

PHYSICAL EDUCATION

Paper 0413/11
Paper 11

Key messages

Generally candidates showed a good understanding in most areas of the paper and a good quality of written communication. There was no indication that time was an issue as very few papers were incomplete and the vast majority of questions were attempted.

Many candidates developed some excellent answers in **Unit 3** with well-developed points. However, candidates should be careful not to provide a number of examples for the same point which can limit their ability to develop answers fully.

Candidates should also consider carefully the type of examples they use in their answers. There were some candidates who chose to use examples that required complex and detailed explanations that in some cases did not always fully demonstrate their understanding whilst other examples required little explanation to make the point.

The use of bullet points can be useful but there were occasions when this method of answering seemed to prevent points being developed and restricted details in the answer.

Candidates need to be aware of the demands of questions. In particular when descriptions and explanations are asked for as there is a need for a degree of detail for credit to be awarded.

General comments

The shorter questions in all sections were well answered as most candidates answered concisely.

The longer questions in **Unit 3** were well answered, with some very good, well-developed answers that showed a good understanding of the topics. However in other questions there was a need for the same level of detail and application to a given situation and many candidates provided very basic responses and did not apply their understanding to the situation identified in the question.

Comments on specific questions

Section A

Question 1

This was a well-answered question and most candidates recognised that feedback needs to be accurate and positive to be effective.

Question 2

Most candidates gave valid responses to this question.

Question 3

The majority of candidates gave examples such as the Football World Cup and the Rugby World Cup.

Question 4

Most candidates correctly recognised the movement as abduction. A common error was to identify the movement as adduction.

Question 5

Most candidates correctly answered the question with common responses including age or the level and type of activity that a person takes part in.

Question 6

The most common correct responses were related to the time available after work and the ability to access facilities.

Question 7

Most candidates gave alcohol and tobacco as socially accepted drugs. However, not all candidates gave detail of their impacts on a performer.

Question 8

This was a well-answered question. Most candidates showed a good understanding of the value of ice as part of the RICE treatment.

Question 9

Good responses recognised that a rural centre would probably use the natural environment. Some candidates focused on one type of area rather than considering differences.

Question 10

This was a well-answered question. Candidates gave a range of responses that demonstrated benefits of improvements, typically focusing on the cardiovascular system and muscular benefits.

Question 11

Candidates needed to identify components of skill-related fitness. Those candidates who were able to identify these were generally able to apply them correctly to a named sporting activity.

Section B

Unit 1: Factors affecting performance

Question 12 (a)

This was a well-answered question. Most candidates were able to give a definition of flexibility and then explain an advantage to a performer. A typical correct example of an advantage was that a high jumper would be able to arch their back to enable a higher jump.

Question 12 (b)

Most candidates were able to give a correct meaning of the term and describe two effects in part (ii).

Question 12 (c)

Candidates were asked to identify the advantages that different body types provide a performer. A number of candidates gave a description of the body type but did not explain how this affects a performer. A typical correct response was that an ectomorph is light in weight and requires less energy to move so would benefit a long-distance runner. Another was that an endomorph would have a larger body mass and so they would be harder to push.

Question 12 (d)

Generally this was well-answered although some candidates confused the effects of using a stimulant with other drugs such as steroids.

Question 12 (e)

The question needed a level of detail for full credit. A number of candidates gave responses stating how it helps to remember a skill rather than providing details of the role of short and long-term memory and that skills must be practised to be able to be transferred to long-term memory.

Question 12 (f)

Most candidates were able to identify the muscles. However fewer were able to describe the main actions that they create.

Question 12 (g)

Many candidates gained credit in (i). In (ii) many candidates either did not make any reference to the different sports in the table to enable them to explain the differences, or described the table but did not give any reasons for the difference. The Multi-Stage Fitness Test or the Cooper Test were described well in (iii). However, those who used the Multi-Stage Fitness Test generally provided more thorough answers.

Unit 2: Health, safety and training

Question 13 (a)

Generally this was a well-answered question with most candidates giving milk or eggs as the food source and the main benefit offered being strengthening bones.

Question 13 (b)

Most candidates gained credit with some well-considered responses. The most typical responses were living in a low-pollution area improving health and having access to parks providing the opportunity to exercise, which can also reduce stress.

Question 13 (c)

It was important that candidates focused on how an individual would maintain their own safety rather than be influenced by others. The most typical correct responses were that performers should follow the rules, wear correct clothing and footwear and use safety equipment where necessary.

Question 13 (d)

Some candidates found this question challenging and resorted to repeated some of the points made in the previous question. Most candidates gained partial credit for responses relating to the condition of the floor and condition of equipment.

