

# PHYSICAL EDUCATION

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**Paper 0413/02**  
**Coursework**

## **Key messages**

Objectively assessed criteria (Swimming, Track and Field Athletics and Cross Country) have minimum standards for each level. Marks should reflect how far above this minimum the achievement and other criteria place each candidate within a level.

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

In Hill Walking 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 remembered 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 very useful.

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

## **General comments**

The vast majority of centres submitted coursework with the required forms and DVD evidence completed satisfactorily. Often the filmed DVD evidence of candidates' performances in a range of practical activities was of a high quality. Clearly a great deal of time and effort had gone into providing such quality DVD evidence.

However, a few centres did not submit coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet.

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

## **Comments on specific areas**

### **Filming of practical activities**

The quality of the filmed evidence was generally good and centres had clearly spent time and care on producing quality evidence. Some centres provided captions which did not always contain essential information.

Identification of candidates was generally good, although numbers displayed only on the back of candidates was a problem in some centres. Numbers should be shown both on the front and backs of candidates and these should be clearly visible on filmed sequences to ensure individual candidates can be identified.

Filmed evidence must be reviewed by the centre before dispatch.

In many cases centres provided background commentary, 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.

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 it made navigation of the DVD very easy.

Candidate DVD identification should be written onto the Order of Merit (Rank Order) sheets. A candidate speaking their own name is not a replacement of this essential task. Sound quality and speed sometimes made this ineffective.

It is only necessary to film one warm-up routine and this should be kept short.

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 inter-school games, but identification of candidates must be clear, especially if it changes from the practices.

Where candidates are given higher 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 throughout the movement. 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. On some occasions there was inaccuracy regarding some of the times and distances submitted for Athletics, Cross-country running and Swimming events.

### **Teaching and assessment of the Analysing and Improving task**

This aspect of the coursework component was interpreted much more widely than the practical marks. Where centres followed the guidelines, and completed all the sections, the standard of work was high and assessment was accurate. Unfortunately, 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. Regrettably, this work could not be credited.

Teachers are strongly advised to strictly follow the guidelines for the Analysing and Improving task that are clearly set out in both the syllabus and Coursework Guidance Booklet. It is suggested that the different parts of the written task should be set out as sub-sections, with sub-headings, and that greater emphasis should be placed on the ways and means of improving all the identified weaknesses through training and practice in many cases. Where training principles were mentioned they tended to be listed rather than applied. This was often the part that was least well addressed. Stronger candidates were able to demonstrate their knowledge of skills, fitness elements and principles.

### **Submission of other coursework material**

Other material to support marks is welcome. For example, representative information, NGB awards (as long as the award syllabus was included), graded achievement (e.g. golf handicap) and expedition logs all helped to support marks. Many centres submitted very helpful additional information this year.

### **Range of Practical Activities**

The range of activities offered to candidates varied considerably. The more popular activities were: a wide range of Games, Track and Field and Swimming. Football, Basketball, Badminton and Rugby were the most popular of the games. These were followed closely by Tennis, Hockey and Netball. Outdoor and Adventurous activities were dominated by Hill Walking, which was more popular this year.

# PHYSICAL EDUCATION

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Paper 0413/11  
Paper 11

## **Key messages**

Candidates should be reminded to ensure that they read the questions carefully and answer as the question has been set. For example, by giving a named activity where this is asked for and not general descriptions.

When using bullet points rather than continuous text candidates should ensure they provide sufficient detail to answer the question fully.

When answering questions candidates should note the level of detail required in the answer, which is indicated by the command word used and often by the space provided.

## **General comments**

The quality of written responses was generally good and there were very few candidates who were unable to complete the paper in the allocated time. The vast majority of candidates demonstrated broad subject knowledge.

## **Comments on specific questions**

### ***Section A***

#### **Question 1**

Most candidates gained credit for naming either intrinsic or extrinsic feedback as their response.

#### **Question 2**

The majority of candidates gave a correct response.

#### **Question 3**

This was generally answered well with most candidates describing that certain sports have age restrictions.

#### **Question 4**

The question was generally well answered. Weaker candidates sometimes described the effects rather than the cause of an increase in arousal.

#### **Question 5**

Almost all candidates understood the role of protein.

#### **Question 6**

Only stronger candidates were unable to describe the term  $\text{VO}_2$  max. correctly.

### Question 7

Some candidates gave limited responses. Strong candidates usually described a performer being able to correct mistakes during practice and being given feedback by a coach during practice sessions.

### Question 8

Most candidates were able to name an injury and appropriate treatment. The most frequently seen responses were cuts, bruises and sprains.

