

PHYSICAL EDUCATION

Paper 0413/11

Paper 11

Key Message

Candidates generally scored well on this paper. However, candidates should carefully read questions to understand what the questions are asking for before answering. Some questions require answers and subject knowledge to be applied to specific situations or activities and therefore candidates should provide answers which are applied. Some candidates clearly had some understanding of the topic being questioned but wrote very generic responses to the topic which may have gained some marks but could not be given full credit because the answer did not relate to the specific situation or activity. One such example is **Question B2 (d)** when the training principles needed to be applied to sprint training. Many candidates demonstrated their understanding by partly answering the question but did not apply their understanding to the specific nature of the question relating to sprint event.

General Comments

Most candidates answered the paper fully and there was little indication that candidates did not have sufficient time to answer the paper. There were no questions that proved consistently too difficult for candidates.

The overall standard of responses was high with candidates demonstrating a high calibre of understanding of both the subject and language.

The general presentation of exam papers showed an improvement over recent years. However, candidates should be made aware of the problems that can result in the marking of a paper when answers are not written in the appropriate place or written without any indication of where the response is located on the answer paper.

Comments on Specific Questions

Section A

1. Although a definition was asked for, a mark was awarded if candidates gave an example of a motor skill.
2. Well answered, most candidates gave a healthy diet as their response.
3. Well answered with many candidates gaining credit. Candidates who did not apply their answer to a team sport, as required by the question, did not gain the credit.
4. Most candidates gained a mark. A typical response was an increase in heart rate or provides an increase in energy
5. A significant number of candidates were unable to give an appropriate response. Too many gave answers that describe some form of violent behaviour within a game – foul in football etc.
6. Well answered with most candidates gaining both marks.
7. Most candidates gained both marks with responses that related to carrying oxygen to muscles.



8. Those candidates who answered the question did well and gained both marks. Some candidates did not seem to understand that the question required them to give types of information that would help design a fitness programme and gave two training principles.
9. Some candidates clearly understood the roles in a club as laid out in the specification.
10. Well answered with most candidates showing a good understanding of body types.
11. Most candidates gained at least one mark by giving a good description of the term reversibility.
12. Most candidates gained full marks but a significant number wrote about sponsorship in general without seemingly reading the question fully and providing reasons why a sponsor would not want to support an event or they related their answer to sponsorship for an individual.

Section B1 Factors affecting performance

- a Most candidates gained a mark, those who gave an example rather than a description were given credit
- b Most candidates gained both marks, typical responses were over motivation by coaches and over aggression as the effect.
- c Answers provided were generally weak.
 - (i) A significant number of candidates were unable to name the type of joint, the typical response was a synovial joint.
 - (ii) More candidates were able to identify the named component.
 - (iii) The majority of candidates who were able to identify the component were able to give a reason why it helps performance.
- d Well answered question, most candidates gained two marks. The main responses being that it provided an unfair advantage and it causes health problems although this was often given as an example.
- e A well answered question.
 - (i) The vast majority of candidates gained a mark
 - (ii) The majority of responses that gained a mark did so for identifying the impact or removal of lactic acid.
 - (iii) Candidates mainly gained a mark for giving responses of age and gender. Candidates gave few additional responses.
- f Most candidates gained a mark with the typical response being bicep and tricep, however there was a significant number of candidates who named only one muscle of an incorrect pair.

Most candidates gained a mark for muscles contracting / relaxing, however, marks were only given if the movement was directly linked to named muscles. Where candidates gave a general description of muscle movement this was not given credit as it did not answer the question correctly.
- g
 - (i) Most candidates gained a mark but a significant number named a sport in which agility might be required but the response was too general.
 - (ii) Not a particularly well answered question, the most common response being related to the need for speed.
 - (iii) The responses to this question were generally weak. A number of candidates did not name a test but gave a description which could not be identified as a test. Other candidates did not name a test but gave a range of exercises that would be undertaken to improve agility, however, this could not

constitute a test. Those candidates who did gain full marks generally used the Illinois Agility Test as their example; marks were gained in the main for how the test was administered.

