

PHYSICAL EDUCATION

Paper 0413/01

Paper 1

General comments

Once again candidates should be congratulated on the standard of their responses bearing in mind that for many this paper is not in their first language. There seemed little to suggest that candidates found the amount of time available a barrier to answering the paper.

There was a vast improvement from last year in candidates recording their answers on the appropriate part of the paper which helps in the marking process.

The general difficulty that candidates seem to have in answering the paper seemed to be applying their knowledge to the question rather than just writing what they know about a particular topic. Example of this can be seen in **Questions A8, A10, B1d, B2d, B2f and B3c**. Candidates should also be aware that **Question B3e** required candidates to give a negative response and many gave responses that although valid to the issue did not answer the question being asked.

Section A

1. Generally well answered but some candidates gave some responses related to being healthy.
2. Generally well answered.
3. Well answered, most candidates gained a mark.
4. Well answered, most candidates gained a mark.
5. Most candidates gained a mark; those who stated RICE without explanation were not given credit.
6. Most candidates understood the function of these components of the blood, however, some did not specify each function and therefore it was not possible to gain marks as answers lacked clarity.
7. Quite well answered, although many were unable to give a specific location of the joint but gained a mark for identifying the neck.
8. Most candidates gained a mark for defining flexibility but many found it difficult to give an example in a skilled performer and many reworded the first part of their answer.
9. A poorly answered question. Many candidates gave examples of sporting facilities and few were able to apply their responses to a non sporting environment.
10. Well answered, some very good responses.
11. Many candidates gave good responses and gained both marks.
12. Many candidates seemed unable to recognise the concept of a local club and in answering the question related their responses to professional clubs/team, however a significant number gained both marks.
13. Many of the responses did not relate to the local club with similar responses to **Question 12**.

Unit B1

- A** Well answered, most candidates gained a mark.
- B** Many candidates failed to recognise the need for extra/more oxygen in their responses.
- C** Generally poorly answered. There seemed to be many confused answers with candidates unable to recognise the terms identified in the question.
- D** Most candidates gained marks for the components of skill related fitness but failed to be able to describe how this would be shown in a skilled performer. Many candidates described a test that would be used to measure the performance.

- E** Many of those candidates who identified the two parts of the joint went onto gain full marks with good detailed answers. However, a number of candidates were unable to recognise the two components in the diagram.
- F (i)** The question required candidates to break down a skill into parts which would enable ease of learning, however, a number of candidates seemed not to use the first part of the question to help identify the theme of the question.
- (ii)** Generally well answered. Most candidates gained both marks.
- (iii)** Generally well answered.
- (iv)** This part of the question was poorly answered with a significant number of candidates stating that if you have a good memory you will remember skills better but the question required them to show an understanding of the role of both the short and long term memory.

Unit B2

- A** Well answered.
- B** Well answered, most candidates gained a mark.
- C** Well answered generally. Most candidates gained marks in both sections of the question.
- D (i)** Very few candidates were able to give a good description of vital capacity and gain a mark.
- (ii)** A very mixed range of responses. The more able candidates gave good responses, but there were very few candidates who gained full marks.
- E** Responses were generally poor. A great many candidates gave a repetition of the same point i.e. three examples of different types of safety equipment.
- F (i)** Very well answered. A considerable number of candidates recognised the training session as interval training.
- (ii)** This was not particularly well answered question with many candidates failing to make any response but those who did usually gained full marks.
- (iii)** Poorly answered. Many candidates saw the rest between training sessions as short term rather than having long term benefits.
- (iv)** Poorly answered. Few candidates gained full marks, however, a considerable number of candidates identified a test that could be used but did not then gain full marks by describing its aspects.

Unit B3

- A** Well answered.
- B** Generally well answered but some candidates only described watching matches as a means to improve understanding when more detail was required.
- C** A number of candidates did not fully recognise the term outdoor activities and answered using any activity that could take place outdoors. However, there were many good responses.
- D** The question was specific to a sports centre rather than any national campaigns. Many candidates answered using television as a means of advertising when the responses needed to be more locally based.

- E (i)** Some candidates failed to recognise that negative aspects were required but those who read the question fully gained good marks.
- (ii)** Many candidates failed to gain more than a single mark, there were many examples of responses being repeated. A frequent response related performers being motivated and then gave many example of where this motivation may come from.

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Paper 0413/02

Coursework

The IGCSE Physical Education course has continued to grow in popularity with a further 30 new Centres from different parts of the world offering the Examination to candidates this year. The most noticeable growth areas have been India, East Africa, South America, New Zealand, the Middle East and South East Asia.

