

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 11

## Key Messages

Candidates who performed well in this paper did so by:

- Using examples to identify aspects of the topic that were sports based. There has been a trend over the past few years of using examples such as cooking, video games and activities such as F1 racing to illustrate responses. Answers benefit from the use of examples, where appropriate, but they should add to the response and care should be taken not to use irrelevant activities.
- Careful use of bullet points that retain sufficient detail to gain full credit.
- Being aware of the key words in a question. Where an explanation or description is requested it is vital that candidates provide a degree of detail and understanding as single word responses will often be insufficient to gain marks.
- Recognising when questions required application to a particular situation or performance. There were examples when candidates gave very good descriptions of a particular topic but did not apply their understanding.

## General Comments

The standard of responses were generally good but there were cases such as **Questions 1g, 2d and 3d**, when some candidates did not provide the level of detail required but indicated from their responses that they had a degree of understanding of the topic. The questions that required candidates to apply their understanding to a particular situation such as **1c, 1f and 3d** proved challenging.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

Most candidates gained a mark for examples that included a serve in tennis, side step in rugby and a range of gymnastic skills.

#### **Question 2**

Most candidates gained a mark that related to finances, where people live and the level of fitness or health. The only common error was for candidates to give a definition of leisure.

#### **Question 3**

Most candidates gained a mark with responses such as collision with opponents or the ground, not warming up correctly and not using equipment correctly.

#### **Question 4**

A well answered question with responses such as an increase in heart rate, greater energy, increasing breathing rate and sweating.

#### **Question 5**

Most candidates recognised that a private company would provide high quality equipment and coaching.

### Question 6

The majority of candidates recognised the need for attachment of muscles to a fixed bone, muscles working in pairs and muscles pulling bones.

### Question 7

Whilst most candidates gained marks using the ball and socket joint and hinge as typical answers. A common error was to name the location of the joint such as the shoulder and knee.

### Question 8

Candidates indicated a good understanding of the topic with the most common responses being able to cope with stress, ability to manage emotions, ability to play and have fun and making rational/irrational decisions.

### Question 9

Most candidates demonstrated a good understanding of the topic, the most common response being the greater understanding of disabilities, increased level of participation, increased funding which results in more and better quality coaching and facilities.

### Question 10

Candidates demonstrated a good understanding of the benefits of a cool down with the most common responses being that it prevents soreness, prevents injury, allows muscles to clear lactic acid and allows performers the time to reflect on their performance. Reference to the reduction in heart rate, breathing rate and body temperature needed to identify that the benefit is gained when this is a gradual process.

### Question 11

Most candidates were able to demonstrate a good understanding of the importance of feedback, the most common correct response being it identifies strengths and weaknesses, identifies areas to improve which enables targets to be set and provides motivation for a performer. The only common error was for candidates to confuse feedback with motivation

## Section B

### Unit B1 Factors affecting performance

#### B1a

Most candidates gained at least a mark for identifying that haemoglobin carries oxygen, however, fewer were able to identify that carbon dioxide is also carried.

#### B1b

Those candidates who gained marks provided a description as required by the question, some candidates gave responses that did not provide enough detail to gain a mark. Candidates who gained marks typically did so with responses such as the improvement in gas exchange, increase in the strength of the diaphragm and intercostal muscles, increases to vital capacity and tidal volume and the increase in the tolerance to lactic acid. Apart from candidates not developing their answers more fully, some gave short-term effects to the respiratory system.

#### B1c

Candidates who gained marks recognised that the question was looking at the reasons why a performer with an extreme endomorphic body type might only play certain sports well, rather than why their body type would be a benefit. It was also important that candidates explained the reason why rather than just name certain sports. The responses that scored well were able to identify sports that required speed as mobility would be difficult, gymnastic activities because flexibility is reduced and endurance sports are difficult as stamina is often a problem.

### **B1d**

Good quality responses recognised the difference between features and benefits of slow twitch muscle fibres. In some cases candidates described three benefits rather than two features and one benefit. Correct responses typically identified the features as being that they contract slowly, are generally smaller than fast twitch fibres, produce little amounts of power and are red in colour. The benefits are that they can work for longer, allowing long distance athletes to perform or train.

