

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 11

## Key Message

Candidates would do well to consider how they interpret questions. It is important to be able to apply understanding to specific sporting examples. It is not sufficient for candidates to write everything they know on a topic as an answer.

## General Comments

Candidates who were answering in their second language did not seem to be disadvantaged with some good quality written responses. In general, candidates showed a good range of understanding of the areas covered in the paper. There were very few scripts that were not completed fully which indicates that the time allocated for the paper was not an issue for candidates. There has been an improvement in candidates answering questions in the appropriate place on the paper, rather than writing in the borders of the paper which can cause difficulty when marking.

The areas that caused candidates not to gain credit were firstly how they presented their paper and secondly their interpretation of the questions. There were a number of candidates who answered questions either with single words or short bullet points when the question asked them to 'describe' a particular aspect. To gain full credit, more detail was often required. Although some single word answers can gain credit, more often they fail to do so. There were a number of questions on the paper that asked candidates to apply their knowledge to a particular situation; many candidates did not recognise what was being asked of them. As a result candidates wrote an answer that often demonstrated that they had a good understanding of the topic but did not apply it to the required situation. In many cases it appeared that some candidates wrote all they knew about a topic regardless of the specifics of the question. This was particularly true in **Questions A8, A10, B1C, B1G and B3D** when candidates often did not apply their understanding to the specifics of the question.

## **Section A**

1. Many candidates gave responses such as Football and Rugby which have aspects which include open skills but were too general to be given credit. Judo was given credit as it requires performers to continually respond to an opponent's actions. Good responses included saving a goal in Football and tackling someone in Rugby.
2. A well answered question, most candidates gave gluteals or hamstring muscles as their response.
3. Well answered, most candidates gave responses such as protects the tops of bones and reduces friction.
4. Generally well answered, most candidates gave free from injury and illness as part of their answer.
5. Most candidates gained credit with responses such as bread and pasta.
6. A number of candidates failed to understand how being tired can impact on performance. Examples such as being unable to co-ordinate movements as well as usual and how this could result in injury were the expected response. Many candidates described being tired as the result of lactic acid and how this in turn could cause muscle injury.
7. Well answered, most candidates gave location and access as their response; financial factors were given credit when they were linked to the area or a country's finance and how this would affect the range of facilities available.



8. Only responses that related directly to the benefits of newspapers gained credit, many candidates gave responses that could relate to any form of the media. Typical responses that gained credit were that newspapers can provide greater detail and provide specialist sports sections.
9. There seemed to be a lack of recognition of the role that governments play in increasing opportunities, many responses related to opportunities that would be provided at a lower level through having more coaches and adapting sports. If candidates related their responses to government campaigns or funding then credit was given.
10. Generally well answered, the most common error was giving a description of the role of white blood cells but not relating this to the needs of a performer.
11. Well answered, most candidates gave responses such as isometric training can be done anywhere, needs little equipment and requires little technique.
12. Candidates provided a wide variety of good responses such as having a greater understanding of sport, greater understanding of other theoretical aspects of sport such as diet, and taking part in a wider range of sports.

### **Section B1 Factors affecting performance**

- (a) A well answered question; most candidates gained credit with “gets muscles ready for action” and “increases responses”.
- (b) Most candidates gained at least half credit. Responses such as “more blood is pumped to the muscle in each beat”, “recovery time will be quicker” and “becomes less tired” all gained credit.
- (c) Most candidates were able to identify a blood related illness or condition; the second part to the question often resulted in candidates not always relating their responses to a performer's ability to perform well. Good responses included “feeling tired”, “lacking energy” and “a reduction in the range of sports that they can play”.
- (d) Generally a well answered question; most candidates used the examples of an endomorph in rugby and a mesomorph in long distance running. The most common error occurred when the body types of endomorph and ectomorph were confused.
- (e) Most candidates gained credit with a high number scoring full credit. Typical responses were “tendons attach muscle to bones and help provide movement” and “ligaments join bone to bone and hold a joint in place”.
- (f) Few candidates gained more than partial credit in this question. Many gained credit for identifying the long term effects of a Diuretic. Typical responses for Stimulants were “increase in energy level” and “more alert”. Few candidates gained credit for tranquillisers with many confusing the effects with those of Beta blockers.
- (g) Most candidates scored well; however, common errors included confusing Skill Related Fitness components with those of Health Related Fitness. A few candidates applied Skill Related components to three different activities which failed to answer the question fully.