The overall standard of assessment by Centres has once again improved but is still variable. Those Centres that have followed the Physical Education course for a number of years have adapted to the standards of assessment and tend to be good, whereas Centres that are largely new to teaching the course or have undergone a change of staff find the task of assessment more difficult and as a result their marks invariably need to be adjusted at moderation.

There is no doubt that all Centre staff take the task of assessment very seriously. Whether they are experienced or not most are trying to apply assessment criteria accurately in terms of Planning, Performing and Evaluating but some find it more difficult than others. Some Centre staff have difficulty interpreting the assessment criteria and as a result their marks have had to be adjusted at moderation. Just as the standard of practical performance varies from Centre to Centre, so teachers have different impressions of what is a high level performance and what is a moderate performance, and some are more or less generous with the marks that they award than others. This is particularly noticeable in Hill Walking and Campcraft, where some teachers seem to feel that just because a candidate has completed the set walking distance they are entitled to the highest mark. In this particular activity the teacher must take into account each candidate's contribution to the group's success which involves an assessment of their planning, navigation, walking, campcraft and cooking skills. In most cases each candidate will make a different contribution and therefore their marks will vary. Some Centre staff, for similar reasons, 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 mark, but techniques and an understanding of rules and regulations must also be taken into account when apportioning a final Athletics mark. A further assessment problem also occurs where Centres entering small numbers of candidates have difficulties establishing the mark for perhaps a single candidate.

Teachers from some Centres also have difficulty making the right assessment of the second assessment objective, Analysing and Improving Performance. This has been particularly noticeable this year with a change in the requirements. Candidates were no longer expected to complete an analysis for each of their practical activities. Instead they had to only complete one analysis for any one of their chosen activities. Many Centres did not realise that this change had taken place and the candidates were not informed of the new requirements for this component. As a result many candidates produced far too much written evidence and much of it did not contain the additional points that had also been requested as part of the analysis. Teachers are advised to refer to the Report to Centres for guidance on the written task.

The quality of the written work forwarded in support of marks awarded for Analysing and Improving continues to vary considerably from Centre to Centre. It would appear that some teachers devote less teaching time to this component. Also, some Centres seem to have very little understanding of what this component involves. The written work is often very brief. The one section within this component which is devoted to demonstrating how performances improve is frequently rather poorly addressed. Fortunately staff at many Centres do understand what the component involves and teach their candidates the skills of analysis and presentation in the prescribed way. Although some evidence is hand-written, an increasing amount of this work is now word-processed, is beautifully presented and deals precisely with the requirements of this assessment objective. Centres that encourage candidates to produce such high-quality work should feel proud of their achievement.

The main problem associated with the Analysing and Improving is that although candidates are able to identify strengths and weaknesses in performance, they attach far less importance to suggesting ways and

methods of improving. A considerable number of Centre marks were reduced, in line with the assessment criteria, because this part of the task was addressed rather poorly.

The importance of presenting video or DVD evidence of the highest standard has been stressed over recent years. Once again this needs to be pointed out this year. Although some Centres produced excellent video evidence of candidates, some Centres do not. In the latter case, candidates are poorly identified, poorly organised and the sequences of shots only show either the basic skills or a game situation. In some cases the filming is very brief and candidates are not seen in a competitive situation. In other instances the filming is disjointed. The overall impression is of a rather disorganised group and this reflects badly both on the candidates and the teachers at the Centre. Centres are advised to plan the filming of candidates in advance, identify candidates with numbered bibs, film all the basic skills and small group activities and show a small group or larger competitive team game situation. Centres where there is a higher than average turnover of staff should provide instructions to incoming staff on how to continue with the teaching, assessment and organisation of material for moderation. Too often newly appointed staff find themselves carrying out all the teaching, administration and organisation of candidates' work for an Examination with which they are not totally familiar.

Once again this year it is very noticeable, from the video evidence provided, that a large number of candidates have been entered for the Examination because they are 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 would seem to indicate that the vast majority of candidates are 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 it. It is most noticeable in activities such as Skiing, Horse Riding and Sailing where the performances are extremely good.

Although the filmed evidence of candidates' performances is on the whole very good and candidates can be easily identified from information on the assessment sheets, in some cases this is not the case. Candidates are sometimes identified by 'nick names' and this makes the task of moderating them extremely difficult. In future teachers should check the filmed evidence and ask themselves, if they did not know the candidates, would they be able to recognise and name each one from either the information given on the screen or from the accompanying paperwork. If the answer is no, then clearly the Moderator is going to have even more difficulties.

