

# 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 very minimal coverage of basic skills. This continues to be the main issue with filmed evidence (along with candidate identification).

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 remembered 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 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. 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 continues to cause 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

In this session, 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 that was provided was of a high quality. Clearly a great deal of time and effort had gone into providing such quality DVD evidence.

A few Centres are still finding it difficult submitting coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. There is evidence that not all teachers have a full grasp of the essential parts of the syllabus, including content and assessment criteria. Careful reading of the Coursework Guidelines Booklet is essential before both teaching and assessing activities.

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

## Comments on specific areas

### **Filming of practical activities**

Many of the filmed sequences were well planned by Centres. Some Centres go to great lengths to provide captions which do not always contain essential information.

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 backs of candidates and these should be clearly visible on filmed sequences to ensure individual candidates can be identified.

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

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

Limit the filmed evidence to one or two DVDs.

The DVD evidence should be one continuous film. When footage has been split into numerous short clips it is difficult to view. When chapters have been inserted it makes 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 is not helpful. Sound quality and speed can combine to make 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 higher 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 have generally marked the practical activities in line with the criteria. However, some new Centres struggled to set the correct standard of marking.

One concern which has previously been reported has been the inaccuracy of some of the times and distances submitted for athletics, cross country running and swimming events. Although this problem still continues, there has been an improvement this year. Most Centres verified the marks with a second signature.

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

This aspect of the coursework component was 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. Unfortunately, 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 wrote a history of their chosen activity or gave 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. This was often the part that was least well addressed.

### **Submission of other coursework material**

Other material to support marks was welcome for some activities. Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. golf handicap) and expedition logs all

help to support the marks. Please keep this information very brief. Many centres submitted very helpful additional 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 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, have reduced in popularity this year.

### **Summary**

Many Centres should be congratulated in terms of 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 is very apparent.

# PHYSICAL EDUCATION

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Paper 0413/11  
Paper 1

## Key messages

- Many candidates use bullet points to answer their questions and whilst this is a totally acceptable form of producing answers, often a lack of detail results. In some cases weaker candidates use bullet points to abbreviate responses rather than to develop them.
- Candidates should be aware of the command words. This is particularly true when being asked for an explanation as some candidates give a single word or very brief description instead. This may demonstrate some understanding of the topic but often does not provide the level of detail required to gain full credit.

## General comments

The shorter questions in **Section A** were well answered by most candidates.

In several **Section B** questions many candidates demonstrated good application of their understanding. However, this was less generally less evident in **Unit 3** where questions were sometimes not answered with the level of detail that was required.

There were very few candidates who were unable to 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.

The quality of written responses was generally good.

## Comments on specific questions

### **Section A**

#### **Question 1**

A well answered question, most candidates gained some credit with the most typical answer being the skull protecting the brain.

#### **Question 2**

Most candidates were able to give a correct response with answers such as taking regular exercise and eating a healthy or balanced diet.

#### **Question 3**

Generally well answered, most gave responses such as the people having shorter working days and the increase in the amount and availability of facilities. Some candidates gave technology as their reason but did not state in sufficient detail how the use of such technology related to the increase in leisure activities.

#### **Question 4**

This question was generally well answered. There were some candidates who were unable to distinguish between knowledge of results and knowledge of performance.

### Question 5

The vast majority of candidates were able to identify an appropriate food source.

### Question 6

Generally a well answered question. Typical responses included the use of replays, slow motion and different camera angles to improve understanding.

### Question 7

The most common problem was confusing health-related fitness with skill-related fitness.

### Question 8

Some responses showed confusion over the terms used and related their answer to sprains. Those who were able to identify the cause of being winded were usually able to identify an appropriate treatment.

### Question 9

Most candidates answered this question well.

### Question 10

The better candidates were able to relate their answers clearly to either reducing or increasing body temperature. Many strong responses showed good descriptions of the mechanisms involved.