Section B2 Health, Safety and Training

- a** Most candidates gained a mark with a typical response being muscles become tired.
- b** Well answered question.
- c** Most candidates gained full marks. There was a wide variety of good responses; typical responses were related to keeping control, applying the rules and responding to the safety aspects of an activity.
- d** A number of candidates did not apply their answer to sprint training so although they gave responses that were very general they were not applied to the question. This meant that these candidates did not gain full credit.. Also a common misinterpretation of the question was shown when candidates applied goal setting principles to the question.
- e** Most candidates gained marks. Typical responses related to a cool down, resting and rehydration.
- f** A well answered question. Most candidates showed a good understanding and gave a good description of the effects on both the respiratory and circulatory systems. Typical responses relating to the respiratory system included answers such as increase in capillaries around the alveoli, greater gas exchange and improved oxygen delivery to muscles.

The responses concerned with the circulatory system were mainly related to the increase in blood flow that provides greater oxygen supply to muscles. Also that it allows the performer to play for longer.

Section B3 Reasons and opportunities for participation in physical activity

- a** Quite well answered. A number of candidates did not understand the notion of social circumstances impacting on involvement and gave responses to do with participation that were very general.
- b** Although the question was generally well answered the most common problem was not applying their answers to minority sports. Candidates who failed to gain marks often gave a brief and very general description of the impact of television on sport.
- c** Most candidates gained marks, however, the naming of a sport for many proved difficult. Marks were given for the naming of a country that had either won major events such as world cups, continual medallists at Olympic Games etc. However, examples were given where a country may have had some success in a sport but it was not based over time, therefore, was not given credit. Most candidates gave a good response to the reason for developing the expertise.
- d** Many candidates answered the question incorrectly by applying their knowledge to minority sports rather than minority groups. They did not bring into their responses how an authority can include and provide opportunities for minority groups.
- e** Generally a well answered question with candidates giving a wide variety of responses. The main problem occurred with candidates not applying their answers to a School age individual.
- f** Well answered question and most candidates gained good marks.



PHYSICAL EDUCATION

Paper 0413/12

Paper 12

Key Message

Candidates generally scored well on this paper. However, candidates should carefully read questions to understand what the questions are asking for before answering. Some questions require answers and subject knowledge to be applied to specific situations or activities and therefore candidates should provide answers which are applied. Some candidates clearly had some understanding of the topic being questioned but wrote very generic responses to the topic which may have gained some marks but could not be given full credit because the answer did not relate to the specific situation or activity.

General Comments

Most candidates answered the paper fully and there seemed little indication that candidates did not have sufficient time to answer the paper. There were no questions that proved consistently too difficult for candidates.

The overall standard of responses was high with candidates who answered in their second language demonstrated a high calibre of understanding of both the subject and language.

The general presentation of exam papers showed an improvement over recent years. However, candidates should be made aware of the problems that can result in the marking of a paper when answers are not written in the appropriate place or written without any indication of where the response is located on the answer paper.

As in previous years candidates need to demonstrate a better understanding of the requirements of questions that ask them to describe or name. Too many candidates give one word responses when asked to describe and as a result there is often not enough information to gain a mark.

Comments on Specific Questions

Section A

1. Generally well answered although a significant number were unable to classify a skill.
2. Most candidates gained a mark for loss of concentration, loss of focus, likely to make mistakes.
3. Generally well answered. The question required candidates to give responses relating to the type of work rather than the amount of money that a person might earn so where this was given no credit was awarded.
4. Quite well answered, but a significant number gave a response about watching another player or a video to get themselves ready to play.
5. Well answered; candidates gave both positive and negative responses.
6. Most candidates gained at least one mark for giving the response of shared / dual use facilities.
7. Many candidates gave weak responses to this question either confusing the terms or unable to give any relevant response.
8. Well answered by most candidates who gave anaemia as a typical response with an appropriate affect on performance.



9. Most candidates gained both marks; usual responses were holding competitions, special events and advertising the centre.
10. The vast majority of candidates showed a very good understanding of body types, credit was given to candidates who gave ecto/mesomorph as long as the reason that it provided an advantage was correct.
11. Generally well answered. The most common responses included need of technique to avoid injury and the need to have a spotter to help avoid injury.
12. Most candidates gained two marks with a significant number achieving full marks. The most common responses included providing information, giving a greater understanding and providing entertainment.

