

PHYSICAL EDUCATION

Paper 0413/11
Paper 11

Key messages

When answering questions that ask for a topic to be applied to named activities, candidates should note that the topic needs to be applied to the activity named. Generic descriptions may not have the detail needed for credit to be awarded. Candidates should give the choice of activity careful consideration as there were some examples of candidates naming an activity but then not being able to apply that activity to all aspects of the question.

Candidates should be aware of the command word of a question and the implication this has on the level of detail required in the answer. Some candidates gave single word responses to questions that asked for an explanation and as a result this provided insufficient detail to gain full credit.

General comments

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper. Generally, clear answers were given.

The shorter questions in all sections of the paper were generally well answered by the majority of candidates.

In many **Section B** questions most candidates demonstrated some level of understanding of topics but fewer were able to apply their understanding effectively to given situations.

Comments on specific questions

Section A

Question 1

A well-answered question by most candidates. The majority were able to describe a difference between an open and a closed skill.

Question 2

The majority of candidates were able to identify a benefit of a fibre-rich diet.

Question 3

This was well answered by most candidates.

Question 4

Many candidates demonstrated a good understanding of the safety factors that needed to be considered.

Question 5

Most candidates answered correctly but there was some confusion between the effects of a diuretic and the effects of a steroid.

Question 6

This was usually well answered with most candidates able to state a reason for private companies running sports facilities.

Question 7

This was a very well-answered question with many candidates gaining full credit.

Question 8

The majority of candidates showed a good understanding of the reasons why the media would bring about changes to a sport with many gaining full credit.

Question 9

Most candidates gave well-developed answers demonstrating the role of a local sports club.

Question 10

The majority of candidates answered this well. Some weaker candidates confused the benefits of the type of muscle fibre named in their answer with a different type of muscle fibre.

Question 11

Stronger candidates provided some very thorough responses here. A number of weaker candidates did not note the information in the question relating to the quality of performance in training and as a result did not provide the level of detail required to gain credit.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) This was well answered by most candidates who provided a clear explanation of intrinsic motivation.
- (b) Stronger candidates answered well and provided a good range of responses. Weaker candidates needed to note that the performer was learning a new skill.
- (c) The vast majority of candidates at least gained partial credit by correctly naming muscles. Most candidates were able to describe a movement they created with only a small number of candidates confusing the role of each muscle in the movement.
- (d) Most candidates stated that the IOC wanted to create greater fairness during competition. Stronger candidates were able to develop their understanding of the topic to include other aspects.
- (e) This was answered well by the majority of candidates. Many strong candidates chose to develop depth in their answers by using the goal-setting principles to guide their response.
- (f) Most candidates were able to identify components of health-related fitness. Weaker candidates tended to give generic descriptions of the features of the components that they had identified rather than applying these to the named sport.
- (g) Generally, candidates were able to identify the changes to the circulatory and respiratory systems that result from exercise. Stronger candidates were able to include explanations of the benefits that result from the changes.

Unit 2: Health, safety and training

Question 13

- (a) Most candidates were able to identify features of the WHO definition of health and gained credit.
- (b) Stronger candidates were able to identify the different nature of the demands on a sprinter as opposed to a distance runner and as a result they were able to develop answers that identified the need for a warm up. Some weaker candidates described the benefits of a warm up without linking to the question.
- (c) Most candidates were able to demonstrate a good understanding of this topic.
- (d) The majority of candidates gained credit and demonstrated good knowledge of how the body controls temperature.
- (e) A significant number of candidates gained at least partial credit with many achieving full credit. Most candidates were able to identify an appropriate activity. Once this was correctly identified, candidates generally went on to describe appropriate safety arrangements for the named activity.
- (f) The majority of candidates gained marks for correctly naming training methods. Stronger candidates gave a variety of benefits of using a named training method.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Many candidates were able to identify the key roles within a sports club.
- (b) Most candidates demonstrated an understanding of the topic and stronger candidates were able to provide a range of well-considered responses.
- (c) This was well answered by most candidates with some well-considered responses. Some weaker candidates focused on examples of the natural resources that a country might have rather than describing how a country used these to develop excellence in sport.
- (d) Stronger candidates gave some excellent responses that described the changes that have occurred in the Olympic movement as well as the general improvements in sport and society that provide greater opportunities for women's involvement in the Olympic Games. Some weaker candidates focused only on a specific example of social change and so provided an answer of limited depth.

Please note the following extract from the syllabus to be used for 2019 examinations:

Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper 1.

PHYSICAL EDUCATION

Paper 0413/12
Paper 12

Key messages

When answering questions that ask for a topic to be applied to named activities, candidates should note that the topic needs to be applied to the activity named. Generic descriptions may not have the detail needed for credit to be awarded. Candidates should give the choice of activity careful consideration as there were some examples of candidates naming an activity but then not being able to apply that activity to all aspects of the question.