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

- (a) Well answered, typical responses included “can control emotions”, “cope with the pressure of an event” and “more motivated”.
- (b) Most candidates gained credit for responses such as “cold weather can cause hypothermia” and “wet/cold conditions can reduce muscle flexibility which can result in muscle strains”.
- (c) Quite a well answered question. Most candidates gave responses such as “muscles cannot get enough energy to be able to sustain strenuous exercise for long” and “lactic acid builds up in the muscle that causes pain and an athlete is unable to continue”.

- (d) There was some misunderstanding on the part of some candidates who applied the principles of training to this question which required the principles of circuit training to be discussed. Those who did answer the question correctly often gained full credit in part (i) by identifying that circuit training should have stations and rest periods. Part (ii) was well answered, with responses relating to bringing about overload by increasing the number of repetitions at each station and by increasing the amount of weights at certain stations gaining credit.
- (e) Well answered; most candidates gained credit on this question. Typical answers related to increase in heart rate, increase in blood flow to muscles and gas exchange becoming faster. The only frequent error made was giving long term changes that occur rather than the immediate changes that were required.
- (f) The question required candidates to look at the planning stages of the process rather than the responses that take place during the activity to minimise risk. Many responses did not demonstrate the early planning that was required. Typical good responses described ensuring knowledge of the group's ability, fitness, ensuring the activity was appropriate to the ability level of the group, ensuring the appropriate safety equipment was available and the level of experience of staff.

### **Section B3 Reasons and opportunities for participating in physical activity**

- (a) Although most candidates gained credit, there were a number of responses that lacked clarity.
- (b) Many candidates gained full credit for responses such as "arrange competitions", "link with schools" and "provide coaching courses/lessons". Candidates that gave responses that related to advertising or the media needed to indicate how this could be done locally as the question related to a local sports centre rather than a national campaign to improve participation.
- (c) A well answered question in which most candidates gained credit with responses detailing the type of coverage given, which included specialist sports channels, the use of the expert in analysis of games and the improvement in technology to provide camera angles and high definition pictures.
- (d) Many candidates provided answers that related to the Olympic Games in general rather than the role of sports governing bodies in trying to bring about success in their sport. Many responses discussed the building of stadiums and improving television coverage. The type of responses that gained credit were in relation to the improvement in the number and quality of coaches in their sport, improvement in the access to training facilities and the development of support for minor Olympic sports.
- (e) In this well answered question, candidates provided a wide range of responses that included factors such as age, fitness, body composition, health, levels of motivation and social factors that could include finance and support from family and friends.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 12

## Key Message

Candidates would do well to consider how they interpret questions. It is important to be able to apply understanding to specific sporting examples. It is not sufficient for candidates to write everything they know on a topic as an answer.

## General Comments

Candidates who were answering in their second language did not seem to be disadvantaged with some good quality written responses. In general, candidates showed a good range of understanding of the areas covered in the paper. There were very few scripts that were not completed fully which indicates that the time allocated for the paper was not an issue for candidates. There has been an improvement in candidates answering questions in the appropriate place on the paper, rather than writing in the borders of the paper which can cause difficulty when marking.

The areas that caused candidates not to gain credit were firstly how they presented their paper and secondly their interpretation of the questions. There were a number of candidates who answered questions either with single words or short bullet points when the question asked them to 'describe' a particular aspect. To gain full credit, more detail was often required. Although some single word answers can gain credit, more often they fail to do so. There were a number of questions on the paper that asked candidates to apply their knowledge to a particular situation; many candidates did not recognise what was being asked of them. As a result candidates wrote an answer that often demonstrated that they had a good understanding of the topic but did not apply it to the required situation. In many cases it appeared that some candidates wrote all they knew about a topic regardless of the specifics of the question. This can be seen particularly in **Questions A4, A7, A10, B1a, B1g, B2f, B3b and B3c** where specific application to a given situation was required.