### **B1e**

- (i) Most candidates were able to gain marks by defining agility but there were cases that the change of direction was indicated without the use of speed. The term flexibility was often described as the ability to stretch or bend and this gained credit.
- (ii) The most common activities used were football and gymnastics. The situations in football were usually described as the ability to change direction to beat a player and flexibility to be able to stretch to reach a ball. Examples of flexibility were quite easy to describe in gymnastics but some candidates found it a little more difficult to describe agility.

### **B1f**

Candidates needed to be able to identify some of the goal setting principles and then apply them to the effect on motivating a performer. Answers fell into categories of those candidates who were unable to identify the goal setting principles, those who gave a range of examples that could aid in the motivation of a performer but were not related to goal setting principles and those who were able to both identify the principles and apply them to the question.

### **B1g**

This question was worth 5 marks and therefore required a significant level of detail to gain full marks. Good quality responses used either the Multi-Stage fitness test or the Cooper run. In many cases using the Multi-Stage test found it easier to find at least five relevant points, those who did so gave responses that included the equipment required, the structure of the test and how it was applied. The most common error usually occurred when candidates were unable to describe the relevant amount of details and then described a different test but as the question asked for a single test any additional examples could not be considered.

## **Unit B2 Health, safety and training**

### **B2a**

Candidates were able to describe two distinct groups of people who needed their diet to provide high levels of energy. The most common responses were teenagers or young children and people who were involved in active lifestyles. The only common error came from candidates who repeated their answer by giving two examples of people who have an active lifestyle such as a weightlifter and an athlete.

### **B2b**

A well answered question most candidates gave the use of rest and ice as treatments. The only error occurred when candidates gave RICE as their response and did not provide any description of how these treatments work.

### **B2c**

- (i) A number of the answers did not give a clear understanding of resistance training with many describing the effects that could be gained from any type of training. Good quality responses generally described that it involved exercises that worked against a force. Many candidates gave a correct example and this was given credit, however, the example if given credit could not be marked correct again in part (ii).
- (ii) Most candidates gave correct examples such as weight training, swimming and activities such as press ups or pull ups.

### **B2d**

Most candidates were able to give the effects on the heart and circulatory system, the most common answer was the heart beating faster, increase the speed that blood is circulated, increase in stroke volume and cardiac output increases. Few candidates failed to recognise the question related to immediate effects rather than those that occur long term. The only common errors that appeared in responses occurred when there was confusion over the circulatory and respiratory system.

### **B2e**

Examples used were expected to relate to those named on the list of activities in the specification, most candidates gave activities that were related to sailing and canoeing or hiking. Some candidates gave games activities such as rugby and football which could not be accepted. Those who gave an appropriate activity usually demonstrated good understanding of the safety factors that related to clothing, equipment, the availability of first aid and communication devices, the experience and ability of the group. There were also a range of factors that related to particular activities such as when canoeing there is a need to be aware of the tide and water conditions.

### **B2f**

There seemed to be a good understanding of the term reversibility and most were able to apply their understanding to the role of coach. Candidates needed to recognise the causes of reversibility and means by which a coach can prevent this from happening. Typical good quality responses included the coach giving feedback which can act as a motivation for performers, applying a training programme to the specific needs of a performer, ensure that performers are not over trained and the use of testing to maintain progress. Many candidates used the FITT principles to describe ways that a coach can ensure the avoidance of reversibility, however, these could only be considered as a single point.

## **Unit B3 Reasons and opportunities for participation in physical activity**

### **B3a**

There was a good understanding of this topic with most candidates giving responses such as a sports Centre having Braille signs, quality of lighting, different textures of floors and wall to indicate routes and access with automatic sliding doors and level flooring.

### **B3b**

Most candidates scored marks with responses relating to the impact of the media, the increase in leisure time and the demands that have resulted from people having more disposable income. Some responses failed to develop answers fully to provide enough information to gain marks.