Section B1 Factors affecting performance

- a Although most candidates gained a mark there were a significant number of responses that indicated a lack of understanding of classifying skills.
- b Well answered by most candidates who gained marks for an increase in energy, heart rate and a burst of energy.
- c A significant number of candidates were unable to identify a fibrous joint. The most common correct response was the skull; the majority of candidates who correctly identified the joint also gained a mark usually for protection of the brain.
- d Well answered by the majority of candidates.
- e A well answered question, most gave a response that identified movement around an axis, the examples were generally good, the most common error was not applying a situation to the answer having identified the joint.
- f Although this was a well answered question there were a significant number who were unable to identify the muscle type or, having named the fibres correctly, did not name which fibre they were applying their understanding to.
- g Generally a well answered question and most candidates showed a good knowledge of the goal setting principles. A common problem included candidates not applying knowledge on how to bring about an improvement in performance. A number of candidates wrote a definition of the named principles rather than applying their knowledge to the question.

Section B2 Health, Safety and Training

- a Well answered with the most common response related to over aggression or causing injury.
- b Candidates described a range of water sports giving appropriate safety arrangements. The vast majority of candidates gained both marks.
- c A number of candidates gave rather confusing responses to the first part of the question by not giving a clear cause of a sprain. The second mark was awarded when a component of RICE was given. If the components were not individually identified then credit was not given.
- d Well answered with the vast majority of candidates identifying the change of pace needed to beat an opponent or sprint after a ball.
- e (i) Most candidates were able to identify the differences between the types of exercises used in isometric training - usually holding a weight in a static position and isotonic training – press ups or pull ups.
(ii) Candidates often found it difficult to give good examples of the advantages of each type of training; a number gave examples that were not specific to either type of training.

(iii) Many good examples given and most candidates gained marks. Those that gave a rugby scrum needed to give more information to gain marks as this answer could apply to either type of muscle contraction.

f Most candidates gained good marks, however, the common problems were using the goal setting principles to answer the question and not applying their answers to a long distance running event. A number of candidates gave a general description of the training principles with no application to the question. Those candidates who used the FITT principles could only achieve some credit as they all relate to the Overload Principle.

(ii) A well answered question; most candidates gave injuries related to poor technique and those resulting from overuse or loss of interest due to not making progress.

Section B3 Reasons and opportunities for participation in physical activities

a The question was not always answered with clarity over the role of holiday companies. The most common answers related to sports holidays such as sailing and golf. Also examples were given of holidays that included attending major games and events.

b The main problem that occurred in answering this question related to responses not recognising the emphasis of the question being sponsorship of a minor event. Too many responses covered sponsorship in very general terms or the impact on large events. Examples included use of sponsors clothing / equipment which were not applicable.

c Although the emphasis of the question was on outdoor activities, credit was given to candidates whose experience may be in certain sports such as basketball which is played on an outdoor court and, therefore, used this as their example.

d A very well answered question. Candidates gave a range of appropriate responses; typical answers related the costs of stadiums, political situations and lack of space / resources.

e Although candidates generally gained marks there was a lack of a clear understanding of the notion of mass participation. Candidates used the part of the question relating to the limits on access and participation to form their responses. Most candidates gave gender, race/religion, where you live and lack of information as typical responses.

PHYSICAL EDUCATION

Paper 0413/13

Paper 13

Key messages

Candidates generally performed very well on this paper. However, candidates should be encouraged to carefully read questions to understand what the questions are asking for before answering. Some questions require answers and subject knowledge to be applied to specific situations or activities and therefore candidates should provide answers which are applied. Some candidates clearly had some understanding of the topic being questioned but wrote very generic responses to the topic which may have gained some marks but could not be given full credit because the answer did not relate to the specific situation or activity.

General Comments

Most candidates answered the paper fully and there seemed little indication that candidates did not have sufficient time to answer the paper. There were no questions that proved consistently too difficult for candidates.

The general presentation of exam papers showed an improvement over recent years. However, candidates should be made aware of the problems that can result in the marking of a paper when answers are not written in the appropriate place or written without any indication of where the response is located on the answer paper.