## **Section A**

1. Generally well answered, typical responses were running or throwing.
2. Although most candidates gained credit, many explanations lacked clarity and some included information related to aspects of mental health.
3. Most candidates gained credit but there was confusion with some responses describing the role of red blood cells.
4. A well answered question. Most candidates were able to give a description of the effects of ageing on a performer's flexibility, strength or on playing high impact activities.
5. Most candidates gained credit by naming an appropriate muscle that provides movement at the shoulder.
6. A well answered question; most candidates gave responses relating to getting fitter or developing friendships.
7. Most candidates gained at least partial credit; responses that gained credit usually indicated that wider knowledge is often gained from the variety of sports shown. Too often this point was repeated and failed to gain full credit.
8. A number of candidates gained full credit; this was generally a well answered question.



9. Most candidates gained credit for responses such as providing specialist facilities and specialist coaches.
10. Many candidates did not give an example of how good extension produces a better performance and instead gave a description of how extension happens at a joint. As a result, few gained full credit for this question. Good responses included being able to reach higher to rebound the ball in basketball and having a longer stride that helps when sprinting.
11. Most candidates gained full credit by demonstrating a good knowledge of circuit training. Usual responses related to the variety of activities preventing boredom and being able to adapt the training to a specific sport or to an individual's need.
12. Most candidates gained at least partial credit; typical responses were providing sports clubs, playing sports fixtures and establishing links with outside clubs.

### **Section B1 Factors affecting performance**

- (a) Most candidates gained credit but a significant number failed to apply their answer to the ribs which was required.
- (b) This was well answered with most candidates giving responses such as, it can cause confusion, it is difficult to correct the technique at a later date and that it reduces the quality of performance.
- (c) Although many candidates gained credit, a significant number described symptoms rather than the physical signs that the question required. Examples that failed to be given credit were dry mouth and feeling ill as these are not signs that a coach would be able to see.
- (d) There were a significant number of candidates who confused components of health and skill related fitness, and therefore failed to gain credit. Of those candidates who gained credit by identifying the correct components, a significant number then did not apply these to the benefits of the activities named. Those candidates who failed to gain credit often gave a general description of the components.
- (e) Most candidates gained at least partial credit with many gaining full credit. The most common error was naming smoking as a drug rather than nicotine. However, if candidates gave an appropriate long term effect they were still given credit.
- (f) A number of unrecognised tests were given as an answer. The majority who did gain credit used either the Cooper Run or the Multi Stage Fitness test. When correct responses were given, the vast majority were able to give three key components of the test. A number of candidates gave the  $VO_2$  Max test as their answer. As this was taken from the question, it required detailed information in how this is applied to gain credit.
- (g) Candidates gained credit for responses related to the increase in heart rate and the benefits that result from this. The common error that candidates made in this question was to give the same benefit to a different change to the circulatory system. Also, a number of candidates included changes to the respiratory system in their answer.

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

- (a) This was a well answered question; most candidates were able to describe two elements of the WHO definition to gain credit.
- (b) Most candidates were able to gain full credit.
- (c) This question required candidates to look at the safety considerations of the facility and most gained at least partial credit, with a significant number scoring full credit. Typical responses included having a clean floor, safety equipment either securely stored or in good condition. The most common error occurred when candidates included safety considerations for an outdoor activity.

- (d) Most candidates gained credit, however, a significant number included using a warm up in their answer despite the question asking them not to use this as an example. Generally, candidates gained credit for responses relating to footwear, clothing and use of safety equipment such as shin pads.
- (e) There were many candidates who failed to answer the question by giving the short term effects of exercise on the lungs. Those who did answer the question correctly usually gave responses relating to the increase in lung capacity and the improvement in gas exchange. The part of the question that asked how this helped improve performance was answered less clearly.
- (f) A number of candidates failed to give clear responses to this question. Common errors were not linking their response to a long distance running event and although a number gave a response of increasing the intensity, they failed to explain how this could be achieved. Very few candidates made the link that preparation for an event would be progressive over time in the nature and the type of training. Part (ii) of the question was poorly answered; few candidates appeared to recognise the concept of peaking for an event and that this is achieved over time. Many responses related to ways in which an athlete could prepare for an event immediately before an event. Whilst this is a factor, only minimal credit was awarded for this type of response.