### **B3c**

The vast majority of candidates demonstrated a good understanding of the topic and were able to give well developed responses. Typical well-structured answers included both negative and positive factors such as the cost and potential financial losses the country might face, improvements to infrastructure, the increase in awareness of the country and tourism and the increase in security that would need to be put in place. Responses that related to the increase in facilities were given credit when there was a link to the opportunities to the community to participate or the increase in participation that results from new facilities.

### **B3d**

Good quality responses linked the effect on performance, both positive and negative, with the type of intrusion from the media such as the performer unable to train due to demands for interviews etc., the pressure to do well due to extensive reporting on performance and how the media can undermine confidence when negative comments are made on their performance also the motivating factor that media reporting can have. The common error was not linking the type of media activity to performance.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 12

## Key Messages

Candidates who performed well in this paper did so by:

- Using examples to identify aspects of the topic that were sports based. There has been a trend over the past few years of using examples such as cooking, video games and activities such as F1 racing to illustrate responses. Answers benefit from the use of examples, where appropriate, but they should add to the response and care should be taken not to use irrelevant activities.
- Careful use of bullet points that retain sufficient detail to gain full credit.
- Being aware of the key words in a question. Where an explanation or description is requested it is vital that candidates provide a degree of detail and understanding as single word responses will often be insufficient to gain marks.
- Recognising when questions required application to a particular situation or performance. There were examples when candidates gave very good descriptions of a particular topic but did not apply their understanding.

## General Comments

Most candidates scored well in **Section A** with **Question 10** having excellent responses. The well answered areas of the paper were the shorter questions in each unit plus **1c**, **2d** and **3d** where there were many examples of good detail and depth.

The questions that required candidates to apply their understanding to a particular situation such as **1gi**, **2c** and **3c** proved challenging.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

Most candidates gave answers that related to lack of experience and understanding or that younger people often lack concentration.

#### **Question 2**

Most candidate's recognised features such as free time and doing activities for fun and enjoyment. The only common error was to provide an example of a leisure activity.

#### **Question 3**

The vast majority of candidates recognised that carbohydrates provide high levels of energy.

#### **Question 4**

Most candidates were able to recognise the components of a synovial joint that aid smooth movement with the most common responses being synovial fluid and cartilage.

### **Question 5**

The majority of candidates gave an example of an activity provided by a private leisure company with examples relating to holidays, going to a cinema and spa activities. Some candidates provided examples that would not have been provided by a company such as reading and fundraising.

### **Question 6**

A very well answered question, most candidates gave bruising and broken bones as their response.

### **Question 7**

The use of breathing exercises and listening to music were the most common responses. The majority of candidates showed a good understanding of the topic.

### **Question 8**

Most candidates gave responses that described a teacher applying the rules of the game and ensuring the safety of all competitors.

### **Question 9**

The majority of candidates gained a mark for stating that timing changes were done in order to increase the number of viewers. A number of candidates found identifying a second reason far more challenging, and those that did, usually gave issues relating to the need to reschedule due to other events taking place at the same time and the change needed due to time zones.

### **Question 10**

Most candidates gained full marks for this question by naming the hamstring and quadriceps as the muscle pair and extension and flexion as the movement.

### **Question 11**

The question required candidates to give very detailed information to gain marks, general statements such as identifying food sources and that food is broken down did not provide sufficient information. As a result, many candidates found it difficult to gain marks. Strong responses used the equation for aerobic respiration to guide their response.

## **Section B**

### **Unit B1 Factors affecting performance**

#### **B1a**

A well answered question, most candidates identified the need for targets to be specific to prevent the performer wasting time and effort on irrelevant training.

#### **B1b**

Most candidates recognised the need to give simple instructions to avoid confusion or that by breaking down skills into smaller components enables learning to take place easier.

#### **B1c**

A very well answered question, most candidates showed a good understanding of the process of blood doping by describing the need to withdraw blood, freeze the blood and then re-inject the blood when they are close to the time of performing. Some candidates did not describe the benefit of this process to the performer and instead described the physiological change that occurs when blood doping takes place.

### **B1d**

Many candidates misinterpreted this question and as a result did not provide enough information to gain a mark. A good response stated that platelets enable blood to clot which will allow a performer to keep playing if they receive a cut when playing rugby. The error that many candidates made was to give the role of platelets that would benefit everyone and not apply this to a performer.