Question 13 (e)

Most candidates were able to identify some of the body systems, with the most common responses being the skeletal, muscular, circulatory and respiratory systems. Once candidates had identified a body system there were very few cases of not being able to describe the effect exercise has on the named system.

Question 13 (f)

This was a very well-answered question. In (i) most candidates identified that the variety of exercises prevents boredom, rest periods are included in the programme and that a circuit can be altered to meet either individual or group needs. In (ii) candidates continued to show a good understanding by describing the increase in overload being achieved through increasing the time at each station, increasing the number of stations or reducing the rest/recovery periods.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14 (a)

This was generally well-answered and most candidates demonstrated an understanding of the importance of volunteers and gave responses such as the lack of funding available to pay staff and volunteers being able to bring a range of skills to the club. The most common misunderstanding was to give responses relating to the benefit for a volunteer.

Question 14 (b)

Some candidates found this question challenging and gave responses that related to changes in a game but did not relate this to the influences of the media. A typical correct answer was that television influenced basketball to be played in four quarters to allow more advertising to take place and it influenced the introduction of 20/20 cricket so a game can be covered in an evening.

Question 14 (c)

Many candidates showed a very good understanding of the changes in performance. The most typical correct responses given by candidates were that the level of motivation and support decreases, there is a reduction in financial support. The only common problem was some candidates repeating the same point but giving a number of examples.

Question 14 (d)

Candidates showed a good understanding of the topic and had the ability to utilise and interpret the data provided. Candidates generally gave well-structured and detailed answers including responses such as changes of interest and physical development, the influence of greater demands of school work and the changes that occur in their social life. Some candidates provided a number of examples rather than developing new points but these were in the minority.

PHYSICAL EDUCATION

Paper 0413/12
Paper 12

Key messages

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Candidates should also consider carefully the type of examples they use in their answers. There were some candidates who chose to use examples that required complex and detailed explanations that in some cases did not always fully demonstrate their understanding whilst other examples required little explanation to make the point.

The use of bullet points can be useful but there were occasions when this method of answering seemed to prevent points being developed and restricted details in the answer.

Candidates need to be aware of the demands of questions. In particular when descriptions and explanations are asked for as there is a need for a degree of detail for credit to be awarded.

General comments

The shorter questions in all sections were well answered as most candidates answered concisely.

The longer questions in **Unit 3** were well answered, with some very good, well-developed answers that showed a good understanding of the topics. However in other questions there was a need for the same level of detail and application to a given situation and many candidates provided very basic responses and did not apply their understanding to the situation identified in the question.

Comments on specific questions

Section A

Question 1

Most candidates demonstrated a good understanding in this question. Some, however, did not provide enough detail in their response.

Question 2

There were a number of correct responses. A common response was related to the energy needs of a person.

Question 3

This was a well-answered question and most candidates gained credit for responses relating to participation.

Question 4

Most candidates answered this question well.

Question 5

This was a well-answered question. Most candidates were able to describe poorly fitting shoes causing friction.

Question 6

Most candidates demonstrated a good understanding of the issues related to performers with disabilities with responses that highlighted the change of social attitudes toward these performers, the increase in opportunities and how the media has created role models.

Question 7

Many candidates demonstrated a good understanding of the components of blood. However, some did not apply their understanding to the effects this had on a performer.

Question 8

Candidates needed to identify how the warm up can help prevent injury. Responses that gained credit contained a degree of detail. Stronger answers went beyond stating simple points such as 'warm muscles' and gave detail of how warm muscles increase the ability to stretch, which reduces muscle strain.

Question 9

Most candidates answered this question well. A typically correct response included identifying that some sports have age restrictions, the influence of others and that a young performer has yet to develop a high skill level.

Question 10

This was a very well-answered question with many candidates giving strong responses.

Question 11

Candidates who chose activities such as swimming or gymnastics gave relatively basic descriptions of the movements. Candidates who chose activities such as football sometimes gave complex descriptions of movements but did not give a clear indication of understanding the movement named.

Section B

Unit 1: Factors affecting performance

Question 12 (a)

Most candidates demonstrated a good understanding of body types with typical examples such as endomorph being suited to sumo wrestling and ectomorph being a typical build of long-distance runners. To gain credit, however, candidates needed to describe the advantages these body types provide for a performer and a significant number of candidates were unable to do so.

Question 12 (b)

This was a well-answered question. The reasons for taking drugs were known but the definition of a drug was less well answered as some candidates did not provide enough detail.

Question 12 (c)

This question was answered well by many candidates. In the first part, typical correct responses included the production of adrenaline and the increase in both heart rate and breathing rate.