As in previous years, candidates need to demonstrate a better understanding of the requirements of questions that ask them to describe or name. Many candidates gave one word responses when asked to describe and as a result there was often not enough information to gain credit.

Comments on Specific Questions

Section A

1. There was a great deal of confusion amongst a number of candidates over the term motor skill. Responses included the ability to drive a car, the description of highly complex skills and fine skills.
2. Well answered most candidates gave a response related to being free from illness
3. Well answered; most candidates gave responses related to the environment, where they live or sports being specific to a particular area.
4. Most candidates gained a mark. Typical responses included too aggressive and poor concentration.
5. A number of candidates simply gave RICE as their response which was not given credit. Many candidates who gained a mark did so for giving stretching as a response.
6. Most candidates gave a lack of funding as the reason why volunteers are needed. The roles identified within a club were increased from those named in the exam specification and included a coach and a referee.
7. Well answered with many candidates gaining both marks. A common problem for those who did not gain the mark for the reason why it helps maintain good health was because a general description of the components or the wrong description was given.
8. In some cases candidates gave symptoms of over training rather than the signs that we would see in a performer. The most common response related to tiredness which could be either a sign or symptom.



9. Generally well answered and most candidates gained marks for responses relating to shorter working day, working at home and more flexible working times.
10. Well answered and most candidates gained both marks.
11. Well answered and most candidates gained both marks. Typical responses were body hairs trap air, muscles start to shiver and vasoconstriction takes place.
12. Candidates showed a good understanding of issues relating to the media and most gained at least two marks. Typical responses included stories about their past, pressure to perform well and demands made on a performer's time reduce time to train/perform.

Section B B1 Factors affecting performance

- a Well answered and most candidates gained a mark.
- b Candidates generally gained both marks with a good range of responses.
- c The question required responses to relate to performance rather than goal setting. Some candidates named and described a principle of goal setting but did not apply this to performance.
- d Well answered and most candidates gained marks. There was generally a good understanding of movement at a joint.
- e Well answered and most candidates gained some marks but some did not name a sporting activity which made awarding marks difficult. The most common problem was a lack of application; having named two components of skill related fitness it was not then applied to the named activity. Candidates either applied these components to different sports than the one named or gave a general description of the component.
- f Most candidates gained some marks and there were candidates who gained full marks. The most common responses to describing features of a voluntary muscle were; they are attached to bone and that they are consciously moved. Gaining marks for the production of movement proved more difficult. Credit was given if a pair of voluntary muscles was named but the most common response was when one muscle contract the other in the pair will relax.
- g (i) Most candidates gained marks by naming an appropriate test. The most typical answer was either the 12 Minute Run or the Multi Stage Fitness Test; once named candidates showed a good understanding of how the test was applied. Some candidates named an inappropriate test.
(ii) Most candidates gained at least one mark. A typical response was that it helps in setting goals and a way of checking progress. However, there was a great deal of repetition in some of the responses given.

Section B2 Health, Safety and Training

- a Well answered and most candidates showed a good understanding of the term oxygen debt.
- b Well answered and most candidates gained full marks, showing a good understanding of the components of a diet.
- c Generally a well answered question. Most candidates gave checking playing surfaces and the quality and safety of equipment as their response.
- d There was a limited range of responses from candidates. Most candidates gave answers that related to the increase in capillaries around the alveoli and the increase in the amount of oxygen available.
- e Most candidates were able to provide examples of an appropriate training programme and then the advantages and disadvantage. Most candidates used Fartlek Training and Circuit Training as their examples. Although Circuit Training was accepted as appropriate if the advantages and disadvantages were applicable to the question.



- f (i)** The equation provided was not correct, therefore, to ensure that no candidate was disadvantaged credit was given to all candidates' responses.
- (ii)** Candidates scored well and showed good understanding of how both glucose and oxygen reaches muscles.

Glucose – most candidates gave responses that identified that it can be found in carbohydrates, transferred through the gut and carried in the blood stream.

Oxygen – typical responses included the role of the blood in transportation of oxygen and how gas exchange takes place.