### Question 11

Most candidates knew the effects of both tobacco and alcohol.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) The majority of candidates were able to identify the location of the muscle and a movement that it can create.
- (b) The quality of answers seemed to be determined by the sport and body type that candidates chose. Candidates choosing sports such as rugby and wrestling could identify benefits better than those who chose activities such as high jump and sprinting. A common response gave the example of rugby and that an endomorph would be difficult to tackle due to their size.
- (c) Most candidates gained credit by describing features of effective feedback.
- (d) Generally candidates were able to complete the table. An intended benefit of beta blockers was given by most candidates and a diuretic generally identified. The most common benefit given for a narcotic analgesic was the masking of pain.
- (e) Some candidates confused skill-related fitness with health-related fitness. Most candidates were able to provide appropriate examples if they made this distinction.
- (f) The majority of candidates were able to interpret the table and identify the benefits of the different muscle fibres for the different types of performer.
- (g) To answer the question fully candidates needed to use the SMARTER targets to describe the effect of inappropriate goals being set. Some became less focused as they tried to develop their answers. Those candidates who used SMARTER as a basis generally gave good answers. A small number of candidates just defined the parts of SMARTER.

## Unit 2: Health, safety and training

### Question 13

- (a) Some candidates struggled to identify two appropriate exercises.
- (b) A well answered question, most candidates identified the benefit of fibre by giving examples of how it aids the digestive system. An appropriate food source was also generally identified.
- (c) Most candidates demonstrated a very good understanding of safety factors during activities.
- (d) Few candidates were able to complete the whole table but many were able to gain credit by completing part of the table.
- (e) Candidates who understood that over-training is not the same as training hard gave answers that were well developed and gave a range of effects.
- (f) A well answered question, most candidates gave a range of responses in sufficient detail.

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

### Question 14

- (a) Some candidates found it difficult to provide two roles of a club secretary and some confused the role with others in a local sports club. The most common answers seen were the secretary would organise meetings and communicate information to club members.
- (b) A well answered question, most candidates gained credit with typical responses being the high costs of building facilities and the high level of security needed.
- (c) Most candidates gained credit with well considered answers. A few responses showed a degree of confusion and loss of focus by describing the impact of excessive media intrusion in detail.
- (d) The question required candidates to explore how different areas of society can be integrated into sport. This includes differences in gender and age as well as cultural and religious differences and people with disabilities. Some candidate gave limited answers. There were some unrealistic responses such as moving a sports centre to be closer to performers with disabilities. There was a degree of repetition in some answers, with repeated examples of the same point being made. The strongest responses gave a range of ideas and covered a number of different areas.

# PHYSICAL EDUCATION

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Paper 0413/12  
Paper 1

## Key messages

- Many candidates use bullet points to answer their questions and whilst this is a totally acceptable form of producing answers, often a lack of detail results. In some cases weaker candidates use bullet points to abbreviate responses rather than to develop them.
- Candidates should be aware of the command words. This is particularly true when being asked for an explanation as some candidates give a single word or very brief description instead. This may demonstrate some understanding of the topic but often does not provide the level of detail required to gain full credit.

## General comments

The shorter questions in **Section A** were well answered by most candidates.

In several **Section B** questions many candidates demonstrated good application of their understanding. However, weaker candidates tended to resort to repetition of the same point and on other occasions provided only a few points to an in-depth question with a relatively large mark allocation.

There were few candidates who were unable to 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.

The quality of written responses was generally good.

## Comments on specific questions

### **Section A**

#### **Question 1**

The majority of candidates answered this question correctly.

#### **Question 2**

Many candidates were able to suggest a reason.

#### **Question 3**

A very well answered question by the majority of candidates.

#### **Question 4**

Examples given included the effect of various weather conditions such as rain flooding a pitch, or wind affecting sailing events. A number of candidates identified an effect of pollution.

### Question 5

Very few candidates were unable to give an example of a source of fibre.

### Question 6

The most common incorrect answer was to give the name of a specific club rather than a type of organisation.

### Question 7

A well answered question, most candidates were able to identify features of fast-twitch fibres.

### Question 8

Candidates provided a good range of responses, generally in sufficient detail.