Candidates should be aware of the command word of a question and the implication this has on the level of detail required in the answer. Some candidates gave single word responses to questions that asked for an explanation and as a result this provided insufficient detail to gain full credit.

General comments

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper.

The shorter questions in all sections of the paper were generally well answered by the majority of candidates.

In many **Section B** questions most candidates demonstrated some level of understanding of topics but fewer were able to apply their understanding fully to given situations.

Comments on specific questions

Section A

Question 1

A small number of candidates named a sport but found it difficult to identify the aspect of the sport that could be described as a fine motor skill. Many candidates answered correctly.

Question 2

This question was well answered with most candidates demonstrating an understanding of the topic.

Question 3

Most candidates answered correctly.

Question 4

This was answered well by most candidates.

Question 5

Most candidates were able to state a benefit of a warm up.

Question 6

This was a well-answered question and most candidates understood factors affecting sponsors. A small number of candidates gave disadvantages for the performer rather than for the sponsor.

Question 7

Most candidates could identifying two functions of the skeleton. Weaker candidates needed to include examples.

Question 8

This was usually answered correctly.

Question 9

The most common answers related to the condition of the playing surface and the weather. Some weaker candidates were too vague in their answers.

Question 10

Most candidates gained credit and many showed a good understanding of the topic of performance-enhancing drugs.

Question 11

Most candidates demonstrated a good understanding of the topic and gave some very good examples of positive effects. However, the negative effects were often less well described.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Most candidates gained full credit demonstrating a good understanding of blood doping. Many responses related to the increase in red blood cells and more oxygen being delivered to working muscles.
- (b) This was a well-answered question and candidates gave a variety of responses related to benefits of feedback.
- (c) Stronger candidates were able to explain why the characteristics of an ectomorph can benefit performance. Generally candidates provided clearer examples when using games activities rather than athletic activities.
- (d) The majority of candidates were able to identify skill-related components. Stronger candidates gained credit by describing how components of fitness could be used in their named activity. Weaker candidates often gave a generic description and did not apply their answer to the named activity.
- (e) The majority of candidates gained credit with the stronger candidates able to avoid repeating the same example.
- (f) Many candidates gained credit with the most frequently seen examples relating to the heart getting stronger. There were some candidates who confused the circulatory system with the respiratory system.

- (g) (i) Stronger candidates gained full credit. Many candidates were able to gain at least partial credit in their description of how an appropriate test could be conducted.
- (ii) The majority of candidates were able to suggest how testing can be a motivating factor.

Unit 2: Health, safety and training

Question 13

- (a) This was answered well by most candidates with responses focusing on the ability to cope with stress, the increases in self-esteem and giving examples of how feelings of isolation can be reduced.
- (b) Stronger candidates gave detail in their responses that indicated the benefit and related this to following codes of behaviour.
- (c) Most candidates demonstrated a good understanding of the topic.
- (d) (i) Most candidates were able to demonstrate an understanding of the topic and understood that fat provided an energy source, acted as an insulator and provided protection.
- (ii) Many candidates gained credit for explaining an effect of excessive amounts of fat on performance rather than just stating the effect of excessive amounts of fat.
- (e) (i) Most candidates described when reversibility occurs and the effect. A number of weaker candidates did not provide enough detail to gain credit.
- (ii) Most candidates demonstrated an understanding of how training principles could be applied to prevent reversibility and the importance of rest and recovery.
- (f) (i) Most candidates gained at least partial credit. However, some candidates used the fitness components named in the question as their answers.
- (ii) Many candidates gained credit by making comparisons between the use of weight training to improve strength and its use to improve muscular endurance, and by giving examples of how this is carried out. Weaker candidates did not make comparisons and as a result were unable to gain full credit.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Many candidates were able to demonstrate a good understanding of the benefits to a community.
- (b) Some candidates confused urban and rural areas but stronger candidates recognised the features of urban living and applied this to the opportunities to participate in physical activities. Some strong answers often included detail about the need to travel outside of urban areas to participate in certain sports.
- (c) Typically responses recognised a country and an appropriate sport, with the most frequently seen responses mentioning New Zealand and rugby or Kenya and middle/long-distance running. Strong candidates then went on to discuss how these sports had been developed and encouraged in younger performers and alike.
- (d) Most candidates gained partial credit for their responses to this question. Some weaker candidates seemed to confuse the topic with sponsorship. Strong candidates showed a breadth of understanding of how these can affect participation.

