

# PHYSICAL EDUCATION

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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.

Candidates should consider how to compare or identify differences.

Candidates should be aware of questions that requires their understanding to be linked to a particular physical activity and that in such cases generic responses will not meet the demand of the question.

Candidates should ensure that they use examples of physical activities from the list of physical activities identified in the syllabus.

## General comments

The majority of candidates answered 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 correctly identified two blood vessels, but some candidates identified components of blood.

### Question 2

- (a) (i) To gain credit, candidates needed to define speed by including time and distance in their definition.
- (ii) If candidates did not name an appropriate test by describing a test of speed they could still gain partial credit. Many candidates gained full credit, but some candidates confused the test with other running tests which are regarded as testing cardiovascular fitness or stamina.
- (b) Many candidates gave two good descriptions of the reasons for testing a performer. Some candidates confused the reason for testing as helping to improve performance. For this to be given credit, it needed to be linked to testing acting as a motivational factor to improve performance.

### Question 3

- (a) Those candidates who named a skill rather than an activity were often able to focus their answer better than those who named an activity. The most common correct response was answering the output part of the model. A common error was to give generic responses to the model rather than linking it to the skill named.
- (b) Candidates needed to apply their description to a skill to gain full credit. Some candidates were able to describe an aspect of the concept but if a skill was not named the question was not fully addressed.

#### Question 4

- (a) Some candidates described the antagonistic muscle action shown in the picture and named the muscles used in the bicep curl. Those who recognised that the question required different types of isotonic contractions sometimes named the muscles in the wrong position.
- (b)(i) The majority of candidates were able to name and give a good description of the contraction.
- (ii) Identifying examples of isometric contractions proved difficult for many candidates who were able to describe the contraction. Some candidates chose activities that are not on the syllabus list, and others chose activities where there is little movement, for example a rower or cyclist who perform mainly in a sitting position.

#### Question 5

This was answered well, and many candidates gained full credit. Candidates provided a good understanding of the topic.

#### Question 6

- (a) Many candidates were unable to give a complete definition of  $VO_2$  max. Few were able to include in their definition that it is the measure of oxygen that can be used rather than the amount of oxygen breathed in.
- (b) Most candidates were able to identify some of the of the factors that can affect a person's  $VO_2$  max with the most common response being age and gender. The explanations were often less clear with candidates needing to describe the factor and how it affects  $VO_2$  max.

#### Question 7

- (a) Most candidates recognised that fast twitch muscle fibres would be used when taking a jump shot in basketball and were also able to give the characteristics of this type of muscle fibre.
- (b)(i) Candidates found identifying the movement at the shoulder more challenging. However, those who could not identify the muscle, were able to correctly name the main agonist muscle.
- (ii) The majority of candidates were able to identify the movement as extension.
- (iii) Some candidates confused the role of the bicep and triceps during the movement. Most candidates correctly identified the role of the muscles and provided a description of the movement.

#### Question 8

- (a) Many candidates were unable to name a theory that links arousal and performance. Some candidates were able to gain partial credit for their explanation where appropriate. There were examples of activities used to answer the question that are not on the syllabus list of activities.
- (b) Many candidates gained full credit and showed their understanding with the example of a sprinter at the start of an Olympic Final.

#### Question 9

- (a)(i) The majority of candidates gained credit with many identifying all three structures.
- (ii) Candidates generally showed a good understanding of the function and characteristic of the structure shown in the diagram. Typical responses were the creation of a large surface area and that they are one cell thick.
- (b) The question asked candidates to describe the mechanics rather than the describing the pathway of air into and out of the lungs. Those candidates who interpreted the question correctly usually provided a good range of responses and many gained full credit.

### Question 10

- (a) This was generally answered well. The most common responses included the lack of motivation that can result from limited extrinsic feedback and the inability to correct or recognise errors in performance.
- (b) Candidates gave a range of appropriate responses such as the lack of need for a coach, that the performer will be able to feel if errors are being made and make adjustments and that they will become more confident as they are in control of the situation.
- (c) Most candidates gained partial credit with many achieving full credit. There was some confusion between feedback and guidance.

### Question 11

- (a) This was usually answered well. Most candidates gave stretches as one phase, usually with the benefit of reducing the possibility of injury. Many also gave pulse raiser, but the benefit sometimes did not fully answer the demands of the question as the benefit to the performer was to increase blood flow or oxygen to muscles rather than increasing heart rate.
- (b) Candidates offered a range of appropriate responses such as mental rehearsal, visualisation and meditation. There were also responses relating to breathing, but to gain credit the answer needed to indicate this was controlled.
- (c) Most candidates gained credit for describing that the EPOC process enables the removal of lactic acid. Few candidates gained further credit as there was little reference to the gradual reduction in heart rate, breathing rate etc.

### Question 12

Many candidates demonstrated an understanding of the effect of PEDs. The most common errors were to either apply their understanding to activities that are not on the list of activities on the syllabus or to describe the effect of the PED without explaining the possible improvement on the performance in that particular activity.

### Question 13

This was well answered, and most candidates gained partial credit, with many others achieving full credit.