### **B1e**

- (i) Well answered by most candidates, the typical response being that testing highlights strengths and weaknesses and allows specific areas to be targeted.
- (ii) Most candidates correctly named and described the Sit and Reach test as being a way of measuring flexibility as a component of health related fitness. A significant number were unable to identify a second component of health related fitness and confused this with a component of skill related fitness. Those that did gain a second mark usually gave a variety of tests that could be used to test muscular strength.

### **B1f**

Most candidates gained marks by identifying the energy systems used by a long distance runner as being mainly aerobic, energy supplied steadily throughout the run by a constant supply of oxygen and the use of slow twitch fibres. The responses for the games player were not as well identified. Good quality responses identified the need for both aerobic and anaerobic systems, gave examples when the use of the differing systems would be a benefit to a performer, they also identified that games players generally have a greater amount of fast twitch fibres.

### **B1g**

- (i) Candidates who scored well were able to identify the need to clearly link three factors to gain a mark, firstly to link the level of arousal and performance and then explain where this features on the diagram. Most candidates made this link but the most common error was not making the link to the diagram having identified the relationship between arousal and performance.
- (ii) Most candidates gained marks with many scoring both marks by identifying the impact of a crowd, the role of a coach and the type or quality of the opposition.

## **Unit B2 Health, safety and training**

### **B2a**

Most candidates were able to state the full World Health Organization's definition of health.

### **B2b**

Many candidates did not recognise that the question specified a drop in temperature, therefore, candidates were expected to indicate what the teacher would need to do in such circumstances. Candidates who gained marks did so with responses such as having additional clothes, having water or food to provide energy and having a communication device that could be used to summon support.

### **B2c**

Most candidates were able to identify the cause of a sprained ankle as being a twisting action or overstretching. The methods of reducing the injury were less clearly identified and the treatment of the injury was often given instead of how it could be prevented. If footwear was given as a response it needed to provide the reasons why it would help e.g. good grip or how it provides support.

### **B2d**

Candidates needed to emphasise the changes to the respiratory and circulatory system and how the effects would combine to aid a performer. Candidates that described the increase in oxygen to the tissues and the increase in gas exchange provided the most typical responses. The most common error came from



candidates who did not apply their understanding of the two systems to a performance and simply gave descriptions of their function.

### **B2e**

- (i) Most candidates recognised that reversibility is the process that results in the performer's level of fitness becoming lower. The most common error came from candidates who gave the cause for reversibility which was required in part (ii) of the question.
- (ii) Most candidates gained a mark for recognising that an injury can result in reversibility. A number added further reasons such as illness or performers going on holiday or being out of season.

### **B2f**

- (i) A well answered question, most candidates identified the reasons for training, the time available to train and the area that were to be trained in their response.
- (ii) Most candidates identified the safety aspects of using machine weights and the flexibility of using free weights. Few were able to develop their responses and identify the benefits that were specific to a performer from using the different types of weights.

## **Unit B3 Reasons and opportunities for participation in physical activity**

### **B3a**

Most candidates gained marks with responses such as health, keeping fit, for fun and for a variety of social reasons.

### **B3b**

The Olympic games was the most common response. Those that did not gain a mark usually did not clearly identify an event by simply stating world cup rather than relating it to a specific sport. The reason given was most commonly identified as being financial.

### **B3c**

Most candidates were able to identify a country and the sport they excel in. However, there were countries named that have not had the level of success at Olympic or World Championship level to be given credit. The most common examples given were Kenya and Ethiopia and long distance running, Brazil and football and New Zealand and rugby. The reasons for the level of success were usually related to climate, geography of the country, quality of coaching and facilities and financial considerations. Some candidates gave a great deal of information and developed a single point very well but did not provide a variety of responses.

### **B3d**

A well answered question, most candidates demonstrated a good understanding of the issues relating to participation for performers with disabilities. Typical responses included better access to facilities, greater media coverage and the promotion of role models, the adaption of different sports to improve levels of participation and better funding and sponsorship.