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

- (a) Candidates gave some ambiguous responses to this question. Many failed to recognise that their answer did not require an activity to be named.
- (b) The utilisation of dual use facilities was the most common correct response, however, many candidates failed to make the connection with the community in their answer. A significant number of responses related more to how a school could provide extracurricular activities for its candidates which was not seen as community based.
- (c) It was very clear from the responses that candidates had a good knowledge about issues relating to hosting a global event but few gained full credit. A significant number of candidates failed to understand the term legacy and wrote a very full response, but failed to link it to this particular aspect of the question. Equally, a number of candidates wrote in detail about sporting venues and failed to acknowledge how the question related to non-sporting issues.
- (d) Most candidates gained partial credit, but few gained full credit. The question asked them to relate their answer to the impact on performance rather than just how the media intrudes on the life of a high level performer.
- (e) This was a well answered question. Most candidates gained at least partial credit with many achieving full credit. Typical responses included natural ability, access to training and facilities, physique (body type) and level of motivation.



# PHYSICAL EDUCATION

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Paper 0413/13

Paper 13

## Key Message

Candidates would do well to consider how they interpret questions. It is important to be able to apply understanding to specific sporting examples. It is not sufficient for candidates to write everything they know on a topic as an answer.

## General Comments

Candidates who were answering in their second language did not seem to be disadvantaged with some good quality written responses. In general, candidates showed a good range of understanding of the areas covered in the paper. There were very few scripts that were not completed fully which indicates that the time allocated for the paper was not an issue for candidates. There has been an improvement in candidates answering questions in the appropriate place on the paper, rather than writing in the borders of the paper which can cause difficulty when marking.

The areas that caused candidates not to gain credit were firstly how they presented their paper and secondly their interpretation of the questions. There were a number of candidates who answered questions either with single words or short bullet points when the question asked them to 'describe' a particular aspect. To gain full credit, more detail was often required. Although some single word answers can gain credit, more often they fail to do so. There were a number of questions on the paper that asked candidates to apply their knowledge to a particular situation; many candidates did not recognise what was being asked of them. As a result candidates wrote an answer that often demonstrated that they had a good understanding of the topic but did not apply it to the required situation. In many cases it appeared that some candidates wrote all they knew about a topic regardless of the specifics of the question. There were examples of this in **Questions A8, A10, B1d, B2d, B2e, B2f, B3b and B3d** when candidates often demonstrated their knowledge on the topic fully, but a lack of application prevented them obtaining full credit.

## **Section A**

1. Most candidates gained credit for giving either cereal or bread as a response.
2. This question was well answered. The majority of candidates gained credit by naming either the quadriceps or hamstring muscle as their response.
3. Most candidates gained credit, but the most common error occurred when candidates confused the role of plasma with that of platelets.
4. Although the majority of candidates gained credit, many responses were ambiguous in their description.
5. Generally a poorly answered question in which many candidates were unable to distinguish between a fine and gross skill and some used inappropriate sports in their answer.
6. A well answered question, candidates gave a variety of responses and many gained full credit. Typical responses included wearing appropriate footwear, clothing, making sure the pitch is safe and using safety equipment such as shin pads.
7. Most candidates gained at least partial credit. Typical responses given by candidates included 'watching their parents play' and 'parents providing transport'.

8. Candidates needed to give benefits that were specific to radio rather than general comments about the media; however, many did the latter. The response that gained the most credit was that commentaries could be listened to at any time or anywhere.
9. Few candidates gained full credit in this question. Many were unable to identify voluntary organisations; credit was given for those who were able to identify a local club if they gave additional information, e.g. a junior football club.
10. Most candidates gained at least partial credit, the most common response being adduction and abduction. There was some confusion between the description given for rotation and circumduction.
11. Well answered, most candidates gained full credit.
12. Most candidates gained credit with responses that included improving access, providing specialist coaching and facilities.