### Question 14

- (a) Candidates generally answered this question well. The majority were able to name the three stages of learning, and many applied their understanding to the named activity. The most common error was to give a generic description of a characteristic which did not fully answer the question.
- (b) The question required candidates to describe an example of how the named methods of guidance could be used in a named physical activity. A number of candidates either gave a benefit of the method of guidance rather than an example or did not give an example appropriate to the named physical activity. Some candidates also confused manual and mechanical guidance.

### Question 15

Candidates who answered the question well generally chose games activities as their named activity as it provided a greater variety of skills to choose from. Candidates who chose activities such as swimming and long-distance running found it very difficult to identify an open skill. Those who used games activities usually gave detailed description of both open and closed skills.

### Question 16

- (a) The majority of candidates gained credit here. Most found the advantages of weight training easier to describe than the disadvantages. Answers needed to be specific to weight training rather than generally applied to all forms of training. A typical example of this occurred when candidates identified an injury as a disadvantage which could be applied to any aspect of training and required

additional information such as using poor technique when lifting weights or lifting weights that are too heavy.

- (b)** Most candidates were able to identify two principles of overload. Some candidates confused these principles with principles of training. Those who provided the correct principles were generally able to correctly describe how these principles could be applied.



# PHYSICAL EDUCATION

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Paper 0995/02  
Coursework

## Key messages

- It is important to read the assessment conditions for each sport prior to filming as the activities you choose to video will determine the marks the candidates can be awarded.
- Games activities require appropriate match play to support the marks awarded.
- Assessment information, when relevant or appropriate, should be written onto the Order of Merit sheets. For example, the course difficulty in Orienteering and the length of the course used.
- Filmed evidence for each activity needs to be continuous and not a series of short clips.
- A commentary is no longer needed on the video evidence.
- Warm ups should not be included in the filmed evidence.

## General comments

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

The filmed DVD evidence was usually clear and in activities such as Tennis the action of the performer and the outcome of the skill could be seen. However, some centres sent in several small clips for each activity instead of linking the clips together in a continuous film. Also separate DVDs or files should not be used for each candidate as evidence is better by ordered activity.

Candidate identification was a problem for some centres. Certain combination of colours are difficult to see, e.g. yellow on white. Identifiers should be on the front and back of the shirts. Giving a candidate a different coloured bib is acceptable and it makes it easy to identify them.

## Comments on specific activities

### **Orienteering**

Centres are reminded that they should indicate the standard of the course that the candidates are using and the distance covered on the Order of Merit form. The standard required for different levels is indicated in the Coursework Guidelines Booklet. The best evidence of the higher-ability candidates was seen when they discussed in their interviews how to use such skills as pace counts to measure ground distance, running time to measure distance, how to use handrailing, attack points and how to calculate a bearing using both compass and the features around them.

### **Hill Walking**

Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. This should be evident from the filmed evidence, candidate interviews during the expedition and the individual logs. A leader role is needed for some levels. Candidate evidence must include an interview with the candidate showing skills in an unforeseen situation where appropriate to the awarded mark. Some centres did not include the evidence needed to support detailed navigational skills and included just a view of candidates walking. The best evidence of higher-ability candidates was seen when they wrote their own route cards and led the leg that they had written. They were also able to complete the unforeseen circumstance when intercepted in the middle of their walk rather than at a checkpoint where they knew exactly where they were. Also, candidates must be self-sufficient for the duration of the activity. They should carry everything they need in terms of food, cooking equipment and tents for two overnight camps.

### **Cross-country running**

Official maps must be used as evidence of the Cross-country course with a scale for the distance and height climbed. The moderator must be able to verify the height climbed and distance covered. Hand-drawn maps or annotated maps do not support this. The course must be on open terrain and should not include artificial surfaces, roads or footpaths (unless they are being crossed.) Some centres provided less than 6 minutes of evidence for this activity. Centres that provided the best evidence of the higher-ability candidates included 15 minutes of video evidence and showed the stopwatch at the start and the end of the course.

### **Life saving**

In some centres, for some candidates this activity was too generously assessed. Weaker candidates tended to give insufficient care to the casualty when landing them from the water. Others needed to keep the casualty tighter to their body. Some executed the tows from poor positions or did not use their body to support the casualty. A poor arm position and hand/fingers on the throat were sometimes observed.

### **Personal Survival**

This activity should be completed and assessed as a continuous task without breaks/rest between tasks and with the tasks completed in the order stated. Evidence must include the filming of a stop-watch to confirm times. The surface dives must be completed during the distance swim and included in the evidence. Please note the clothing required by the different levels in the initial timed swim.

### **Games**

The level of demand must be appropriate for the ability of the candidate and must match the mark awarded. An issue for some evidence was that candidates were only filmed in very small-sided games or games where the opposition (and team mates) did not provide sufficient level of demand to enable skills to be performed at a level that supported the awarded marks. It is vital that the assessment conditions for each activity are referred to 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 game of a similar standard is required. Also for these 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 centres did not allow the candidates to demonstrate the distance they could hit the ball before its first bounce and 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 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. Candidates should not provide a running commentary over the film they have submitted. Good filmed evidence included the optimum performances and candidates able to demonstrate the effect the exercise would have on their performance.