Section B3 Reasons and opportunities for participation in Physical activity

- a** Generally well answered question and most candidates gained a mark.
- b** Well answered question and the most common responses were a greater understanding of sports, more time to take part in sports and access to better coaching.
- c** Many candidates gained marks usually for responses related to the types of activity and the costs due to the limited funds available. However, some responses did not apply to the question which was related to someone who had retired from work.
- d (i)** Some good responses, however, a number of candidates gave answers that related to the increase in media coverage of disability sports and not the impact on performance.
- (ii)** There was a lack of clarity from some candidates over the role of a governing body. A number of responses related to how local sports centres would encourage an increase in participation.
- e** A well answered question. Candidates understood the notion of a global event and applied their understanding of the issues that affect a country hosting such an event. Candidates demonstrated good knowledge and a breadth of understanding.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key Messages

In order to improve the quality of candidates' coursework in Physical Education the following key points should be borne in mind.

1. Assessment of practical activities. Centres should always carefully follow the assessment instructions set out in the Syllabus and Coursework Guidance Booklet.
2. Teaching the practical activities. Candidates should be taught the essential skills of their chosen activities and they should then be able to demonstrate how well they can integrate the skills into their chosen activity. Practice is more often the key to success.
3. Filming of practical activities. Planning of filming and the checking of filmed evidence is an important part of preparing filmed evidence of candidates' coursework. Teachers with little experience of filming practical activities need to practice their filming technique.
4. Candidates who achieve high marks in the written Analysing and Improving task invariably:
 - a) follow very precisely the guidance instructions in the Syllabus and the Coursework Guidance Booklet.
 - b) pay particular attention to identifying weaknesses in performance and suggesting a variety of ways in which such weaknesses might be improved through training and practices.
 - c) set out their Analysing and Improving task following the guidance instructions in the Syllabus and Coursework Guidance Booklet.
 - d) do not include irrelevant matters such as rules and regulations of the activity or historical accounts of the activity. Neither of these is requested.

The CIE IGCSE Physical Education course has once again continued to attract more new Centres. As in previous years the most noticeable growth areas have been India, East Africa, Europe, the Middle East and South East Asia.

In most instances, Centre staff take the task of assessment and the compilation of all coursework documentation very seriously. This year, in nearly all cases, coursework arrived very neatly and carefully packed. The documentation was nearly always very orderly, often including guidance notes to help the Moderator with the viewing of the filmed evidence of practical activities. Unfortunately, there were a few Centres who gave little thought to packaging and some materials arrived in a disorganised state, occasionally with filmed evidence that was damaged and unusable.

Coursework Assessment

The standard of assessment by Centres of the two coursework components continues to show improvement but as in previous years some Centres find assessing rather challenging. This difficulty tends to be completely restricted to new Centres which tend to have staff that are relatively inexperienced in assessing coursework for IGCSE PE. In those Centres that have followed the CIE Physical Education course for a number of years the teaching staff have come to terms with the standards of assessment that are required.

Physical Education staff of the majority of Centres applied the different assessment criteria accurately in terms of Planning, Performing and Evaluating. However, some Centre staff have again experienced difficulties in interpreting these assessment criteria. 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 might be a moderate performance. The result is that some teachers are more or less generous with the marks that they award compared with other teachers. This is particularly noticeable in activities such as Hill Walking and Campcraft where some teachers still seem to take the view that because a candidate has

completed the set walking distance for the expedition they are entitled to the highest mark and this is not the case. 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, campcraft and cooking skills. Some Centre staff, for similar reasons, 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 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 in establishing the mark for perhaps a single candidate. This has been noticed in activities such as Skiing, Snowboarding, Cycling and Horse Riding.

Teachers from some Centres also have difficulty 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 still not been recognized even though many Centres were reminded of this change in last year's report. To make matters worse these changes 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 quite a lot of cases this point has been omitted from the written tasks. Such omissions from the Analysing and Improving task has, of necessity, meant the adjustment of candidates' marks at moderation.