Question 12 (d)

The most typical response given was identifying anaemia as the condition and the effect being tiredness. A significant number of candidates misinterpreted the question and incorrectly gave blood doping as their example.

Question 12 (e)

This was a well-answered question and most candidates gave descriptions of mental rehearsal and visualisation to gain credit.

Question 12 (f)

Most candidates showed a good understanding of the reasons for testing and typical responses given were the need to establish fitness levels, being able to compare results and being able to plan training programmes.

Question 12 (g)

Candidates needed to firstly identify the FITT principles and then apply them to the situation described in the question. Most candidates were able to identify these principles. However, a significant number of candidates then went on to describe the principles rather than applying them to the situation.

Question 12 (h)

Most candidates described the changing role of the hamstring and the quadriceps at each phase of the kicking action. Stronger candidates often gave descriptions of the role of the gastrocnemius and the gluteals at the various stages. The most common problem was not to name the muscles.

Unit 2: Health, safety and training

Question 13 (a)

This was a well-answered question. Stronger candidates emphasised the need for exercise to be taken regularly for it to be effective.

Question 13 (b)

Most candidates were able to give an appropriate example of a food source. The benefits were also usually well expressed.

Question 13 (c)

Most candidates described elements of RICE as treatment for the bruise and muscle strain injury. However, many candidates found it difficult to describe treatments for winding.

Question 13 (d)

Most candidates were able to identify a range of safety arrangements that a group leader would need to take. The question targeted the actions which needed to be taken in the early stages of planning but some candidates described the actions that would be taken on the day of the activity. Some candidates used a water-based activity, which did not address the question. Typically good responses identified the planning of routes, ensuring that details of the group were recorded and the level of supervision was appropriate.

Question 13 (e)

Candidates needed to identify the SPOR principles and then apply them to bring about an improvement for a sprinter. However, many then went on to describe the principles rather than describe how they would be used specifically to benefit a performer. Candidates who used the FITT principles were credited if it was linked to overload.

Question 13 (f)

Most candidates were able to identify the benefits that result from regular exercise. The link to performance proved more challenging for some candidates.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14 (a)

Most candidates gained at least partial credit for giving responses such as a volunteer wanting to coach or contribute to the community.

Question 14 (b)

This was a well-answered question and most candidates understood the issues of the topic and described how sports centres have provided parking spaces close to entrances, ramps, wider doors and alike.

Question 14 (c)

Most candidates gained some credit with some well-balanced points such as the high costs of providing facilities and infrastructure, providing facilities that may not be used again, the pressure on the host nation to do well and the effect of potential terrorism on planning.

Question 14 (d)

Most candidates provided well-developed and thoughtful answers and were able to identify a number of key points such as the effect of media and changes in social attitudes and an increase in opportunities. Some candidates overdeveloped a single point by correctly identifying the role of media and then describing the different types of media rather than adding breadth to their answer.

PHYSICAL EDUCATION

Paper 0413/13
Paper 13

Key messages

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Candidates should also consider carefully the type of examples they use in their answers. There were some candidates who chose to use examples that required complex and detailed explanations that in some cases did not always fully demonstrate their understanding whilst other examples required little explanation to make the point.

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Candidates need to be aware of the demands of questions. In particular when descriptions and explanations are asked for as there is a need for a degree of detail for credit to be awarded.

General comments

The shorter questions in all sections were well answered as most candidates answered concisely.

The longer questions in **Unit 3** were well answered, with some very good, well-developed answers that showed a good understanding of the topics. However in other questions there was a need for the same level of detail and application to a given situation and many candidates provided very basic responses and did not apply their understanding to the situation identified in the question.

Comments on specific questions

Section A

Question 1

Most candidates recognised that a closed skill is not affected by external factors.

Question 2

This was a well-answered question. Candidates offered a variety of responses.

Question 3

Candidates generally gave responses that related to youth groups and community organisations.

Question 4

Candidates answered this question well with typical responses being the production of adrenaline, an increase in heart and breathing rate.

Question 5

This was a well-answered question. Most candidates were able to show a good understanding of the role of fibre in a diet. A common error made was to give responses of a general nature about the digestive system.

Question 6

Most candidates gained credit with responses related to earlier identification of injury, speedier access to treatment and improved recovery time.

Question 7

This was a well-answered question.

Question 8

Candidates demonstrated a good understanding of the safety requirements when moving equipment. The most typical responses given related to using correct lifting technique, making sure equipment is not too heavy, ensuring equipment is in good enough condition to be moved and to always ensure a route is clear.