### **Section B1 Factors affecting performance**

- (a) Many candidates gave a description of intrinsic motivation rather than the benefits; therefore, although most responses indicated an understanding of the topic, few gained credit.
- (b) The most common correct answer given was the examples of joints in the vertebrae and those who gave a correct response usually gave a correct function. However, a significant number of responses gave an example of a synovial joint or the role of cartilage in a joint.
- (c) Generally a well answered question, typical responses were getting rest, using a cool down, stretching and diet.
- (d) Many candidates confused components of health and skill related fitness. A number of candidates who correctly identified components of health related fitness gave descriptions of those elements rather than relate them to an athlete in a hurdles event.
- (e) Many candidates gained credit for identifying the components of the Information Processing Model. However, the descriptions in many cases were ambiguous and failed to gain credit. There were a number of candidates that gave descriptions that were linked to the Decision Making part of the model.
- (f) A well answered question; candidates gave a variety of responses that included a performer's level of fitness, whether the performer was injured, conditions relating to weather, climate and the pressure brought about by the importance of the event.
- (g) A well answered question; a number of candidates gave responses in part (i) that base line assessment would allow planning, set targets and be able to measure progress. In part (ii), the Cooper Test and Multi Stage Fitness Test were used by the vast majority of candidates who gained high credit with detailed descriptions of the test.

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

- (a) Most candidates gained credit with answers relating to help for the digestive system.
- (b) Many candidates gave descriptions of both aerobic and anaerobic systems. However, in many cases they failed to apply this to their named activity.
- (c) This was a well answered question. In part (i), candidates generally answered that ice reduces swelling and slows down the flow of blood to the area. In part (ii), most candidates gave the response that ice should not be placed directly on the skin.
- (d) This question was generally well answered. Most candidates gave responses such as meeting new people, developing team skills, raising self esteem and confidence. The error that was made by a few candidates was to include physical benefits.



- (e) In general, candidates answered the question well. However, there were some frequent errors with the candidates giving general descriptions of the training principles without applying them to the sport named.
- (f) A well answered question. Most candidates demonstrated a good understanding of circuit training and in part (i), typical responses were that it gave variety and prevented boredom, and was easy to adapt to an individual athlete or to a sport. A typical response in part (ii) was that changes could be brought about by increasing repetitions or time spent at each station. In part (iii), most candidates described the disadvantages of circuit training as being possibly too time consuming to set up and requiring space and equipment which can be costly.

**Section B3 Reasons and opportunities for participation in physical activity**

- (a) This was well answered, with most candidates gaining credit. Typical responses included having funds, training facilities and coaches.
- (b) Generally well answered, the most common responses being quicker recovery time so less time is lost from participation and better medical support to prevent injury. The common error that candidates made was not relating their answers to sport and answering in very general terms.
- (c) This was well answered with most candidates gaining credit. Typical responses were improved fitness, improving skills and learning new skills. The only errors made were by candidates who included some of the social aspects in their responses.
- (d) A number of candidates failed to give responses related to the increase in the number of sports channels but spoke about the impact that they have. Candidates who gained credit gave responses such as increase in demand due to the popularity/current fashion of sports, greater interest in sports worldwide and improved technology allowing greater coverage of sports.
- (e) A well answered question. Most candidates gave responses such as improvement in coaching structure, increase in media coverage and governing bodies adapting sports. The one area that candidates seemed to be unaware of was the role of the government in bringing about change.

# PHYSICAL EDUCATION

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**Paper 0413/02**

**Coursework**

## **Key messages**

- Overall the standard of assessment by Centres for the practical activities was accurate this year. However, assessment of the written Analysing and Improving tasks still presents problems for some Centres.
- Some teachers have had issues assessing different Swimming events, Athletic events and Cross Country Running events. Furthermore, some Centres are only supplying final credit for Swimming, Athletics and Cross Country Running with no record of event, times and distances. This makes it impossible for Moderators to check the accuracy of final credit. In future, all Centres will be required to confirm the accuracy of the times and credit for these activities by having Centre Order of Merit sheets counter signed by a senior member of the Centre's teaching staff.
- Some Centres do not provide separate Centre Order of Merit sheets for girls and boys. Furthermore, boys and girls should be filmed separately.
- Most Centres should be congratulated on the excellent filmed DVD evidence 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. All filmed evidence was on DVD rather than VHS for the first time this year.
- A larger than usual number of Centres had to be contacted by email after submitting coursework to inform them of certain missing items of coursework. This delayed the completion of moderation. The main concerns included incomplete assessment sheets, lack of or poor DVD evidence, DVDs that could not be opened using Windows Media Player, inability to identify candidates from DVD evidence and lack of written Analysing and Improving tasks.

