

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

Objectively assessed criteria (Swimming, Track and Field and Cross Country) have minimum standards for each level. This standard places the candidate at the bottom of the level. Marks should reflect how far above this minimum the achievement and other criteria place each candidate.

Where candidates are given high marks, the filmed evidence should show complex skills and may have minimal coverage of basic skills.

Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. An increasing number of Centres submitted filmed evidence for this activity and it should be noted that the evidence needs to support detailed navigational skills rather than being just a view of candidates walking. Candidate interviews whilst participating were supplied by some Centres and were generally very useful.

Filming should always show the skill and outcome. So in Badminton, for example, the camera angle should allow both the shot and the flight of the shuttlecock to be seen.

Candidate identification continues to be a significant problem for some Centres. Certain colour combinations are difficult to see, e.g. yellow on white or white on light blue. Filming some games (e.g. Football, Hockey and Rugby) causes problems due to distance if numbers are only placed on the back of shirts.

Alternative interpretation of the Analysing and Improving task caused problems at some Centres. History, rules and player profiles are not required. This task is not a Personal Exercise Plan. Skill development was sometimes overlooked or was covered with a minimal amount of detail.

General comments

The vast majority of Centres submitted coursework with the required forms and DVD evidence completed satisfactorily. Often the filmed DVD evidence of candidates' performances in a range of practical activities was of a high quality. Clearly a great deal of time and effort had gone into providing such quality DVD evidence.

However, a few Centres found it difficult to submit coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. Careful reading of the Coursework Guidelines Booklet is essential both before teaching and before assessing activities.

In the Analysing and Improving task some Centres awarded too many marks for work which was very short and lacking in content.

Comments on specific areas

Filming of practical activities

Many of the filmed sequences were well planned by Centres. Identification of candidates was generally good, although numbers displayed only on the back of candidates continues to be a problem in some Centres. Numbers should be shown both on the front and back. These numbers should be clearly visible on filmed sequences to ensure individual candidates can be identified.

In many cases Centres provide background commentary which was usually helpful.

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

Limit the filmed evidence to one or two DVDs where possible.

The DVD evidence should be one continuous film. When footage was split into numerous short clips it can be difficult to view. When chapters were inserted in a planned way it generally made navigation of the DVD very easy.

Candidate DVD identification should be written onto the Centre Order of Merit (Rank Order) sheets. A candidate speaking their own name was not helpful. Sound quality and speed sometimes made this ineffective.

It is only necessary to film one warm-up routine and this should be kept short.

Evidence of an activity should include isolated skills, small group drills and either a small-sided or full-game situation. Where necessary this can be inter-school games, but please ensure identification of candidates is clear, especially if it changes from the practices.

Where candidates are given high marks then the filmed evidence should show complex skills and may have minimal coverage of basic skills.

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.

Assessment of practical activities

Centres generally marked the practical activities in line with the criteria.

Teaching and assessment of the Analysing and Improving task

This aspect of the coursework component was interpreted much more widely than the practical marks. Where Centres followed the guidelines, and completed all the sections, the standard of work was generally high and assessment was accurate. Some Centres either applied their own interpretation of what was required or did not read the syllabus and guidance notes in sufficient detail. In such cases, some candidates wrote a history of their chosen activity or gave lengthy details of rules and regulations. Regrettably, much of this work could not be credited.

Teachers are advised to follow the guidelines for the Analysing and Improving task that are set out in both the syllabus and Coursework Guidance Booklet. It is suggested that the different parts of the written task should be set out as sub-sections, with sub-headings, and that greater emphasis should be placed on the ways and means of improving all the identified weaknesses through training and practice. This was often the part that was least well addressed.

Submission of other coursework material

Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. golf handicap) and expedition logs all helped to support the marks when provided by some Centres. Please keep this information brief. Many Centres submitted very helpful additional information this year.

Range of practical activities

The range of activities offered to candidates varied considerably from Centre to Centre. The more popular activities were: a wide range of Games, Track and Field Athletics and Swimming.

Football, Basketball, Badminton and Rugby were the most popular of the Games. These were followed closely by Tennis, Hockey and Netball. Outdoor and Adventurous activities, mainly Hill Walking, reduced in popularity this year.

Summary

Many Centres should be congratulated for their efforts in teaching, assessing and filming the practical activities and in the production of DVDs. Overall, the enthusiasm of the majority of teachers and hard work of candidates was very apparent.

