

PHYSICAL EDUCATION

Paper 0995/12

Theory

Key messages

Candidates should note the number of marks awarded in questions to ensure they answer the question in appropriate depth.

Where questions require the use of a physical activity throughout an answer, candidates should carefully consider their choice before beginning to answer.

Where questions require candidates to apply their understanding to a physical activity, candidates should avoid giving generic descriptions.

Candidates should be aware of the level of detail required from the key word in the question such as: explain; describe; suggest; state and identify.

Candidates should avoid using part of the question in their answer.

General comments

The majority of candidates responded to all questions and there was no evidence to suggest that there was insufficient time to complete the paper. The standard of responses was generally good with answers clearly constructed in many cases.

Comments on specific questions

Question 1

Most candidates were able to identify the blood vessels described in the question.

Question 2

- (a) The majority of candidates gained partial credit but few achieved full credit. The most common error was incorrectly identifying the joint (fibrous) capsule.
- (b) Many candidates correctly identified the function of the synovial membrane as enclosing the joint or preventing synovial fluid from leaking from the joint.
- (c)(i) Although many candidates correctly identified the joint at the knee as a hinge joint, several identified it as a ball and socket joint.
- (ii) Most candidates identified the bones correctly, and many also gained credit for giving patella as part of the joint.

Question 3

- (a) This was a well answered question and most candidates gained at least partial credit with many achieving full credit.
- (b) The majority of candidates gained credit with answers relating to heart problems and the increase in blood viscosity. A small number gave responses relating to a performer being banned or fined which did not answer the question.

Question 4

- (a) The majority of candidates gained credit by correctly naming three SMARTER principles but the application of the principles to the sprinter was less well answered. Candidates who used the information provided in the question appropriately, often achieved full credit.
- (b) Many candidates correctly identified 'Agreed' as a principle not applied to the setting of the target and gave an appropriate cause.

Question 5

- (a) Most candidates gained credit for identifying the structures as the right atrium and left ventricle. A small number either did not include right and left in their answer or gave them the wrong way around.
- (b) Candidates did not need to name the valve as this is not part of the syllabus. Therefore, credit was given if 'valve' was part of the answer. The most common function given was to prevent backflow of blood.
- (c) Candidates needed to give a detailed answer to gain credit, including stating that oxygenated blood was carried by the pulmonary vein rather than just stating blood, which was part of the question.

Question 6

Most candidates gained credit for the disadvantage to the sponsor being caused by damage to their image resulting from poor behaviour of the person they are sponsoring. The most common error was relating answers to the sponsor rather than the professional football team and the international event.

Question 7

This was generally a well answered question. Most candidates gained credit with many achieving full credit. The most common error was using a bicep curl as the example of the movement rather than the upward phase which provides flexion. The examples of the movement provided in the table should have given candidates an indicator to the level of detail required.

Question 8

- (a) This was usually answered well, and most candidates demonstrated an understanding of the advantages of circuit training. The most common answers included that the variety of activities prevents boredom, many muscle groups can be exercised and aerobic and anaerobic energy systems can be used during a training session.
- (b) Candidates found it more challenging to give the same level of detail that was generally provided in (a). A frequent answer given was that plyometric and continuous training was boring without any justification.
- (c) Generally, this was a very well answered question and candidates showed a good understanding of the topic and applied it well to someone taking part in a sports team. The most common answers related to how improved social benefits of a team can improve mental health and the reduction to the levels of stress that can result from taking part in team sports.

Question 9

- (a) Most candidates gained credit for this question by identifying that teenagers have a greater energy need than younger children and justified this statement with answers relating to teenagers being more involved in organised sports, having bigger bodies and a more active lifestyle.
- (b) A number of answers lacked the level of detail required for credit. Answers needed to give an effect of not having a balanced diet and how this may affect a performer in their named activity. The most common correct response related to a lack of energy and the performer not being able to complete a long-distance race.

Question 10

(a)(i) Many candidates were able to give responses that indicated a perceived risk is one that is personal to the performer.

(ii) Most candidates gained at least partial credit with a number achieving full credit. A common misunderstanding seemed to be due to not reading the question fully and resulted in answers relating to running around the pool, slipping due to wet tiles and using a floatation aid as a strategy. The question asked candidates to identify risks when swimming in the pool and to describe strategies other than the use of floatation aids.

(b) This was a well answered question and most candidates gave the use of breathing techniques and mental rehearsal with an appropriate explanation. A significant number of candidates gained credit by naming visualisation but showed confusion by explaining mental rehearsal.

Question 11

(a) Many candidates gained credit with responses such as the lack of rules, or that play is not serious or competitive.

(b) Candidates gave a wide range of appropriate factors with explanations.

Question 12

(a) The vast majority of candidates gained credit for correctly naming the two stages of learning. The examples were less well given as responses were often not applied to the named activity and generic responses were given. There were many examples of candidates using the same characteristic in both stages of learning. Many mistakes were made with examples given in the cognitive stage and a few mistakes were made in the autonomous stage. This did not meet the demands of the question as it required the characteristics to be different.

(b) The majority of candidates gained credit for placing the skills appropriately on the continuum. The second part of the question was less well answered. In the justification, candidates needed to apply their answer to both skills. Generally, candidates were able to provide detail regarding skill A, the throwing of the ball, but lacked detail in the response for skill B.

(c) Generally candidates gave good responses to this question. The most common responses was extrinsic with the typical benefit relating to the use of a coach. There was some confusion with several candidates mixing types of guidance with feedback.

Question 13

(a) A number of candidates were given credit for identifying the two concepts of force and many were also able to give an appropriate definition. A common error was defining mass as the weight of an object and not including an increase in speed or velocity in the definition of acceleration.