## **Coursework Assessment**

The standard of assessment by Centres of the two coursework components continues to show improvement but as in previous years some Centres are still finding assessing challenging. This tends to be restricted to new Centres. Those Centres that have followed the CIE Physical Education course for a number of years have come to terms with the standards of assessment that are required and have undertaken the task of assessment very well.

## **Assessment of Practical Activities**

The majority of teachers applied the different activity assessment criteria accurately in terms of Planning, Performing and Evaluating. However, some teachers have experienced difficulties interpreting the assessment criteria. Some teachers have different impressions of what is a high level performance and what may be a moderate performance. This was particularly noticeable in activities such as Hill Walking and Camp Craft where some teachers assessed that if a candidate has completed the set walking distance for the expedition then they were entitled to the highest mark and this is not appropriate. In this particular activity the teacher must take into account each candidate's contribution to the group's success. This will involve an assessment of their planning, navigation, walking, camping and cooking skills. In some instances it has been noticed that most of the planning for expeditions has been undertaken by teachers or instructors. However, this is contrary to the requirements of the activity. Some Centres who had awarded Level 1 credit did not always demonstrate a sufficient range of skills that would have been appropriate for a top level performer. For example, in volleyball some Level 1 performers did not show a range of serving or did not consistently perform a 3 touch routine. Some teachers continue to experience difficulties interpreting the Athletics criteria. Points scored for different events based on times and distances achieved will give a rough indication of the candidate's final credit but techniques and an understanding of rules and regulations must

also be taken into account when apportioning a final Athletics mark. Similar assessment issues occurred in Weight Training for Fitness, Cross Country Running and Competitive Swimming. A further assessment issue also occurred where Centres entering small numbers of candidates had difficulties establishing the mark for perhaps a single candidate. This has been noticed in activities such as Sailing, Skiing, Snowboarding, Cycling and Horse Riding.

### **Assessment of Analysing and Improving Performance**

Teachers from some Centres have had difficulty in making the right assessment of the second assessment objective, Analysing and Improving Performance. In some cases this is because changes to the requirements for this component have not been recognised. These changes may have not been brought to the attention of their candidates. As a result marks have invariably been higher in some Centres than they should have been. The change to the Analysing and Improving task which was implemented in 2010 requires candidates to only complete one analysis for any one of their four chosen activities. This one analysis does require candidates to address other specific factors that might affect performance but in a number of cases this point has been omitted from the written tasks. Such omissions from the Analysing and Improving task has meant the adjustment of candidates' credit at moderation.

The quality of the sample of written work forwarded for Analysing and Improving varied considerably from Centre to Centre. In most instances it was extremely high but in one or two cases the written tasks were areas for improvement. It may be that some Centres give less teaching time to this component. Also, some Centres may have misinterpreted what this component involves. In such cases, the written work was often very brief. In other instances candidates wrote at length about either the history of an activity or covered all the rules and regulations which was not required. The section within this component which is devoted to demonstrating how performances improve was not adequately covered. The main aim of the analysis is for candidates to specifically improve performance. In this exercise it necessitates candidates identifying what the weaknesses are and suggesting how these weaknesses may be corrected through training and specific practices. In this aspect of the analysis candidates should be drawing on the experience of the practices they use to improve their own performance. This is not an easy task but if Centres can give good guidance to candidates on this aspect of the analysis, then they should produce informative and measured responses to how improvement to performance might be achieved.