### Question 9

Some candidates did not provide enough detail of how mental rehearsal could be used by a performer.

### Question 10

Most candidates understood the benefits of a warm up with some gaining full credit. There was some repetition in the responses of weaker candidates.

### Question 11

This was a well-answered question and most candidates were able to describe their understanding of the key characteristics of a role model.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) This question was answered well and most candidates demonstrated an understanding of the functions of the skeleton.
- (b)(i) Most candidates gained credit for correctly naming the type of muscle fibre.
- (ii) Candidates who correctly identified the muscle fibre type were generally able to describe two features in this question.
- (c) Many candidates demonstrated a good understanding of the reduction of resting heart rate. Strong candidates showed clear explanation in their responses.
- (d)(i) Most candidates were able to define the term without issue. Some responses did not mention joints.
- (ii) Many candidates were able to gain credit with typical responses given referring to examples such as during karate when a performer is able to perform a high kick to an opponent's upper body without falling or making themselves vulnerable to being hit. Some candidates did not give sufficient detail in their answer or gave a general description of flexibility rather than the benefit to performance in a named sport.
- (iii) The majority of candidates identified the Sit and Reach Test as a test for flexibility and many gave sufficient detail to gain full credit.
- (e)(i) This question was answered well. Some candidates gave effects of specific drugs whilst others gave typical responses such as wanting to win or for different types of financial benefit.
- (ii) Most candidates correctly described the benefit of educating athletes about the dangers of drugs use, testing athletes and banning those caught.
- (iii) The vast majority of candidates were able to suggest why a performer might use a diuretic.

- (f) (i) A number of candidates correctly described four principles as but did not apply them to their named sport. Some candidates applied the training principles in error. There were, however, a significant number of candidates who gave well-structured and developed responses fully answering the question.
- (ii) Most candidates showed an understanding of the need for goal setting to prevent a lack of motivation and to avoid not knowing if progress is being made.

## Unit 2: Health, safety and training

### Question 13

- (a) Most candidates gained credit. Some weaker candidates confused social and mental well-being.
- (b) This was a very well answered question with most candidates recognising that pasta provided carbohydrates and explaining the importance of this for the activity.
- (c) (i) Typically responses included activities such as rock climbing and hiking with items of safety equipment such as GPS to avoid getting lost and wearing a helmet to reduce injury from falling rocks.
- (ii) Most candidates described the actions required and included providing basic first aid if possible and using a mobile phone to contact the emergency services to gain help.
- (d) Most candidates gained at least partial credit by recognising that the heart rate will be lower during the re-test and that the heart rate during recovery will also be lower or will return to normal levels more quickly.
- (e) (i) Most candidates were able to name an appropriate method of training, often referring to continuous training. However, some candidates described training rather than a method, for example 'using a treadmill'.
- (ii) Typical responses to this question included increasing the amount of exercise in the same amount of time and reducing time to complete the same amount of exercise.
- (f) Most candidates gained some credit. Many were able to describe several appropriate benefits. The better developed answers described the improvements in muscle endurance. Some weaker candidates included detailed descriptions of the benefits of exercise to the cardiac muscle and the cardiovascular system.

## Unit 3: Reasons and opportunities for participation in physical activity

### Question 14

- (a) Most candidates gained full credit.
- (b) Most responses mentioned providing coaching opportunities and opportunities for participation. There were few examples of candidates developing answers beyond these points and only the strongest candidates recognised the role of voluntary organisations in meeting the needs of a local community.
- (c) Candidates demonstrated a good understanding of the demands on a country from hosting the games and generally applied this knowledge well.
- (d) There were a number of well-developed answers covering areas such as the increase in media coverage, the greater number of role models, the increase in the number of countries that have developed Paralympic Sports, the increase in the number of sports that have been developed or adapted and the development in technology. Many candidates demonstrated a good understanding of the topic.

# PHYSICAL EDUCATION

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Paper 0413/12  
Paper 12

## **Key messages**

Candidates should be reminded to ensure that they read the questions carefully and answer as the question has been set. For example, by giving a named activity where this is asked for and not general descriptions.

When using bullet points rather than continuous text candidates should ensure they provide sufficient detail to answer the question fully.

When answering questions candidates should note the level of detail required in the answer, which is indicated by the command word used and often by the space provided.

## **General comments**

The quality of written responses was generally good. There were very few candidates who were unable to complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge.

## **Comments on specific questions**

### ***Section A***

#### **Question 1**

Most candidates gained credit for naming either intrinsic or extrinsic motivation as their response.

#### **Question 2**

Most candidates answered correctly and many referred to a person being free of injuries and illness and being able to complete daily tasks.