# PHYSICAL EDUCATION

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Paper 0413/13

Paper 13

## Key Messages

Candidates who performed well in this paper did so by:

- Using examples to identify aspects of the topic that were sports based. There has been a trend over the past few years of using examples such as cooking, video games and activities such as F1 racing to illustrate responses. Answers benefit from the use of examples, where appropriate, but they should add to the response and care should be taken not to use irrelevant activities.
- Careful use of bullet points that retain sufficient detail to gain full credit.
- Being aware of the key words in a question. Where an explanation or description is requested it is vital that candidates provide a degree of detail and understanding as single word responses will often be insufficient to gain marks.
- Recognising when questions required application to a particular situation or performance. There were examples when candidates gave very good descriptions of a particular topic but did not apply their understanding.

## General Comments

The majority of candidates answered **Section A** well along with the short questions in each unit. The longer questions were generally less well answered and only the more able candidates attempted to develop points. The areas that most candidates gave in-depth and detailed responses were **1c**, **1d** and **3c**. In questions that required candidates to apply their understanding to a particular situation there were varied responses. In **Question B1g(ii)** and **B2d** the more able candidates gave structured answers. However, a significant number of responses demonstrated an understanding of the topic but this was not applied to the named activity or situation.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

This question was generally well answered, most candidates gave answers that related to a lack of experience and understanding or that younger people often lack concentration. The only common error was giving gender as a response.

#### **Question 2**

The majority of candidates gave responses related to the benefits to the digestive system.

#### **Question 3**

The majority of candidates gained a mark with responses such as charging membership fees or gaining sponsorship. A common error was to give a one word response such as an event which did not give the means of how funds could be raised. If an event was given it was necessary to explain that competitors were charged to enter as an example of fund raising.

#### **Question 4**

The most common responses were the ribs protecting the lungs and heart and the cranium protecting the brain.

#### **Question 5**

Most candidates gave responses relating to finances, where a person lives and their age. Answers that only gave an example of a leisure activity could not be credited.

#### **Question 6**

Most candidates understood the reason for compression of a soft tissue injury and gave reduces swelling, reduces blood flow to the injury and reduces bleeding as their response.

#### **Question 7**

Generally a well answered question with the typical response being sprinting and that fast twitch fibres produce explosive power which aids in the starting of a race. Some candidates named an activity that has certain aspects that need fast twitch fibres and if they gave an accurate benefit of the fibres they were also given credit for the activity.

#### **Question 8**

In most cases candidates showed an understanding of the topic with responses including the loss of focus. Candidates were required to give examples that could be seen rather than those felt by the performer.

#### **Question 9**

It was important that candidates described the nature of the media intrusion as well as the effect that it might have on the performance of the athlete.

#### **Question 10**

To gain marks candidates needed to identify a gymnastic activity, the activities accepted were those listed in the coursework section of the syllabus. A small number did not name an activity or gave games based activities. Correct responses usually included safety factors relating to clothing, stability and condition of equipment and various responses relating to the space where the activity might be occurring

#### **Question 11**

The issues relating to drug use were well understood. The most typical comments being that the I.O.C tried to create fair competitions, the harm it can cause to the athlete and the fact that some of the drugs are illegal. The only common error occurred when candidates described the effects of individual drugs on a performer

### **Section B**

#### **Unit 1 Factors affecting performance**

##### **B1a**

A number of candidates gave good responses that included descriptions of body composition and the amount of fat / muscle. The most common error occurred when candidates gave examples of body shapes as a response.

##### **B1b**

Candidates gained good marks with many receiving full marks with typical responses such as the level of aggression, the deterioration in performance and the lack of focus that leads to mistakes as the effects of over-arousal.

### **B1c**

Candidates needed to explain the role of each of the features to a performance, a number described the role of each component but failed to describe how these benefit a performer.

### **B1d**

The question required candidates to distinguish features of intrinsic motivation that separates it from the benefits of extrinsic motivation. The most typical answers were that it last longer and has greater motivation to a performer when trying to reach a goal or target. Common errors included confusion between motivation and feedback and giving general comments that could be applied to either form of motivation.