PHYSICAL EDUCATION

Paper 0413/11
Paper 11

Key messages

Candidates should be aware of the command words. When asked for an explanation some candidates gave a single word or a very brief description instead. This demonstrated some understanding of the topic but often did not provide the level of detail required to gain full credit.

Candidates should ensure that where questions ask that knowledge of a topic is applied to a sport or activity that this is evident in their answers. Further, when asked to apply understanding to a sport or activity of their choice, candidates would be advised to check that their choice allows them to provide a full answer for the particular question.

Many candidates used bullet points to answer their questions and, whilst this is acceptable, candidates should make sure that their answers include enough detail to fully answer the question.

General comments

The shorter questions in all sections of the paper were well answered by most candidates.

In several **Section B** questions most candidates demonstrated some good understanding of topics but fewer candidates applied their understanding effectively to given situations.

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper.

Comments on specific questions

Section A

Question 1

Most candidates were able to identify an appropriate gross skill. Typical responses included jumping and throwing.

Question 2

The vast majority of candidates included friendship and the ability to mix with others as their response.

Question 3

Most candidates demonstrated a very good understanding by giving responses that related to the curriculum or after-school activities.

Question 4

Many candidates were able to define the term physique. However, a number of candidates gave responses that were considered too vague.

Question 5

Most candidates gained credit for an appropriate food source.

Question 6

There was some confusion for some candidates over what constituted a voluntary organisation. A number described the role of governments and local authorities. The most relevant responses identified local sports clubs and the scout groups.

Question 7

Apart from some candidates giving features of a ligament as their answer, most were able to identify features and the role of a tendon.

Question 8

Most candidates were able to give an appropriate response and stated that this removes lactic acid after exercise. However, a number of descriptions did not emphasise that it occurs post exercise.

Question 9

The majority of candidates were able to identify countries that excelled in a particular sport. The most commonly seen responses were Brazil excelling in football and New Zealand in rugby. Typical reasons given included cultural and financial factors as well as high-quality facilities and coaching.

Question 10

Most candidates were able to explain the disadvantages of motivating a performer with rewards. Examples included players giving up if rewards are not present, rewards having to get bigger to maintain interest and performers becoming more interested in the rewards than improving performance.

Question 11

Most candidates were able to identify the cause of a severe cut and an appropriate treatment, but answers needed to be applicable to a severe injury rather than a graze. The second part of the question was sometimes less well answered than the first.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) This was a well-answered question. Most candidates were able to give responses such as that it should be clear, to the point, give ways of making progress and can motivate a performer.
- (b) Many candidates gave good examples that indicated the advantage of height, low body weight and longer limbs. However, some candidates described the features of an ectomorph rather than applying their understanding to the named activity.
- (c) Answers that gained full credit usually included adduction and abduction with appropriate examples. Some candidates gave correct descriptions of movements without applying these to physical activities.
- (d) Most candidates gained at least partial credit with many answering fully correctly. Typical responses included an increase in size and strength of the heart, increase in gas exchange and deeper breathing.
- (e) Most candidates were able to describe some of the characteristics of a skilled performance with examples given often including the ability to use the correct technique, ability to anticipate the movement of a ball or a player and making few errors when executing a skill. There were some weaker candidates who, having given a correct description, did not apply this to a named sport.

- (f) (i) The majority of candidates identified the correct fibre type. Some weaker candidates either confused the fibre types or stated which muscles might be contracting whilst running.
- (ii) The most typically seen responses were that slow-twitch fibres release energy more slowly, fatigue more slowly and have a good blood supply.
- (g) (i) Most candidates were able to identify components of skill-related fitness. A number of candidates did not apply these to a named physical activity or chose activities that caused them difficulty in applying some components. For example, some candidates used sprinting as their example and gave speed of reaction as it is important to react quickly to the starter's gun, but then struggled to answer for other components of skill-related fitness.
- (ii) This was well answered by the majority of candidates with the most common tests described being the Alternative Hand Wall Toss and the Ruler Drop Test. For the Illinois Agility Test, due to the complexity of the layout of cones and the direction of running, those candidates who used a diagram to show how this test is conducted usually produced stronger answers.