The range of activities offered by Centres varies considerably and is mainly dictated by climatic and environmental factors. Whereas some Centres still prefer to offer a narrow range of activities to candidates, often concentrating on four or five practical activities, other Centres offer a wider range. The aim of some Centres is clearly to try to ensure that by maximising particular facilities or staff expertise their candidates will ultimately achieve high levels of performance in a group of activities. Such a policy does have its merits, although candidates who lack basic experience of these activities tend to struggle to gain acceptable marks. Other Centres are less restrictive and allow candidates to choose from what would appear to be an almost unlimited number of activities. This procedure also has its drawbacks. It was noticeable this year that several Centres offered a very wide range of practical activities but failed to provide the teaching or coaching that would enable candidates to achieve good marks. There was no doubt that the candidates enjoyed participating in the activities but they were only performing at a very mediocre level. This policy works well but only where candidates are receiving instruction in these activities. Not surprisingly most activities are offered within Centres, but a considerable number of off-site activities are also offered, often with considerable success. Candidates opting for off-site activities often receive expert tuition in Horse Riding, Tennis, Squash, Golf, Skiing and Rock Climbing, to name but a few of the more popular activities.

The Games Category continues to be the most popular group of activities for most candidates. Within this category Association Football, Basketball, Badminton, Rounders, Netball and Hockey are clearly the most popular. However, other games which continue to be popular amongst candidates are Volleyball, Table Tennis and Tennis and to a lesser extent Golf, Rugby Union, Cricket, and Squash.

Within the Gymnastics Category, Artistic Gymnastics continues to be the most popular, although the numbers offering this activity tend to be small.

Amongst the Dance Category, ethnic dances have grown in popularity amongst girls. This trend is more noticeable from Centres in Africa and India.

Within the Athletics Category the most popular activity continues to be Track and Field Athletics and to a lesser extent Cross Country Running. The reason for the popularity of Track and Field Athletics would appear to be that Centres like the objective method of assessment in this activity. Unfortunately many Centres fail to supply times and distances for candidates' performances at moderation and have to be constantly reminded to do so. Some teachers seem to have difficulty fully understanding the assessment criteria and how to apportion marks.

Within the Outdoor and Adventurous Activities Category certain activities continue to be popular, particularly where local facilities and climatic conditions are important. Skiing continues to be extremely popular, most noticeably in Centres from Spain, Germany, France and Switzerland. Horse Riding is also popular in Centres where candidates have a history of interest and instruction in the activity. Strangely enough this activity does not seem to be affected by local climatic conditions. Hill Walking and Campcraft, where the local mountain or open terrain makes this activity particularly appealing to candidates, is also very popular in many Centres worldwide. It is worth pointing out that the standard of performance of candidates in these activities is on the whole extremely high, which reflects well on the standard of instruction in these rather 'specialised' activities. Conversely several Centres offered Rock Climbing and the standard of performance of candidates was low. It appeared that the candidates had been introduced to what appeared to be a one day course in Rock Climbing and were then assessed. Not surprisingly the standard was low. This is contrary to how such activity courses should be run. In all instances candidates should be taught all the basic skills over a lengthy period of time before finally being assessed.

Within the Swimming Category competitive Swimming remains very popular amongst many candidates. Once again the reason for this is not just the Centre's proximity to facilities but the fact that objective times and distances are used as the means of assessing performance. As in other activities, teachers tend to only put forward candidates' marks in Swimming if they are marked high. This year has once again seen a noticeable increase in the number of candidates offering Personal Survival as a separate Swimming activity.

As has been noted, the quality of the video evidence submitted by Centres was varied. Most Centres recognise the importance of presenting their candidates in the best possible situations. Such Centres plan the video recording of their candidates very thoroughly, noting down the skills that need to be shown and where different sequences of shots might be used. However, in other cases Centres seem to carry out the filming as a last resort and consequently the quality of the video tape is not very good. The most helpful video recordings have commentaries by the teacher. In these instances the teacher constantly identifies each candidate being filmed and offers 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 and the range of skills and activities to be identified. Even the day on which the filming is to be carried out should be written into the School calendar. 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 failed to clearly identify their candidates and as a result they were not presented in the most favourable light. This information has been previously stated and is readily available in the Physical Education Teachers' Coursework Guidance Booklet, available on request from CIE on the Teacher Support website.

Once again this year, most Centres have taken great care to send all the necessary documentation, along with good video or 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, not all Centres did, and these had to be faxed and e-mailed to request missing paperwork, and in one case a blank DVD. Naturally this caused further delays in the moderation process. It is hoped that these Centres will in future make every effort to ensure that coursework material is thoroughly checked before despatch and arrives complete by the stated deadline date.