The quality of the sample of written work forwarded for Analysing and Improving continues to vary considerably from Centre to Centre. In most instances it is extremely high but in one or two cases the written tasks need a great deal of improvement. It would appear that some teachers continue to devote less teaching time to this component. Also, some Centres need to have more understanding of what this component involves. In such cases the written work is often very brief. In other instances candidates write far too much about either the history of an activity or go through all the rules and regulations which are irrelevant in terms of requirements. The one section within this component which is devoted to demonstrating how performances improve is frequently rather poorly addressed. Teachers need to fully appreciate the importance of this aspect of the analysis. 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. This is not an easy task but if teachers can give good guidance to candidates on this aspect of the analysis, there is no reason why they cannot produce informative and measured responses to how improvement to performance might be achieved.

Although some candidates still produce Analysing and Improving tasks evidence that 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.

Presentation of coursework

The importance of presenting video or DVD evidence of the highest standard of candidates' performance has been continually stressed over recent years and once again cannot be underestimated. This year the problems associated with the presentation of candidates' practical performances has been compounded by many more Centres submitting visual evidence on DVDs rather than VHS tapes. In many cases the content of many of the DVDs submitted was excellent but sadly some were not. Quite a few Centres had to be contacted to request the submission of additional DVD evidence because the original copies could either not be opened or were damaged. One DVD arrived, totally unwrapped and in twenty or more pieces. Centres possibly do not realise that if a DVD is not clean or is scratched it is simply 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.

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 are poorly identified, they are 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 and in some cases filmed by candidates. This latter point should never be allowed unless it is undertaken under the very close supervision of a teacher. Where such filming is poor the overall impression that the



Moderator gets when viewing such activities is of a rather disorganised group and quite naturally this reflects badly both on the candidates and the teachers at the Centre.

Most Centres recognise the importance of presenting their candidates in the best possible situations. Such Centres plan 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 other cases Centres seem to carry out the filming almost as a last resort and consequently the quality of the DVD 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. Candidates need to be seen in all the basic skills and small group activities or a larger, competitive team game situation.

Centres unused to filming need to plan this carefully, ensuring that the candidates are well prepared and know exactly which activities are to be filmed on a particular day and the range of skills and activities that 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. All this information has been previously stated and is also readily available in the Physical Education Teachers' Coursework Guidance Booklet, available on request from CIE. It would also be helpful both to candidates and other teaching staff in Centres where there is a higher than average turn-over of staff, if instructions could be given to incoming staff on how to continue on with the teaching, assessment and organisation of material for moderation. Sadly, too often, newly appointed staff find themselves in difficulties carrying out all the teaching, administration and organisation of candidates' work for an examination with which they are not totally familiar.

In several Centres teachers place candidates in teaching situations and the candidates are not seen performing any practical activity skills. This is not how candidates should be filmed. It is vitally important that all candidates entered for the examination should to be seen performing a full range of skills in their chosen activities; this is what they should have been assessed in and not their performance in a teaching role.

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 as 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 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 Skiing, Horse Riding and Sailing where the performances are invariably extremely good. In an examination that recognises practical performance, many candidates are clearly keen to demonstrate their ability and be rewarded for their physical prowess.

The filmed evidence of candidates' performances, on the whole, is very good and candidates can be easily identified from information on the assessment sheets. However, in some cases this is not the case. Sometimes candidates are identified by well-intended teachers by their 'nick names' or 'also-known-as names' and this makes the task of moderating them extremely difficult. If teachers intend to use 'nick names' these names should be shown on the assessment sheets. Also 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 they cannot, then clearly the Moderator is going to have even more difficulties identifying those candidates.

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 maximizing particular facilities or staff expertise their candidates will ultimately achieve high levels of performance in a restrictive group of activities. Such a policy does have its merits although some Centres offering a limited range of activities find that some of their 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. Once again this year it was noticeable that several Centres offered a very wide range of practical activities but did not provide the teaching or coaching that would enable candidates to achieve good marks. There was no doubting the fact that the candidates enjoyed participating in the activities but they were only performing at a very mediocre level. The policy of wide choice works well but only where candidates are receiving instruction in the activities.



Cambridge International General Certificate of Secondary Education
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Principal Examiner Report for Teachers

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 dead-line 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 emailed to request missing paperwork. 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 dispatch and arrives complete by the stated dead-line date.