Unit 2: Health, safety and training

Question 13

- (a) Most candidates gained credit for describing the use of carbohydrates before and during the event, good hydration throughout the event and eating small amounts of protein during the day of the event.
- (b) This was a well-answered question and most candidates recognised the physical, social and mental benefits of having open spaces available to people.
- (c) Most candidates demonstrated a good understanding of the benefits of a warm up and the type of exercises that could be used. Weaker answers were often too vague, generally due to too little information being included in the answer.
- (d) Most candidates gained credit and understood the type of injury, such as a sprain or strain. The majority explained the benefits of using ice well.
- (e) A number of candidates identified the thrower as using the appropriate energy system. However, some candidates gave responses relating to sources of energy or described the muscles being used in the throwing action.
- (f) The most frequently seen response referred to a football match and how a player would use anaerobic respiration when chasing to get a ball before an opponent and aerobic respiration when moving into a defensive position and when not directly involved in the play. Some candidates gave descriptions of the two systems without applying these.
- (g) (i) This question was answered well with most candidates able to explain the benefits of fartlek training. Typical responses included that it improves both aerobic and anaerobic systems, that no equipment is needed, that it provides variety so is not boring and that it can be made to replicate the demands of most game activities.
- (ii) The best candidates had few problems. Weaker candidates described fartlek training without any examples of the activities that could be used.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Most candidates were able to demonstrate an understanding of the differences between sport and recreational activity. The most typical responses recognised the need for rules in sport and that sport always has a level of physical activity whilst a leisure activity does not need to be physical.
- (b) Most candidates identified that a lack of experience or exposure would make the performer less attractive to a sponsor. The better candidates developed additional points while weaker answers tended to repeat the first point made.
- (c) This was a well-answered question. Most candidates described the changes brought about by the media. These included changing the traditional timing of events, changing rules, increasing participation and increasing interest in a sport. The pressure that the media can place on players, coaches and officials and the financial impact of attracting sponsorship were also mentioned regularly.
- (d) Candidates made some excellent points in answer to this question. The most frequently seen responses were the lack of opportunity, typically being self-conscious when performing in front of others and too much media focus on male sports, which may devalue female participation. Only stronger answers went on to describe how the trend might be reversed. Many candidates merely said that people should be told about the situation rather than giving strategies for how this might happen.

PHYSICAL EDUCATION

Paper 0413/12
Paper 12

Key messages

Candidates should be aware of the command words. When asked for an explanation some candidates gave a single word or a very brief description instead. This demonstrated some understanding of the topic but often did not provide the level of detail required to gain full credit.

Candidates should ensure that where questions ask that knowledge of a topic is applied to a sport or activity that this is evident in their answers. Further, when asked to apply understanding to a sport or activity of their choice, candidates would be advised to check that their choice allows them to provide a full answer for the particular question.

Many candidates used bullet points to answer their questions and, whilst this is acceptable, candidates should make sure that their answers include enough detail to fully answer the question.

General comments

The shorter questions in all sections of the paper were well answered by most candidates.

In several **Section B** questions most candidates demonstrated some good understanding of topics but fewer candidates applied their understanding effectively to given situations.

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper.

Comments on specific questions

Section A

Question 1

Most candidates gained credit with responses often describing the environment not affecting the performance.

Question 2

The vast majority of candidates identified the correct movement.

Question 3

Most candidates correctly gave age or peer pressure as a response.

Question 4

Some weaker answers confused the role of cartilage with that of ligaments or synovial fluid. However, most candidates answered correctly.

Question 5

Most candidates gave correct responses, typically identifying gum shields or shin pads. However, some candidates did not give safety equipment related to a game activity.

Question 6

Most candidates answered this question well. The most typical responses were mountain climbing, orienteering, hill walking and mountain biking.

Question 7

Most candidates answered fully correctly with examples referring to the ability to listen when doing other things such as driving, that it increases the interest in sport and the lack of costs compared to buying a television for example.

Question 8

This was well answered with the most frequently seen responses being the type of activity and gender.

Question 9

Most candidates gained full credit for this question. The most typical responses were after-school clubs, offering medals, trophies etc., offering examination courses and having regular Physical Education lessons.

Question 10

The majority of candidates gained credit with responses such as loss of focus, poor decision making and causing a performer to panic.