Please note the following extract from the syllabus to be used for 2019 examinations:

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PHYSICAL EDUCATION

Paper 0413/13
Paper 13

Key messages

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Candidates should give the choice of activity careful consideration as there were some examples of candidates naming an activity but then not being able to apply that activity to all aspects of the question.

General comments

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper. Generally, clear answers were given.

The shorter questions in all sections of the paper were generally well answered by the majority of candidates.

In many **Section B** questions most candidates demonstrated some level of understanding of topics but fewer were able to apply their understanding effectively to given situations.

Comments on specific questions

Section A

Question 1

Most candidates gave a correct answer.

Question 2

This was answered well and the vast majority of candidates were able to name an appropriate food source.

Question 3

Most candidates gained credit here. Generally, weaker candidates described the term in relation to an activity rather than time.

Question 4

Most candidates answered correctly.

Question 5

Many candidates gave correct answers for this question.

Question 6

The majority of candidates were able to describe the advantage of using a private sports facility.

Question 7

Most candidates were able to identify both bones and a significant number described a different function of each bone.

Question 8

Most candidates gained partial credit. Stronger candidates gave additional information for full credit.

Question 9

Most candidates gained at least partial credit with a number achieving full credit.

Question 10

The majority of candidates gained credit with stronger candidates able to develop their answers more fully. Weaker candidates often gave examples of the physical benefits of exercise in their responses.

Question 11

This question was usually answered well and strong candidates provided a wide range of examples.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Stronger candidates were able to demonstrate an understanding of limited channel capacity and many were able to gain full credit. Weaker candidates struggled with this concept.
- (b) Most candidates were able to identify goal-setting principles but some candidates confused these with training principles. Weaker candidates were unable to apply the principles identified to the named physical activity and instead described the features of the principles.
- (c) The majority of candidates were able to describe some of the effects of taking a stimulant. Weaker candidates showed some confusion over the effects of a stimulant or confused it with other types of drug.
- (d) Most candidates gained partial credit but fewer were able to identify the movement at a pivot joint and fewer still were able to identify an example from sport of when the movement is used. Stronger candidates tended to gain full credit.
- (e) The majority of candidates answered the question well. Some weaker candidates struggled to describe their chosen test clearly. Some candidates used a diagram to aid their description.
- (f) (i) Only the strongest candidates answered this question correctly.
(ii) Most candidates answered this question well. Weaker candidates were generally not able to include sufficient detail but were often still able to gain partial credit.
- (g) The vast majority of candidates gained at least partial credit. The command word for the question asked for an explanation and some weaker candidates gave a list of factors. Stronger candidates often gave a high level of detail in their explanations.

Unit 2: Health, safety and training

Question 13

- (a) Many candidates answered this correctly.
- (b) Most candidates gained partial credit with many gaining full credit. Some candidates described wearing suitable clothing and footwear in their answers and these could not be given credit.
- (c) Stronger candidates were able to identify the environmental factors and give examples of how they can cause an injury.
- (d) Most candidates gained at least partial credit. However, some weaker candidates answered with the long-term benefits of exercise.
- (e) (i) Most candidates demonstrated a good understanding of the benefits of each nutrient. A small number of candidates repeated a benefit.
(ii) Candidates generally answered this question well. The question asked for an explanation and there were examples of weaker candidates not giving sufficient detail to gain credit.
- (f) (i) Most candidates demonstrated a good understanding of circuit training and the factors to consider when planning a circuit.
(ii) Stronger candidates generally gave answers that applied the training principles well. Some weaker candidates gave general descriptions of the principles without applying them to circuit training.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Many candidates gained at least partial credit.
- (b) Stronger candidates understood the concept of dual-use facilities and were able to apply this understanding well.
- (c) Many candidates gave information that demonstrated some understanding of the topic but did not develop their answers into explanations. Stronger candidates tended to give thoughtful and considered responses.
- (d) Some candidates provided excellent answers, demonstrating a depth of understanding of the topic. Strong answers typically developed a chronological pathway that schools can provide starting with participation in activities in the curriculum moving towards national selection in a sport and alike. Some weaker candidates focused on the benefits of taking part in physical activities and did not link their answers to how schools aid the progression to the highest levels of sport.

Please note the following extract from the syllabus to be used for 2019 examinations:

Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper 1.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

Centres should avoid using phones or iPads to film candidates. The result is often a picture in a narrow format reducing the screen used and resulting in restricted evidence. The use of cameras fixed to/held by the candidate should be avoided as this gives very little evidence on skill and technique.

Where candidates are given high marks, the filmed evidence should show complex skills and may have minimal coverage of basic skills. Sometimes the level of demand and the way the filmed situations created challenge for the candidate was insufficient to support the awarded marks. Centres should only film the skills/situations that support the awarded mark and not necessarily the whole range of skills.

Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. An increasing number of centres submitted filmed evidence for this activity and it should be noted that the evidence needs to support detailed navigational skills rather than being just a view of candidates walking. Candidate interviews whilst participating were supplied by some centres and were generally very useful. All activities must be supported by filmed evidence in 2019 onwards.

Filming should always show the skill and outcome. In Badminton, for example, the camera angle should allow both the shot and the flight of the shuttlecock to be seen.

Candidate identification continues to be a significant problem for some centres. Certain colour combinations are difficult to see, e.g. yellow on white or white on light blue. Filming some games (e.g. in Football, Hockey and Rugby) causes problems if numbers are only placed on the back of shirts. Identifiers must be on the front and back.

Alternative interpretation of the Analysing and Improving task caused problems at some centres. History, rules and player profiles were not required. This task is not a Personal Exercise Plan. Skill development was sometimes overlooked or was covered with minimal detail. This task is not required for 2019 examinations onwards.

General comments

The vast majority of centres submitted coursework that was well organised and included the required forms and DVD evidence. Often the filmed DVD evidence of candidate performance in a range of practical activities was of a high quality. It was evident that a great deal of time and effort had gone into providing such quality DVD evidence at many centres.

However, a few centres found it difficult to submit coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. Careful reading of the relevant Coursework Guidelines Booklet is essential both before teaching and before assessing activities. There is a new Coursework Guidance Booklet for 2019 onwards.

Centres should use the most up-to-date forms, which are available from the Cambridge International samples database.

In the Analysing and Improving task some centres awarded too many marks for work which was very short and lacking in content.

Comments on specific areas

Filming of practical activities

Many of the filmed sequences were planned well by centres. Identification of candidates was generally good, but numbers displayed only on the back of candidates was a problem in some centres. Numbers should be shown both on the front and back. These numbers should be clearly visible in filmed sequences to ensure individual candidates can be identified.

In many cases centres provided background commentary and this was usually helpful.

The following points are made to try and further improve filmed evidence:

Limit the filmed evidence to one or two DVDs where possible.

The DVD evidence should be one continuous film. When footage was split into numerous short clips it can be difficult to view. When chapters were inserted in a planned way, it generally made navigation of the DVD very easy.

Candidate DVD identification should be written onto the Centre Order of Merit (Rank Order) sheets. A candidate speaking their own name was often not helpful because sound quality and speed often made this ineffective.

Evidence of an activity should include isolated skills, small group drills and either a small-sided or full-game situation. Where necessary this can be from inter-school games, but please ensure identification of candidates is clear, especially if it changes from the practices.

Where candidates are given high marks then the filmed evidence should show complex skills and may have minimal coverage of basic skills.

The angle of the camera should enable the skills and outcome to be observed (e.g. a lay-up shot in basketball needs to show the player's movement towards the basket and whether the shot is successful or not). It is also important to see the number on the player. Fixing the camera point (usually with a tripod) improves filming but only if the initial position is good.

Assessment of practical activities

Centres generally marked the practical activities in line with the criteria.

Teaching and assessment of the Analysing and Improving task

This aspect of the coursework will not continue in the new syllabus starting in 2019. The overall standard of the work was good with many candidates presenting work that followed the task instructions. Where centres followed the guidelines, and completed all the sections, the standard of work was generally high and assessment was generally accurate. Some centres either applied their own interpretation of what was required or did not read the syllabus and guidance notes in sufficient detail. In such cases, some candidates wrote a history of their chosen activity or gave lengthy details of rules and regulations.

Submission of other coursework material

Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. golf handicap) and expedition logs all helped to support the marks when provided by some centres. Many centres submitted very helpful additional information this year. Some centres provided very long notes on each individual candidate, which was not required. Such information should be kept brief where possible.

Range of practical activities

The range of activities offered to candidates varied considerably from centre to centre. The more popular activities were: a wide range of Games, Track and Field Athletics, Cross Country Running and Swimming.

Football, Basketball, Badminton, Netball and Rugby were the most popular of the Games. These were closely followed by Tennis, Volleyball, Hockey and Netball. Outdoor and Adventurous Activities, mainly Hill Walking, had an increase in candidate submission. Other activities in this area showed a slight increase; these were Canoeing, Sailing and Orienteering.

Summary

Many centres should be congratulated for their efforts in teaching, assessing and filming the practical activities and in the production of DVDs. Overall, the enthusiasm of teachers and hard work of many candidates was very apparent.

Note for 2019 examinations

The syllabus changes for 2019 examinations onwards. There is a new Coursework Guidelines Booklet, which details the new criteria for the assessment of the practical activities.

There are significant changes to the criteria and the activities permitted.

The new assessment forms should be used, which are available on the Cambridge International samples database.

The Analysing and Improving task will no longer be required.