Question 9

Most candidates gave answers related to developing a greater understanding of a sport, the increase in the opportunities for participation and access to better coaching and facilities.

Question 10

The majority of candidates described overstretching, twisting and overuse as a cause of tendon injuries. Most then used aspects of RICE to describe the treatments. Some candidates only gave 'RICE' as their answer and this did not provide sufficient information.

Question 11

Most candidates identified the deltoid muscle from the description given but it proved to be more challenging for some to describe the action of named muscles.

Section B

Unit 1: Factors affecting performance

Question 12 (a)

This was a well-answered question and most candidates demonstrated a good understanding of the benefits and methods of mental preparation.

Question 12 (b)

Candidates answered this question well and demonstrated not only a good understanding of the functions of the skeleton but also gave relevant examples. Weaker answers gave the functions but did not give examples.

Question 12 (c)

Most candidates were able to recognise how an extreme endomorph would be disadvantaged in a variety of sports. Typical examples included the lack of speed, the lack of flexibility and poor endurance.

Question 12 (d)

This question was answered well.

Question 12 (e)

Most candidates demonstrated a good knowledge of appropriate tests. The most frequently used tests were the Illinois Agility Test, Ruler Drop Test and the Stork Test for Balance. The Illinois Agility Test sometimes proved a difficult test to describe as the route that performers need to take around cones was difficult to describe clearly. Some candidates chose to draw a diagram and this was given credit.

Question 12 (f)

Candidates were generally able to describe the differences they would expect to see in the performance of a trained athlete. The better and more detailed answers made reference to parts of the graph to draw comparisons.

Question 12 (g)

There were some excellent responses from candidates to this question. There needed to be application of principles to a performer with an initial low level of fitness. Most candidates described the collection of the performer's details to design a training programme and used the FITT and SPOR principles to demonstrate their answer. Generally, candidates demonstrated good understanding of the topic.

Unit 2: Health, safety and training

Question 13 (a)

This was a well-answered question and most candidates gave responses relating to establishing friendships and having a social life.

Question 13 (b)

A number of candidates found giving a description of the benefits difficult. However, most candidates were able to identify the food source, usually giving red meats as their response.

Question 13 (c)

Most candidates gained at least partial credit with a response that indicated the increase in ability of muscles to stretch. However, prevention of injury was central to this question and some candidates some found this difficult to address. Those who did usually gave responses related to giving better focus and loosening joints.

Question 13 (d)

Credit was given to candidates for examples that applied to outdoor pools. Other examples of responses could be applied to a number of settings such as slippery pools sides, pollution of the water, poor behaviour of people in the pool and performers being out of their depth, resulting in drowning. This was generally answered well.

Question 13 (e)

Many candidates found this question challenging. There were a number of responses which required more detail to gain credit. In (ii) candidates needed to identify training principles and then give an example of resistance training being applied to achieve the named principle. A number of candidates were unable to name a training principle and only some of those who did gave an application of resistance training.

Question 13 (f)

Whilst most candidates gained partial credit, only a few developed their answers sufficiently well to gain full credit. A clear application of the immediate effects on performance was needed. There were examples of candidates correctly identifying the effects of exercise but not describing how it affects performance.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14 (a)

Most candidates gained at least partial credit for this question.

Question 14 (b)

Most candidates understood the limitations of artificial facilities and demonstrated this with answers related to how performers become bored with the limited range of opportunities, how it would be difficult to develop skills and that it might be difficult to adapt skills when participating in the natural environment.

Question 14 (c)

In this question candidates needed to focus on the reason for an increase in television coverage. However a number of candidates discussed how coverage impacts levels of participation.

Question 14 (d)

This was a very well-answered question and most candidates demonstrated a very good understanding of issues that encourage performers with disabilities to participate in sports. Typical correct responses discussed greater media coverage, adaptation of sports to ensure access is available, legislation which ensures access to facilities, more specialist coaches being available and more competitions and clubs available for performers.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