### **B1e**

A number of candidates found it difficult to describe the type of movement required to gain a mark for the pivot joint with many confusing the term with rotational movement at a joint. The description for the movement at a hinge joint was generally more accurate. However, candidates were more able to describe the benefits for a performer for both joints although there was greater accuracy around the responses for the hinge joint.

### **B1f**

The majority of candidates were able to give two different types of muscles, those being voluntary and involuntary muscle, also accepted were different term used for each muscle such as smooth and skeletal. The benefits needed to be related to performance rather than description of the types of muscle. Common errors included candidates naming two muscles, types of muscle fibres or using the cardiac muscle which was part of the question.

### **B1g**

- (i) A number of candidates found it difficult to demonstrate a clear understanding of the two terms, many identified skill related fitness as being fitness to do a skill and health related fitness as being how healthy you are. To gain marks candidates needed to show a clear link between the ability to perform a specific sport being skill related fitness and that health related fitness is something that we all have to enable us to perform basic and everyday tasks.
- (ii) Candidates providing good quality responses were able to identify an activity and then appropriate components of both health and skill related fitness showing how these benefit a performer in the activity named. The common errors were candidates not naming an activity which meant even if the fitness components were correctly identified they could not be linked to a sport, confusing the components of the two different types of fitness and giving a generic description of the components and not describing the benefits to the named sport.

## **Unit 2 Health, Safety and Training**

### **B2a**

A well answered question, most candidates identified health and fitness, social factors and the mental health benefits of exercise.

### **B2b**

Most candidates gained marks using carbohydrates, protein or water as the components with an appropriate benefit.

### **B2c**

Most candidates gained good marks for this question, the most typical responses were that the athlete will start to shiver, the hair stands up to trap warm air and vasoconstriction takes place. Few candidates were unable to identify at least one response.

#### **B2d**

Most candidates provided responses that related to first aid equipment and the reason for including this item. Often there was repetition in the second example by giving another item that would be contained in a first aid kit. Candidates that gained full marks usually gave the example of having food or water available or having additional clothing to provide warmth as well as a first aid kit. Those candidates that did not gain marks included items such as oxygen cylinders and equipment that would be required for the activity and not related to safety

#### **B2e**

Candidates who answered the question fully recognised the two challenges of the question, firstly they needed to be able to name the four training principles which some confused with FITT or different types of feedback. Secondly they needed to apply the principles to how a coach would bring about improvement in performance which some candidates found difficult and gave a generic description of each principle with no application.

#### **B2f**

There was a wide range of responses to this question. The candidates who gained good marks recognised that they needed to give responses that showed there was an immediate increase in the circulatory system. Responses such as increase in heart rate, blood pressure increases, blood will flow quicker to working muscles, blood vessels will widen to allow the greater flow of blood were given credit. The two common errors made by candidates were not recognising the need to show an increase in the demands of the system that result from starting to run and, therefore, gave a description of the circulatory system.

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

#### **B3a**

The most frequent responses which gained credit related to the lower cost and the ease of access when a sports Centre being run by a local authority is based in a community.

#### **B3b**

The majority of candidates gained marks but few gained full marks. The typical responses were having access to good quality coaching and equipment, the better answers to the question also included aspects of high levels of motivation and single mindedness to play.

#### **B3c**

A great many candidates gave excellent responses to this question and understood the issues raised. Typical responses related to the better accessibility to facilities, the impact of the media, the increase in number and quality of coaches and the impact of the Paralympics in increasing levels of participation.

#### **B3d**

Most candidates were able to identify three forms of media. Marks were awarded for the detail of how each form of media developed understanding. A small number of candidates gave responses such as television shows sports, which did not give sufficient detail. However, those that included the use of slow motion, replay of action clearly demonstrated ways that television can play in developing understanding. The area that candidates most demonstrated excellent understanding related to the internet and included responses such as access of up to date information and the access to tutorial video.