### Question 9

It was important for candidates to recognise that the focus of the question required social rather than sporting effects to be identified. There was a good range of responses including reference to the benefits of tourism and the improvements required to essential services and infrastructure. References to sport typically needed a link to future community use or an increased interest in sport resulting from hosting global games to be relevant.

### Question 10

Most candidates were able to identify the safety considerations. Some responses were too vague to obtain credit and in other weaker responses some considerations were irrelevant given the activity.

### Question 11

Most candidates were able to give relevant examples and showed a good understanding of this topic. The most typical answers being an ectomorphic player has a height advantage to rebound the ball in basketball and a mesomorph has speed in a fast break.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) A well answered question with responses such as a performer would make fewer mistakes, uses the correct technique and has a high level of consistency.
- (b) Generally a well answered question with a significant number of candidates obtaining credit.
- (c) A significant number of candidates confused tendons with ligaments.
- (d) Some candidates confused the components of health-related fitness with skill-related fitness. In some weak answers the description was often too vague for credit to be obtained with statements such as 'it will improve performance' offered.
- (e) Candidates gained credit by explaining the benefits of goal setting rather than naming the components of goal setting. Weaker candidates often just defined each part of SMARTER.
- (f) A number of candidates did not label the axes of the graph. The written part of the question was generally more successfully answered.
- (g)(i) Typical responses included the need to compare fitness levels with either other performers or previous tests and to identify when a performer is ready to take part in a game or sport. Many candidates were successful.



- (ii) Although many candidates demonstrated an understanding of the topic, some did not note the command word and named factors rather than explaining them.

## Unit 2: Health, safety and training

### Question 13

- (a) Many candidates mentioned an improved ability to mix with others, often developing further with examples of the skills required to do so and the resulting improvement in self-esteem.
- (b) Most candidates gave the role of carbohydrates and protein in a performer's diet to gain credit. Few candidates gave the other dietary components in their answer.
- (c) Most candidates were successful. From the weaker candidates there were rather limited responses to this question and often these were lacking in detail.
- (d) Most candidates answered this question very well and gave a wide range of safety considerations.
- (e) Most candidates were able to identify this type of training and many candidates gave quite detailed descriptions of examples of interval training but few applied their understanding to the benefits to a performer who is taking part in an endurance event specifically.
- (f) (i) The question required candidates to describe the impact of lactic acid on a performer when sprinting at maximum speed. Most candidates gave correct responses that included the effects of anaerobic exercise on the production of lactic acid and that muscles become less efficient when it is produced. Few candidates developed their answers beyond these points.
- (ii) Candidates needed to focus on the fact that the sprinter's body needed to return to its normal state. In their responses many candidates started to describe the benefits of a cool down but in doing so did not always provide sufficient detail.

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

### Question 14

- (a) Some candidates showed confusion about the requirements of the question and gave examples of leisure facilities or leisure activities rather than focusing on the features of leisure time itself.
- (b) Generally a well answered question, most candidates were able to demonstrate understanding of some of the factors that may encourage elderly people to participate in physical activities. The most frequent correct responses were that people take part for medical or health reasons and provide opportunities for social interaction.
- (c) Some candidates did not note the command word in this question and so their responses tended to lack the detail needed to obtain full credit.
- (d) Many candidates gave thoughtful and well considered responses. Many candidates made direct references to the graph in their answers. A few candidates simply described the graph without using it to support a point.

# PHYSICAL EDUCATION

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Paper 0413/13  
Paper 1

## Key messages

- Many candidates use bullet points to answer their questions and whilst this is a totally acceptable form of producing answers, often a lack of detail results. In some cases weaker candidates use bullet points to abbreviate responses rather than to develop them.
- Candidates should be aware of the command words. This is particularly true when being asked for an explanation as some candidates give a single word or very brief description instead. This may demonstrate some understanding of the topic but often does not provide the level of detail required to gain full credit.

## General comments

There were few candidates who were unable to complete the paper in the allocated time and the vast majority of candidates demonstrated broad subject knowledge.

The quality of written responses was generally good.

## Comments on specific questions

### **Section A**

#### **Question 1**

Most candidates gave an appropriate example.

#### **Question 2**

Many candidates were successful, a few were too vague in their use of terms such as arousal.