#### **Question 3**

This was a well answered question and the most commonly seen responses referred to how it will increase knowledge and understanding and encourage viewers to participate.

#### **Question 4**

Most candidates understood the location of hinge joints.

#### **Question 5**

Most candidates gained credit by describing effects relating to being overweight.

#### **Question 6**

This was generally a well-answered question with most candidates giving mountain climbing or hiking as their answers.

### Question 7

The majority of candidates were able to identify both muscles.

### Question 8

Most candidates gave appropriate responses with treatments for injuries such as blisters and cuts described.

### Question 9

Most candidates gained at least partial credit with a number gaining full credit. Often responses referred to finding the strengths and weaknesses of the performer, comparing progress since the last test and using the information to change training methods.

### Question 10

Most candidates gave correct responses. When describing the reduction in heart rate, body temperature and blood flow, there needed to be recognition that the benefit is gained when this is gradually reduced.

### Question 11

Many candidates showed a good understanding of how technology is used in sports. A number of answers gave benefits for the media and such answers were not always related to helping performers to achieve excellence. Strong responses referred to the improvements in equipment and clothing and in analysis of performance.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) Most candidates gained at least partial credit with descriptions of how the environment does not alter and that skills follow a routine or order.
- (b) Candidates needed to link their answers to the effect on performance rather than just describing arousal. Typical responses referred to performers becoming over-aggressive if over-aroused, under-aroused resulting in a loss of interest and loss of focus on the skills required to perform well. A few candidates drew and utilised a labelled Inverted-U diagram.
- (c) Many candidates answered the question well giving a component of fitness and an appropriate reason for their choice. Common errors made by candidates were to repeat the same fitness component for more than one diagram or to give a general description of the component of fitness but not to apply it to the sport depicted.
- (d) Although most candidates were able to name a type of movement, a number repeated the movement for both joints. Most candidates correctly named a type of movement for the knee.
- (e) (i) Many candidates answered this question fully correctly.  
(ii) Many candidates also answered this question very well. Some weaker candidates gave irrelevant effects compared to the question asked.
- (f) (i) Many candidates answered this correctly. However, there were some examples where candidates did not apply their answer to scenario in the question.  
(ii) This was generally answered well but some candidates gave the long-term improvements resulting from exercise.
- (g) (i) Most candidates gained credit for their answer to this question.

- (ii) Most candidates gained credit for describing the increase in red blood cells, the increase in oxygen carrying capacity and the benefits that result when the athlete returns to sea-level to perform.
- (iii) The most frequently seen responses included athletes having altitude sickness, difficulty in breathing when starting to train and difficulty in training as it causes tiredness and a drop in performance.

## Unit 2: Health, safety and training

### Question 13

- (a) Candidates usually gave responses referring to the reduction in stress levels and how sports help a person to cope with their emotions. A few candidates confused mental well-being and social well-being in their responses.
- (b) Many candidates gained full credit for this question. Typical responses referred to carrying equipment in pairs, not lifting equipment that is too heavy, planning a clear route and also described the correct posture when lifting the equipment.
- (c) Most candidates recognised key differences and gave appropriate reasons.
- (d) Most candidates demonstrated good knowledge of this topic.
- (e) (i) Most candidates named a suitable method.
  - (ii) Most candidates found it easier to identify the advantages of the named training method compared with the disadvantages.
- (f) (i) Some weaker candidates confused types of muscle contraction with types of muscle fibre type.
  - (ii) Most candidates named a type of muscle contraction but some then confused the nature of the contraction when describing the advantages.
  - (iii) Most candidates were able to provide relevant descriptions and examples for this question.

## Unit 3: Reasons and opportunities for participation in physical activity

### Question 14

- (a) Most candidates gained at least partial credit and typical responses included that media coverage increases interest and participation levels, it creates greater awareness of the sport and increases popularity. Some candidates also gave negative effects such as how it reduces the attendance at the live events.
- (b) Many candidates recognised the links that voluntary organisations form within a community by providing cheap or free access to facilities, coaching and opportunities for participation in sports.
- (c) Many candidates gained full credit for this question with carefully considered responses referring to the location where people live and the influence of family, friends and school.
- (d) This was a very well answered question and most candidates gained full credit with responses explaining that these activities provide opportunities to develop and improve skills, provide opportunities for qualifications, develop social skills and teamwork, develop fitness and maintain a good level of health.



# PHYSICAL EDUCATION

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Paper 0413/13  
Paper 13

## **Key messages**

Candidates should be reminded to ensure that they read the questions carefully and answer as the question has been set. For example, by giving a named activity where this is asked for and not general descriptions.