Question 11

Many candidates gained partial credit for describing the need to follow the rules. However, some then gave a number of examples of the same type of rule that should be followed rather than developing the breadth of their answers with other aspects of codes of behaviour being followed. The most frequently seen responses were that players should listen to the referee's instructions, should accept the referee's decisions, should avoid confrontation with other players and officials and should show respect to other players. A number of candidates gave drugs as a response but did not apply this effectively to the question.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) This question was well answered. Most candidates gave responses concerning the value of feedback in identifying a performer's strengths and weaknesses and enabling a performer to know how to improve.
- (b) The majority of candidates were able to identify the type of joint for the shoulder joint as the ball and socket. Fewer candidates were able to identify all three types.
- (c) A significant number of candidates were able to identify three principles but many did not then apply them to the named sport or instead applied them to a different sport.
- (d) This was generally well answered. Whilst most candidates were able to describe the role of the prime mover, some candidates were confused about the term antagonist. The role of the synergist was sometimes confused with other muscle actions and only the strongest candidates gained credit for this part of the question.
- (e) There was some confusion between body types shown in weaker answers. A significant number of candidates who were able to identify the characteristics of a mesomorph did not apply these to a named sport. A carefully considered choice of sport was in some cases crucial to gaining full credit.

- (f) (i) This was well answered by many candidates.
- (ii) Some weaker candidates needed to express more clearly the increase in speed or volume in their answers.
- (g) (i) This question was well answered with the overwhelming majority of candidates naming the sit and reach test.
- (ii) Many candidates made suitable suggestions typically including that females may generally have smaller muscles and, unlike males, generally they take part in activities that encourage flexibility of movement.
- (iii) Candidates needed to describe different types of exercises and most gave types of stretches as an answer. Some weaker candidates simply described a performer standing and touching their toes in a way that was too vague for credit to be awarded. Stronger descriptions mentioned that legs were straight or that legs were not bent at the knees.

Unit 2: Health, safety and training

Question 13

- (a) This was usually well answered. Most candidates gained at least partial credit with many answering fully correctly. The most typical disadvantage seen was that this type of training can be boring.
- (b) Most candidates could suggest the effects of dehydration with answers including feeling dizzy, weakness and performers feeling sick and alike.
- (c) The most frequently seen responses concerned decision making or included that there is loss of concentration or that that technique is negatively affected and that there would be a reduction in coordination.
- (d) There was a wide variety of possible environmental factors that could be used to answer this question. Most candidates gave a suitable number of weather or climatic factors in their answers. However, weaker candidates identified an appropriate environmental factor and then described the potential difficulty of this rather than explaining how the risk could be reduced.
- (e) Candidates stated a range of responses for this definition. Many gave only an incomplete description and a number described other types of contraction instead. Strong answers demonstrated a clearer understanding of the topic. The most common examples given were pushing in a scrum in rugby and holding a handstand position in gymnastics.
- (f) (i) Most candidates understood the term resistance training and typically gave the use of weights and resistance bands as their answers.
- (ii) Most candidates gained at least partial credit. Typical answers included examples such as increasing strength and speed improvements.
- (iii) Although some could state the principles, many candidates found applying the training principles to resistance training challenging.

Unit 3: Reasons and opportunities for participation in physical activities

Question 14

- (a) Most candidates answered this well with responses mentioning age restrictions for young people, generally lower levels of fitness in older people restricting their choice of activities and younger people tending to choose more adventurous or energetic sports.
- (b) Most candidates demonstrated a good understanding of the topic with responses describing how it provides encouragement for people to participate, creates greater understanding of disability sports and shows greater awareness and acceptance of disabilities.

- (c) This question was very well answered. Almost all candidates made good points and were able to describe benefits. The maintenance of high levels of fitness and health, having a greater sense of confidence and improved status within the school were often mentioned.
- (d) Candidates demonstrated a very good understanding of the impact of the internet. Some candidates gave multiple examples of the type of information that could be gained from the internet. Stronger answers included descriptions of the ease of access, watching live streaming of games, using online tutorials to develop skills, being able to enter competitions and being able to buy a better range of clothing, equipment and tickets.

PHYSICAL EDUCATION

Paper 0413/13
Paper 13

Key messages

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Candidates should ensure that where questions ask that knowledge of a topic is applied to a sport or activity that this is evident in their answers. Further, when asked to apply understanding to a sport or activity of their choice, candidates would be advised to check that their choice allows them to provide a full answer for the particular question.

Many candidates used bullet points to answer their questions and, whilst this is acceptable, candidates should make sure that their answers include enough detail to fully answer the question.

General comments

The shorter questions in all sections of the paper were well answered by most candidates.

In several **Section B** questions most candidates demonstrated some good understanding of topics but fewer candidates applied their understanding effectively to given situations.