#### **Question 3**

Most candidates gave the role of a sports club as being to increase levels of participation. A number of candidates also gave examples that indicated the aim being to improve standards of performance.

#### **Question 4**

Most candidates named a component of the information processing model successfully.

#### **Question 5**

This question was answered successfully by the overwhelming majority of candidates.

#### **Question 6**

Although many candidates credit, there was confusion in some responses over the differences between sponsorship and a scholarship.

### Question 7

Most candidates were able to identify both muscles required with few difficulties.

### Question 8

Most candidates identified tiredness, muscle soreness and a reduction in performance as their response.

### Question 9

A number of candidates did not focus on the company and as a result gave inappropriate examples.

### Question 10

Most candidates did well on this question. Many candidates gave the need for correct clothing to be worn and referenced the checking of the area with specifics.

### Question 11

Only the strongest candidates were able to provide the negative long-term effects of the different types of drugs.

## Section B

### Unit 1: Factors affecting performance

#### Question 12

- (a) Some candidates did not give extreme examples of either type of skill. Strong responses for a closed skill often cited swimming strokes. For an open skill, a description of a goalkeeper saving a penalty was quite common. Some weaker candidates named whole sports rather than skills.
- (b) Most candidates were able to identify the components and often went on to describe their role in movement successfully.
- (c) Many candidates were able to describe features of one type of muscle fibre. Significantly fewer linked well to the effects on a performer.
- (d) There were many well written responses with accurate use of terminology shown by many candidates.
- (e) Some candidates did not include both short-term and long-term effects. Weaker candidates often wrote about a number of changes to the respiratory system but did not apply this understanding precisely to the question.
- (f) Most candidates were able to gain credit. Some weaker candidates named components of skill-related fitness instead or named an inappropriate test. There needed to be sufficient information provided to demonstrate a clear understanding of the test.
- (g) (i) There was a considerable variation in the quality of targets. The best targets were able to be measured, had a time limit and were relevant to the specific activity named.  
(ii) There were some excellent answers. Candidates who used the SMARTER targets found the question easier to answer as it gave them a structure, although those candidates who did not use this approach also gained credit. A common problem for some candidates was to describe the SMARTER targets only, which did not give enough detail to describe how they brought about improvement.

## Unit 2: Health, safety and training

### Question 13

- (a) Many candidates gained full credit for this question.
- (b) Candidates demonstrated a good understanding of the topic with the most common responses being a teenager needs more energy due to growth, larger body mass and being involved in more strenuous activities.
- (c) Candidates generally found this question difficult. A number of candidates described the type of injury that can be caused by wearing inappropriate footwear instead of answering the question as set.
- (d) Most candidates showed a good level of understanding of this topic. Some weaker candidates limited their answer to general reference to following rules.
- (e) Generally candidates found it easier to describe the disadvantages of using circuit training with a large group rather than the advantages.
- (f) Most candidates were able to distinguish when aerobic and anaerobic respiration took place during the run. There was little recognition that some lactic acid would build up in the early stages of the race and this would be reduced during the middle part of the race due to the change in respiration. The effect of anaerobic respiration in the final stage was generally better identified.

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

### Question 14

- (a) Most candidates obtained at least part credit in this question. There was some confusion between social skills and social circumstances in some responses.
- (b) The question required candidates to be able to distinguish between a performer and an elite performer. Strong candidates also correctly described the level of commitment or level of motivation as a significant factor in becoming an elite performer.
- (c) Some candidates misinterpreted the question and gave answers that related to how television coverage of sport has improved participation levels rather than reasons for the increase in the number of television channels. There were some confused descriptions of the role of sponsors in increasing television coverage in the responses of weaker candidates.
- (d) Most candidates demonstrated a good awareness of the main issues of the topic. The question was directed at how the accessibility of sport to performers with disabilities has improved but some candidates focused on the impact of media in creating role models through the Paralympic Games. Another feature of some weaker responses was repetition of examples of the same point, such as different ways that the entrance to a sports centre has improved, rather than a breadth of knowledge being demonstrated.