When using bullet points rather than continuous text candidates should ensure they provide sufficient detail to answer the question fully.

When answering questions candidates should note the level of detail required in the answer, which is indicated by the command word used and often by the space provided.

## **General comments**

The quality of written responses was generally good and most candidates were able to develop their answers well in the longer structured questions, particularly in **Unit 3**. The vast majority of candidates demonstrated broad subject knowledge.

## **Comments on specific questions**

### ***Section A***

#### **Question 1**

This was a well-answered question and most candidates were able to state a function of the skeleton.

#### **Question 2**

Most candidates gained credit for describing that a balanced diet helps maintain good health and an appropriate weight.

#### **Question 3**

Many candidates knew a reason for participation in recreational activities.

#### **Question 4**

Most candidates gained credit for this question.

#### **Question 5**

Most responses identified power activities such as shot put, weight lifting or sprinting.

#### **Question 6**

A small number of candidates confused slow-twitch and fast-twitch muscle fibres but most answered correctly.

### Question 7

Most candidates gained credit for giving reasons such as wanting to win and to aid recovery from injury. Many candidates also gave examples of the specific effect of a drug.

### Question 8

Some weak candidates gave examples of how energy needs could be met rather than the factors that affect a performer's energy requirements. Typical responses related to age, gender and the type of activity that an individual takes part in.

### Question 9

Most candidates answered this well with many gaining full credit. Some candidates confused fibrous joints with other types of joint.

### Question 10

This was generally answered correctly by candidates.

### Question 11

Candidates demonstrated a good understanding of this topic with responses referring to the need to maintain a healthy population to reduce medical costs, and describing a variety of benefits to the community as well as providing areas of employment.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) Typical responses related to age, environment, access to facilities and the quality of coaching.
- (b)(i) Most candidates clearly described the effect of adrenaline on the heart.
  - (ii) Most candidates answered this correctly and gave relevant explanations.
- (c) Most candidates answered this question well.
- (d) Most candidates gained credit for some well-developed answers relating to age, gender, diet and the intensity of the activity.
- (e)(i) Most candidates provided sufficient information for credit.
  - (ii) Candidates needed to give examples of sports that require continual movement over a period of time and many were successful.
  - (iii) Some candidates gave examples of activities that demonstrated muscular endurance rather than naming a test. Those candidates who correctly named a test usually provided enough detail to gain full credit.
- (f) Many candidates answered the question well but there were some candidates who were able to describe the features of an ectomorph in detail but who did not apply this understanding to a team game.
- (g) There were some very well-developed answers to this question. However, some answers given in a bullet point list were not sufficiently detailed and did not contain explanation.

## Unit 2: Health, safety and training

### Question 13

- (a) This was generally answered well by all candidates.
- (b) Most candidates demonstrated a good understanding of safety procedures and made reference to wearing appropriate clothing, weather factors, and having the ability to use equipment.
- (c) Most candidates demonstrated a good understanding of the topic and applied it well to weight training. The most commonly seen answers included reference to having spotters when lifting weights, ensuring that students have a good technique to lift weights and that equipment is in a suitable condition to use.
- (d) (i) Only the stronger candidates knew the type of muscle contraction. Weaker candidates gave answers about the type of movement.
  - (ii) Candidates who were unable to identify the contraction in (i) were usually successful here. Some candidates found identifying disadvantages more difficult.
- (e) (i) Most candidates were able to name a sport and to describe when these movements occur when participating.
  - (ii) This was a well-answered question and in most cases the injury named was a sprain, dislocation or ligament damage. The benefit of the initial treatment was also well described.
- (f) Candidates who correctly interpreted the question generally demonstrated a good understanding of the topic and made good points typically explaining the effects on the heart, lungs and muscular systems. Some candidates confused the term physiological with psychological and gave descriptions of the long-term benefits to a person's mental health instead.

## Unit 3: Reasons and opportunities for participation in physical activity

### Question 14

- (a) This was generally a well answered question and many candidates gained full credit for answers referring to being able to listen to sports commentary whilst doing other things, such as driving, and also allowing people with sight problems to keep up to date with sports events.
- (b) Most candidates recognised that living in a rural area may potentially restrict the variety of sports available, result in an increase in travel or limit competitions or teams.
- (c) A variety of answers were seen for this question. Some weaker candidates needed to note the use of local and amateur in the question and focus their responses accordingly.
- (d) This was a well-answered question and most candidates made good points and developed their ideas well. The most typical responses included reference to improving coaching and facilities, giving athletes access to dieticians and scientific support, access to high-quality equipment and sending athletes to compete and train abroad to gain experience.