# PHYSICAL EDUCATION

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Paper 0413/02  
Coursework

## Key Messages

1. **Objectively assessed criteria** (Swimming, Track and Field, Cross Country) have minimum standards for each level. This standard places the candidate at the bottom of the level. Marks should reflect how far above this minimum the candidate achievement and other criteria places each student. Some Centres are either using the standard to award maximum marks or are placing students into the wrong band. If students' marks do not relate directly to their achievements due to other factors then these must be explained and filmed.
2. **Appropriate evidence.** Where candidates are given high marks then the filmed evidence should show complex skills and may have very minimal coverage of basic skills. For a Basketballer marked in level 1 the starting point for any evidence should be, for example, dynamic lay-ups. A skier marked at 45 should show carved turns on a demanding piste.
3. **Level of demand.** The level of demand should match the awarded mark. This follows on from the comment about skiers on a demanding piste. Equally a games player marked at level 1 should be filmed performing advanced skills and filmed in a competitive game that matches the ability. It is suggested that capable candidates are filmed in club/school matches, mindful of the need for clear identification.
4. Filming of **warm ups** should be kept very short. Only one warm up in just one activity should be submitted.
5. **Hill Walking evidence** must support individual navigational skills. Candidates must be assessed as individuals even though they participate in groups. Group size should ideally be four.
6. **Quality of filming.** Moderation is based on the filmed evidence. It is essential that the DVD is clear, relevant and in focus.
7. **Candidate identification.** This still varies enormously. Moderators do not 'know' the candidates and have to recognise them very quickly and from all angles. Candidates **MUST** wear bibs/shirts with large numbers (or letters) on the **FRONT** and **BACK**. The minimum size is netball identifiers. **Identifiers are written onto the assessment sheets.**

## Filmed Evidence

Filming practical activities is not easy. Most Centres take great care over the submission of evidence. Some, however, do not.

### **Centres MUST review the filmed evidence before submission**

Captions are not essential.

Identification of candidates is critical. Whilst Centres will be familiar with their candidates, to the moderator they are strangers. Rapid, very clear identification is essential for moderators to conduct effective moderation. Too many Centres do not apply sufficient importance and care to this aspect of coursework assessment and submission

When filming, be aware of whether candidates' numbers can be seen clearly or not. Distance, number size, camera angle, number of students, weather, camera quality, focus (several films were very blurred) were all issues that caused difficulties this year

In many cases Centres provide background commentary which is always helpful.

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

1. Limit the filmed evidence to one or two DVDs. USB sticks are also acceptable. All filmed evidence should play on Windows Media Player.
2. The DVD evidence should be one continuous film. When 'chapters' have been inserted it makes navigation of the DVD very easy. Do not split an activity into short clips. One Activity submitted this year had 80 separate clips.
3. Candidate DVD identification should be written on to the Centre Order of Merit (Rank Order) sheets. A candidate speaking their own name is not helpful (dialect, sound quality and speed can combine to make this ineffective). They should not introduce themselves or be introduced on the film. Candidates do not need cards with their name on them. The colour of a candidate's socks as an identification is not acceptable.
4. 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 please ensure identification of candidates is clear, especially if it changes from the practices).
5. Where candidates are given high marks, the filmed evidence should show complex skills and may have very minimal coverage of basic skills.
6. 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. Formatting DVDs and transferring evidence sometimes causes the picture to become very small with a large black frame, please avoid this.

Check the DVD before dispatch. Get someone unfamiliar with the students to check whether clear identification can be achieved.

### **General Comments**

In general the moderation of the June 2015 coursework component for IGCSE Physical Education has run smoothly. The majority of Centres have submitted coursework on time with the required forms and DVD evidence completed satisfactorily. Many Centres should be congratulated on the excellent filmed DVD evidence that they have provided of candidates' performances in a range of practical activities. Clearly a great deal of time and effort has gone into providing such quality DVD evidence.

A few Centres are still finding it difficult submitting coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. It is necessary for Teachers to have a full grasp of the essential parts of the syllabus, including content and assessment criteria. Assessors should ensure they are fully versed in the material contained within all subject resources so that the candidates in their Centres are not subject to a disadvantage compared to those in other Centres.

The Analysing and Improving Performance tasks vary considerably from Centre to Centre. Some Centres are inclined to award inflated marks for work which is very short and lacking in content.