### **Presentation of coursework**

The importance of presenting video or DVD evidence of the highest standard of candidates' performance once again cannot be underestimated. For the very first time all video evidence was submitted on DVD. In many cases the content of the DVDs submitted was excellent but some were not. Some Centres had to be contacted to request the submission of additional or replacement DVD evidence because the original copies could either not be opened or were damaged. If a DVD is not clean or is scratched it may be unusable. This highlights the importance of each Centre checking the content of each DVD before submitting it to Cambridge. Also, with so many different DVD formats in different overseas countries, CIE requests that all DVD evidence should be submitted using a format that is compatible with Windows Media Player or Dell Media Player to avoid delays during moderation.

The quality of the DVD evidence received this year, as in previous years, varied from being very good to very poor. Where the filmed evidence was poor, candidates were poorly identified and the sequences of shots tended to show either the basic skills or a game situation. In some cases the filming was very brief and candidates were not seen in a competitive situation. Filming by candidates should never be allowed unless it is undertaken under the very close supervision of a teacher. The quality of filming reflects both on the candidates and the teachers at the Centre. Ideally, the filming of candidates should be well planned beforehand by teachers, candidates clearly identified with numbered bibs, all the basic, core skills and small group activities filmed and candidates finally seen in a small group or larger competitive team game situation. It would also be helpful both to candidates and other teaching staff in Centres where there may be higher than average turnover of staff, if instructions could be given to incoming staff on how to continue with the teaching, assessment and organisation of material for moderation.

Some Centres send several DVDs when one would be sufficient. Also, individual candidates were filmed and recorded on separate DVDs. The video footage should focus on filming the activity with all candidates involved. In all cases footage needs to be filmed as a continuous film, rather than disjointed activities. The position of cameras needs to ensure that if a candidate is performing a Tennis serve, the accuracy of the serve can be determined. This also applies to many other different activities. The use of slow motion filming should never be done as this may give a distorted view of what the candidate can perform.

Once again this year it was very noticeable, from the video evidence provided, that a large number of candidates have been entered for the examination because they were particularly talented in a range of practical activities. Many candidates are shown performing either at Levels 1 and 2 in terms of Planning, Performing and Evaluating, with a lesser number performing at Level 3 and below. This indicates that the vast majority of candidates are clearly being attracted to the course because of their enthusiasm, interest and undoubted ability in the range of sporting activities that are available within the Syllabus. Furthermore, many candidates have their own specialist interest in certain activities and wish to pursue these interests. It is most noticeable in activities such as Gymnastics, Trampolining, Skiing, Horse Riding and Sailing where the performances were invariably extremely good. In an examination that recognises practical performance, many candidates were clearly keen to demonstrate their ability and be rewarded for their efforts.

The filmed evidence of candidates' performances, on the whole, was good and candidates could be easily identified from information on the assessment sheets. However, in some cases this was not the case. The use of 'nick-names' can make the task of moderation difficult. If teachers intend to use nick-names, these names should be shown on the assessment sheets. Teachers should also check the filmed evidence to ensure that performances are easy to assess.

Most Centres recognised the importance of presenting their candidates in the best possible situations. Such Centres planned the filming of their candidates very thoroughly, noting down the skills that need to be shown and where different sequences of shots might be taken from. However, in some other cases planning may not have been adequate and consequently the quality of the DVD was not very good. The most helpful video recordings had commentaries by the teacher. In these instances the teacher constantly identified each candidate being filmed and offered comments on the quality of their performance. Centres unused to filming need to plan this carefully, ensuring that the candidates are well prepared and they know exactly which activities are to be filmed on a particular day and that the range of skills and activities are identified. Candidates need to be briefed beforehand and clearly identified by numbered bibs. The bibs and numbers also need to be very large in order to be seen very clearly and also be written against candidates' names on the Centre Order of Merit Sheets. Some Centres did not clearly identify their candidates and as a result they were not presented in the most favourable light.

Once again, this year, most Centres have taken great care to send all the necessary documentation, along with good DVD evidence of candidates' performances by the set deadline date. These Centres clearly followed CIE guidelines and as a result most coursework material arrived on time and intact. Also, the vast majority of Centres had carefully checked the documentation for errors and as a result there were very few arithmetical or transcriptional errors in the paperwork. However, some Centres had to be contacted to request missing paperwork and DVD evidence which caused delays in the moderation process. Centres should always make every effort to ensure that coursework material is thoroughly checked before dispatch and that it arrives complete by the stated deadline date.