There were very few candidates who did not complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge and were able to attempt all questions on the paper.

Comments on specific questions

Section A

Question 1

This was a well-answered question with a variety of contexts used well by candidates.

Question 2

The overwhelming majority of candidates gained credit here with a wide variety of potential answers.

Question 3

Most candidates answered correctly with responses that typically demonstrated an increase in awareness of sports.

Question 4

This was well answered with the most common response relating to the increase in heart rate and blood pressure.

Question 5

Most candidates demonstrated how being unemployed would affect levels of fitness. Other responses referred to a person losing motivation so training less or a performer having more time to play sports.

Question 6

Most candidates gained at least partial credit with many answering fully correctly. There was a great deal of variation in the naming, and in some cases description, of the roles within a club.

Question 7

Most candidates identified a role for each bone identified. However, some weaker candidates named the bones rather than mentioning their function.

Question 8

Most candidates were able to identify signs that a performer is overtraining.

Question 9

Most candidates demonstrated a good understanding of the role of parents with typical responses including that they act as a role model and provide transport and funding for equipment or even coaching.

Question 10

This question was usually well answered with typical responses including clear explanation of effects. Weaker candidates did not develop their responses enough or gave responses that were too vague to be given credit.

Question 11

The majority of candidates gained full credit. Responses included wearing appropriate clothing and checking equipment as well as knowing the rules. It was important that candidates read the question fully to avoid repeating information given in the question.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Most candidates gave movement as an answer with other frequently seen responses being that the muscles pump blood and provide some type of force.
- (b) Candidates gave a wide range of responses such as the use of trophies, examination courses, external speakers and coaches as well as different ways that schools celebrate sporting success. It was a well-answered question by the majority.
- (c) Most candidates answered well, with typical responses being that performers run the risk of being banned or experiencing long-term illnesses and that they may not want to cheat.
- (d) The majority of candidates answered this question well with responses typically related to age, gender and diet.
- (e) Strong candidates who logically ordered their answer tended to gain full credit. Those candidates who did not follow a particular order often gave weaker and more disjointed responses.
- (f) (i) Most candidates gained partial credit. Frequently responses included that skill-related fitness often needed specialist equipment whilst health-related fitness could be developed through every day activities.

- (ii) The majority of candidates were able to identify components of skill-related fitness. There was a need to apply these factors to a named sport to gain credit.
- (g) Most candidates accurately described how many junior athletes develop other interests, either socially or academically. A number of candidates developed one point with numerous examples and needed to try and develop a wider range of points to gain further credit.

Unit 2: Health, safety and training

Question 13

- (a) Most responses related to improvements in aspects of health and fitness.
- (b) Many candidates answered this question well with the most typical response being that a performer would experience dizziness.
- (c) Many candidates gave correct responses that included descriptions of the role of friends in encouraging participation. Some candidates focused on this point and gave a number of examples which repeated the point made rather than developing the topic further.
- (d) (i) Most candidates answered well. Many candidates could differentiate clearly between the types of contraction.
 - (ii) Although most candidates identified the improvements that result from weight training, a significant number did not apply this to sprinting. Stronger candidates tended to describe the power benefits when leaving the starting blocks and the ability to have a higher top speed.
- (e) (i) Most candidates gained credit for identifying two symptoms.
 - (ii) Many candidates gained partial credit for the immediate treatment using one of the components of RICE. The longer-term treatment was typically less well identified.
- (f) (i) Most candidates were able to identify a physical activity that would benefit from plyometric training.
 - (ii) The most frequently seen responses gave descriptions of jumps onto boxes. The benefits were generally clearly identified once the exercise had been correctly named.
 - (iii) Some answers were too vague. Strong candidates included having rest between activities and the stability needed in any equipment used as well as detailed considerations of footwear.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Many candidates showed a very good understanding of the barriers confronting performers with disabilities.
- (b) Most candidates were able to answer this question well. Some answers were limited to multiple examples of maintaining levels of fitness and health. Stronger candidates demonstrated a wider understanding by including the effects on mental and social health.
- (c) There were many excellent responses to this question. A mistake from some weaker candidates was to describe the physical attributes of an elite performer.
- (d) (i) Most candidates correctly suggested a reason without issue.
 - (ii) The majority of candidates gained credit with responses such as the fee-paying channels showing a greater variety of sports, showing exclusive games live, offering better quality and having the money to develop better technology. Some candidates would have benefitted from developing the points made by supplying more detail.