways to encourage participation of groups and how coaches can play a role in supporting different cultural groups.
- (c) A very well answered question, most candidates gaining credit.
- (d) Although some candidates gained credit, this was generally poorly answered. Most described sponsorship as a feature of business involvement in sport. In many cases this single point was developed by giving a number of examples of how sponsorship benefited the sport or performer. Answers that provided the best examples looked at a variety of business involvement which included the manufacturing of sports equipment, development of medical support and the provision of facilities such as golf courses and gyms.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

- As has been reported in previous years, the standard of assessment by Centres for the practical activities was noticeably more accurate but, once again, assessment of the written Analysing and Improving tasks still presents problems for some Centres.
- Certain events continue to prove more problematic to assess, Swimming, Athletics and Cross Country Running events in particular, and although the new assessment forms have been used not every Centre verifies the marks with a second signature.
- Team games were generally well assessed, but some Centres still place boys and girls in the same competitive game situation and, in a number of cases, this clearly disadvantages the girls.
- Although fewer Centres had to be contacted to inform them of certain missing items of coursework, there was an increase in the number of Centres who still fail to clearly identify candidates with numbered training bibs and show the numbers against their names on the Centre Order of Merit sheets. Such information is essential for the Moderators to be able to verify marks from the Centres and it is imperative that Centres follow this protocol.
- Centres must check the quality of the filmed evidence before dispatching it to Cambridge. All Moderators have reported faulting, scratched and, in some cases, blank DVDs that have clearly not been checked. Requesting replacement DVDs delays the moderation process and places additional requests on Centres.
- The quality of some filmed evidence is poor and some Centres have given very little thought to how candidates should be presented for moderation, often to the detriment of the candidates. Centres are reminded that filmed evidence must be such that it clearly enables the Moderator to determine how marks were awarded at the centre and, if high marks have been awarded, that high level skills are demonstrated. Centres are directed towards the Coursework Guidelines booklet on the Teacher Support Site, and the Discussion Forum, also accessible through this site, for assistance and guidance when filming Practical Activities.

Coursework Assessment

Although some Centres are still finding assessing rather challenging the standard of assessment by Centres of the two coursework components continues to show improvement. As has been reported previously this difficulty tends to be restricted to new Centres. As in the past, teachers from such Centres are strongly advised to carefully read and fully understand the requirements of the syllabus and the latest Coursework Guidelines Booklet, both of which are on Cambridge's Teacher Support Site. One or two Centres are also not using current assessment sheets.

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

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. In a few instances the assessment of Athletics, Cross Country Running and Competitive Swimming also caused difficulties. Not all Centres used the new assessment forms that were implemented this year and which now require a second



signature to verify times and/or distances for events. Some teachers also wrongly interpret the scores when converting them to a final mark in these activities.

Weight Training for Fitness also continues to cause some concerns. Some Centres continue to believe that simply filming candidates demonstrating 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, why they are taking part in this activity, what they hope to gain from taking part, what weights, repetitions and sets they are using, which muscle groups are involved in specific exercises, and how they hope to make progress through a well-designed training programme. In many cases nearly all these points have been overlooked during the filming process.

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. Many are beautifully presented and in some cases contain a wealth of information, although Centres should be careful that all contained information is indeed relevant. Regrettably some Centres overlook the fact that a lot of this information is copied from the Internet.

The problem that some candidates continue to have is a lack of guidance in how to present their Analysing and Improving task, despite Task Instructions being clearly outlined in the syllabus. Teachers could be far more helpful in directing their candidates more closely to present their Analysing and Improving task far more coherently. In many instances the work submitted is of a high standard but in other cases the written tasks leave much to be desired.

Teachers and candidates do not seem to realize that the main aim of the analysis is for candidates to specifically improve performance, and often their own 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 overlooked and which, with more teacher guidance, could easily be covered. It is also an opportunity to cover areas of the theory content that will be covered as part of the Physical Education course. All these points have been reported in previous reports, but regrettably they continue to be overlooked by some Centres.

Presentation of coursework

Every year the importance of providing filmed evidence of the highest standard of candidates' performance is highlighted. The quality of the DVD evidence received this year varied from those that were very good to others where the quality was extremely poor. Candidates are clearly disadvantaged if their performances are filmed badly as it makes it difficult for Moderators to agree with the marks awarded by the Centre. In such instances Centres clearly do not plan the filming. Too often the filming appears to be done erratically, with poor camera positions, poor lighting or other distractions in the background. It cannot be over-emphasised that 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. Sufficient candidates, of appropriate skill levels, should be filmed as to cover the range of marks awarded by the centre (the Coursework Guidelines booklet suggests five), demonstrating excellent ability in the chosen activity where such performers are present and have been adjudged to merit top marks.

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.