(b) The vast majority of candidates were able to identify two appropriate forces.

Question 14

(a) Most candidates were able to correctly complete the equation.

(b)(i) The majority of candidates gave responses relating to the lack of oxygen or stated that the activity is anaerobic. Fewer candidates were able to achieve further credit but stronger candidates were able to relate their answers to lactic being a waste product when glucose produces energy.

(ii) The question was generally answered well with the most common answer being the use a cool down or stretching.

Question 15

Most candidates were able to name components of fitness, but the explanations were less well given. The question asked for an explanation to be provided which required a degree of detail to achieve credit. An example of an answer that gained full credit was one that named a component of fitness e.g. speed, then explained that this allowed the performer to increase the stroke rate so the boat would move faster.

Question 16

- (a) This question was generally well answered. Correct answers included oxygen rather than air and that it is used or consumed rather than taken in or breathed in.
- (b)(i) Most candidates identified the marathon runner as having the highest VO_2 max. Some candidates confused the requirements of the question which asked why the performer had the highest VO_2 max rather than its benefit to the athlete.
- (ii) This was a well answered question. The only common error was a lack of training which was regarded as too vague. To gain credit, candidates needed to identify the type of training that could affect VO_2 max.
- (c) Most candidates were able to identify two characteristics of the alveoli other than the thickness of the walls. The descriptions were generally appropriate for the characteristic.

PHYSICAL EDUCATION

Paper 0995/02

Coursework

Key messages

Centres should read the assessment conditions for each physical activity prior to filming to ensure marks can be supported by the evidence.

Filmed evidence should be organised by activity with multiple candidates tagged. It will allow a number of candidates, at similar levels, to be filmed at the same time and this aids the process of moderation, this has the added benefit of reducing the amount of time the centre spends filming each activity.

Filmed evidence for each activity should be continuous and not a series of short clips.

Order of Merit forms and logs should be uploaded at the component level of the Submit for Assessment platform and not against the individual candidates. Please upload typed copies where possible to ensure all content is legible and only the pages with the required information are included.

General comments

The overall standard of the coursework paperwork was good and there were few mistakes in addition by centres. Most centres used the sample database effectively.

The filmed evidence was generally clear and in activities such as tennis the action of the performer and the outcome of the skill could usually be seen. However, some centres submitted many small clips for each activity instead of linking the clips together in a continuous film.

Some centres spent time inserting additional music, introductions to the candidates and films of the candidates warming up for each the activities, which resulted in elaborate films. However, this was not always helpful and generally did not aid moderation. It is important that the sound from the activities can be heard.

Before uploading films and documentation onto the platform, please save them with the name of the activity and suitable other additions to the file names. In some cases, forms and films from some centres were not labelled, making it difficult to find the activity to be watched or to locate the paperwork that supported the activity.

Comments on specific activities

Games

The level of demand must be appropriate for the ability of the candidate and match the mark awarded. In some cases candidates were only filmed in very small-sided games or games where the opposition (and teammates) did not provide sufficient level of demand to enable skills to be performed at a level that supported the awarded marks. Please read the assessment conditions for each activity in the Coursework Guidelines booklet. This will help to determine the best activities that will support the marks awarded. For higher-marked candidates, a school/club level game or a game of a similar standard is required. For higher-marked candidates, the balance of the filmed evidence can be strongly in favour of applied situations with isolated/basic skills allocated only a short time.

Rounders

The filmed evidence sent by centres generally focused on the ability of candidates to strike and field the ball. In some situations, the pitches used by the centres did not allow the candidates to demonstrate the distance they could hit the ball before its first bounce as the pitches were within an enclosed court. The best evidence of higher-ability candidates included tactical play within the recordings and advanced field placings.

Weight Training

Many centres submitted logs and filmed evidence. Good evidence clearly showed the technique and included a summary of the exercise where candidates applied theoretical knowledge. Weaker candidates needed a greater understanding of the principles that underpin this activity. All sections of the log should be completed, and more than one sheet is required to provide an effective programme. The Coursework Guidelines booklet states that candidates should be filmed giving a brief verbal explanation of the exercise. An explanation of the correct technique and the necessary safety instructions are not needed as these can be seen in the filmed evidence. Candidates should not provide a running commentary over the film they have submitted. Good filmed evidence included the optimum performances from the final week of candidates' training programmes. This allowed candidates to demonstrate the effect the programme had on their bodies and allowed progression to be seen.

Skiing

Filmed evidence was generally produced on a red run and most candidates were able to demonstrate the different techniques they had mastered for skiing. Some centres also included filmed evidence of the candidates reproducing these techniques at speed and this was helpful when awarding higher-level marks.

Track and field athletics

When measuring the different activities in track and field athletics, candidates must follow the official rules of that activity. For example, the shot must be held correctly throughout, and it is a foul throw if a candidate walks out of the front of the throwing area.

Times for both the 100 and 200 meters achieved by each candidate must be filmed. Each one should be a continuous film from one angle. Some centres filmed candidates from several angles and joined clips together making confirmation of times difficult. It is important that the person operating the stopwatch is on the finish line of the race.

Hill Walking

The evidence provided for hill walking must include a detailed route card and logbook. The route cards will therefore need to span several pages and be detailed enough to demonstrate each candidate's ability to use Naismith's rule on several occasions. Centres placing their candidates in the higher levels must ensure that candidates are filmed applying Naismith's rules in an interview and that these candidates complete one of the unforeseen situations. Candidates should walk in groups of four when possible and should use the route cards and the map throughout the duration of the walk. Higher-level candidates did not rely on the route being drawn onto the map.