- 1 There has been a trend for some Centres to award marks which were considered too high (often by two or three marks). This has been due to a combination of the level of skill demonstrated and the level of demand. Centres are requested to plan carefully the filming of candidates to ensure evidence supports the awarded mark. In particular this trend has been seen in Level 1 and the upper part of Level 2.
- 2 **Objectively assessed criteria:** (Swimming, Track and Field, Cross Country) These have minimum standards for each level. This was reported last year as an issue and continues to be an aspect where Centres do not always apply the criteria correctly. The standard places the candidate at the bottom of the level. Marks should reflect how far above this minimum the achievement and other criteria place each candidate. Some Centres are either using the standard to award maximum marks or are placing candidates in the wrong band. If a candidate's marks do not relate directly to their results due to other factors these must be explained and filmed.
- 3 **Appropriate evidence:** This continues to be an issue in some cases. 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. In this case, there is no need to film getting on a lift even though it is mentioned in the skiing content section.
- 4 **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. It is suggested that capable candidates are filmed in club/school matches, mindful of the need for clear identification.
- 5 **Warm Ups:** Filming of warm ups has improved this year. They are shorter and only one has been filmed by many Centres. Filming of warm ups should be kept very short. Only one warm up, in just one activity, should be submitted.
- 6 **Hill Walking evidence:** Sometimes this did not give enough detail on how marks have been awarded to individuals. Expedition logs are sometimes too brief to support the awarded marks. A map of the area walked with the route must be submitted. Evidence must support individual navigational skills. Candidates must be assessed as individuals even though they participate in groups. Group size should ideally be four.
- 7 **Quality of filming:** This continues to be a problem which needs attention. Moderation is based on the filmed evidence. It is essential that the DVD is clear and relevant and in focus. Centres must review the DVD before dispatch. Filming with an iPad can produce a very small picture with a large black frame. This restricts the view significantly.
- 8 **Candidate identification:** This still varies enormously. Moderators do not know the candidates and have to identify them very quickly and from all angles. Candidates must wear bibs/shirts with large numbers (or letters) on the front **and** back. A minimum size would be netball identifiers.

Identifiers are also to be written onto the assessment sheets.

9 Paperwork: Centres should only submit the following paperwork:

- MS1 (middle copy) or EDI
- Coursework Assessment Summary Form
- Centre Order of Merit Forms: in rank order, highest mark at the top, female and males in separate lists (small entry numbers can be on the same form)
- DVD/memory stick
- Any other supporting evidence (logs, weight-training programmes, candidate achievement/representative level, Centre produced notes). This additional supporting evidence is optional.

Filmed Evidence

Most Centres take great care over the submission of evidence. Centres are reminded to review the filmed evidence before submission. Captions are not essential. Candidates should not introduce themselves on the film. As previously mentioned, 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. This is an area which many Centres need to address.

When filming, be aware of whether candidate numbers can be clearly seen or not. Distance, number size, camera angle, number of candidates, 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. All filmed evidence should play on common media players, e.g. 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.
- 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 and 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 identification is not appropriate.
- 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 an inter-school game, but please ensure identification of candidates is clear, especially if it changes from the practices).
- 6 Where candidates are given high marks then the filmed evidence should show complex skills and may have more minimal coverage of basic skills.
- 7 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.

General comments

For this session, 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 of their candidates' performances in a range of practical activities that they have provided. Clearly a great deal of time and effort has gone into providing such quality DVD evidence. When Centres were asked for additional information/replacement DVDs the response was very good and prompt.

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 would appear that a small number of teachers do not

have a clear understanding of the essential parts of the syllabus, including content and assessment criteria. Assessors should ensure they are fully familiar with the material contained within all subject resources.

The Analysing and Improving tasks vary considerably from Centre to Centre. A small number of 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 overmarked the practical activities to a greater extent this year. Some new Centres have overmarked more significantly.

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 should also show enough of the game to give context.

Cycling, Personal Survival

These both require times to be submitted in addition to filmed evidence. The times should be entered onto the Centre Order of Merit.

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, a 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 and does not include cardiovascular training. 'Level of demand' is an issue for some Centres. Usually just lifting the bar with no additional weight does not place the candidate under appropriate pressure. There should be an indication of 1RM, purpose of the training, balance in the programme and progression. The weight being used must be declared as 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. It seems some Centres are not completing this process.

Teaching and assessment of the Analysis of Performance

This aspect of the coursework component is interpreted much more widely than the practical marks.

Where Centres follow the guidelines and complete all the sections, the standard of work is high and assessment is accurate. However, some Centres either apply their own interpretation of what is required or do not read the syllabus and guidance notes in sufficient detail. In such cases some candidates write a history of their chosen activity or give lengthy details of rules and regulations. Regrettably, this work cannot 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 as this is often the part that is least well addressed.

Common issues that prevent candidates achieving a higher mark include:

- Too much emphasis on required skills. These can be listed as the understanding will be apparent in the analysis and improvement sections.
- Listing, rather than application of training principles.
- An overly dominant focus on fitness improvement with little time spent on skills.
- A brief or non-existent plan.

The submission of other coursework material.

Other material to support marks is welcome for some activities. Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. Golf handicap), expedition logs etc. all help to support the marks. Please keep this information 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 were: 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

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.