### **Assessment of Practical Activities**

Centres have generally slightly over marked the practical activities. Some new Centres that have introduced the examination for the first time have over marked more significantly.

The points in Key Messages 1, 2 and 3 must be noted by Centres and, where appropriate, checks and action implemented.

The following specific activity comments should guide Centres in their filmed evidence.

## **Games**

Centres should make sure the skill and outcome (where the ball goes) can be seen.

Film distance should allow identification but also show enough of the game to give context.

## **Cycling, Personal Survival**

These both require times to be submitted in addition to filmed evidence.

## **Dance**

When selecting dances and assessing candidates, consideration should be applied to the fact that some dances/dance styles meet the criteria much more easily than others. Dances should demonstrate the candidate's ability to be dynamic, use space, change levels, link movements, show body shape and tension and have a general flow. In levels one, two and three, candidates are required to compose/choreograph the dance (which therefore excludes direct repetition of a set dance and whole school performances). Dances should demonstrate the candidate's ability to interpret the stimulus (usually music).

Some traditional/historical dance styles can be very repetitive and very static. This makes them difficult to compare with other very dynamic and complex dances in order to produce similar credit.

When selecting a dance, Centres should ensure that it allows the potential of the candidate to be maximised.

## **Hill Walking**

Hill Walking evidence must support individual navigational skills. Candidates must be assessed as individuals even though they participate in groups. Evidence should include route cards, a map, menus, packing list and a log. Candidates should demonstrate all skills and not be assigned a particular role. The sections of the expedition that they lead should be indicated. Candidates must plan the routes. Film footage of tent erection and map skills is useful.

## **Karate**

Whilst this activity is non-contact, the skills must be filmed whilst working against and reacting to an opponent.

## **Weight Training for Fitness**

This involves training with weights, it does not include cardiovascular training. 'Level of demand' is an issue for some Centres. Usually just lifting the bar (with no additional weight) is not placing the candidate under appropriate pressure. There should be indication of 1RM, purpose of the training, balance in the program and progression. Weight being used must be declared (often the weight on a machine cannot be seen). Candidates using the same weight for several different muscle groups or even several candidates of very different stature using the same weight are clearly not knowledgeable or following an individually-designed program. Evidence of a structured and planned training programme over a number of weeks should be submitted for moderation.

## **Internal standardisation**

This is an important aspect of the assessment process. All activities at a Centre should be compared to ensure that standards achieved in one activity are in line with the standard in every other activity. The moderation process will then be fair to all candidates and activities whether credit is increased, decreased or not adjusted.

Some Centres are not completing this process of internal standardisation, resulting in inconsistent marking between activities.

## **Teaching and assessment of the Analysis of Performance**

This aspect of the coursework component is interpreted much more widely than the practical aspects. Where Centres follow the guidelines and complete all the sections, the standard of work is high and



assessment is accurate. Unfortunately, too many Centres either apply their own interpretation of what is required or do not follow the syllabus and guidance notes. In such cases some candidates write a history of their chosen activity or give lengthy details of rules and regulations. None of this work can be credited.

Teachers are strongly advised to follow strictly 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. This is often the part that is the least well addressed.

### **The submission of other coursework material**

Other material to support marks has been welcomed in some activities. Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. Golf handicap) and expedition logs all help to support the marks awarded. Please keep this information very brief. Many Centres have submitted very helpful information this year.

### **Range of practical activities**

The range of activities offered to candidates varies considerably from Centre to Centre. The more popular activities included: a wide range of Games, Track and Field Athletics and Swimming. In games, Football, Basketball, Badminton and Rugby are the most popular followed closely by Tennis, Hockey and Netball. Outdoor activities were less popular this year.

### **Summary**

It is quite evident that Physical Education teachers clearly want to teach to a high standard and have high expectations of their candidates. Centres should be congratulated in terms of their efforts in teaching, assessing and the filming of practical activities and the production of DVDs. Overall, the enthusiasm of the majority of teachers is very apparent. Their effort and the obvious hard work of their candidates have clearly enabled the candidates to benefit from following the IGCSE Physical Education course.