

PHYSICAL EDUCATION

Paper 8666/01

Theory

General comments

This Nov 2009 exam session was the final time that the AS Physical Education (8666) syllabus is was examined. The new AS/A Physical Education (9396) Level will be available for first exam in Nov 2010 for all Centres. Centres are advised to ensure that they refer to the new syllabus and coursework guidelines booklet which can be found on CIE's website.

Strong candidates continue to provide relevant practical examples to support and explain theoretical concepts and therefore show good understanding of the syllabus. This practice should be continued in the new examination. Weaker candidates find practical application more demanding.

The rubric was not always followed by candidates from some Centres and this resulted, yet again, in candidates answering either five or six questions when only four answers are credited; this is clearly a disadvantage to the candidate. As from next year all questions will be compulsory so this will eliminate this recurring problem. Some candidates did misinterpret a couple of questions either through lack of care or lack of subject knowledge but generally exam technique was sound. That said, candidates still answer some of the Contemporary Studies questions in list form which is not appropriate. Candidates should be reminded that all points made should be incorporated into a complete sentence showing knowledge and understanding in order to be fully credited. The questions on neural control of respiration and schema theory were generally poorly answered. In the case of the schema theory question candidates failed to apply the theory to the practical example. Technical language continues to be used appropriately and generally questions are well written with a high standard of spelling, grammar and punctuation. There were some extremely good scripts this year which reflects both the quality of the candidates and the high level of preparation by the Centres; both should be commended.

Comments on specific questions

Section A

Applied Anatomy and Physiology

Question 1

- (a) (i) The majority of candidates answered this well.
- (ii) Many candidates achieved maximum marks for this question.
- (iii) Some candidates failed to clearly link a muscle with each specific joint. In addition candidates responded with the quadriceps for the knee joint rather than name a specific muscle from the group which is the detail that is required for this examination.
- (b) This question was either answered very well with maximum marks achieved or quite poorly. Even though the question requires candidates to sketch a graph care should be taken to label each axis (with units) and to make sure that the line of the graph clearly shows the information requested with a reasonable amount of accuracy. Several candidates positioned the resting heart rate of the athlete at 0 on the vertical axis.
- (c) The hormonal aspect of this question was generally answered well but candidates' knowledge of the intrinsic factors controlling heart rate was more superficial with few candidates achieving maximum marks.

- (d) Some candidates misinterpreted this question and wrote about the mechanics of breathing. Few candidates gave a comprehensive answer. A similar question has been asked in the past about the neural control of the heart and candidates might benefit from appreciating that it is a very similar process with the medulla oblongata controlling the cardiac control Centre, the respiratory control Centre and the vasomotor Centre.

A small number of excellent scripts were marked with candidates being awarded maximum marks on most sections.

Question 2

- (a) (i) The majority of candidates answered this well.
- (ii) Many candidates achieved maximum marks for this question.
- (iii) The majority of candidates were not able to give an accurate description of the elbow joint in terms of its anatomical structure e.g. the olecranon process. So for this reason the marking scheme was expanded to allow a candidate to provide a description without the need to provide additional technical language. Teachers should note that this is applied anatomy and physiology and candidates are expected to be able to analyse joints in terms of structure and movement.
- (iv) This question was generally well answered.
- (v) This mark was usually achieved.
- (b) (i) This is a straight forward question.
- (ii) Surprisingly few candidates achieved maximum marks. The majority of candidates referred to the ability to produce a fast and forceful contraction but three characteristics were rarely given. In the past this question has been more comprehensively answered.
- (c) (i) Generally maximum marks were achieved on this question with most candidates making reference to pocket valves and the skeletal pump mechanism.
- (ii) A small number of candidates made good reference to Starlings Law with most candidates making a link to cardiac output. Little reference was made to blood pressure.
- (d) (i) This question proved to differentiate well as candidates needed to understand the impact of the diffusion gradient on the movement of oxygen.
- (ii) In addition candidates had to apply this knowledge to exercise conditions. A full range of marks was achieved on this question - d(i) and (ii).

Overall this question was answered quite well and was accessible to the majority of candidates

Section B

Acquiring, Developing and Performing Movement Skills

Question 3

- (a) (i) Generally this question was answered in a superficial manner with few candidates relating their answer to a continuum.
- (ii) Candidates did however provide a suitable example and explanation of a self paced skill.
- (b) Candidates seemed to have a sound understanding of the model but seemed to find it more difficult to relate the model to a practical example. However some candidates did achieve maximum marks.
- (c) Candidates most commonly referred to the impact of rehearsal and chunking. To gain maximum marks candidates had to refer to three strategies which few could do.



- (d) Candidates who remembered to relate their answer to a novice performer scored well however some candidates failed to read the question carefully enough and provided a more generalised answer which did not score as highly.

Some good scripts showing sound understanding and application to practical situations.

Question 4

- (a) (i) This question was generally answered well with full descriptions written.
- (ii) Most candidates achieved one mark by stating that ability is innate.
- (iii) The majority of candidates achieved one mark but few candidates expanded their answer to achieve two marks.
- (b) The majority of candidates provided a comprehensive answer to this question. However a small number of candidates mistakenly confused this question with Gestalt's cognitive theory of learning.
- (c) (i) Most candidates seemed familiar with Schema Theory but did find it problematic to apply the theory to the transfer of skills in a practical situation. The application of theory to practical is an essential skill that needs to be developed in all candidates to enable them to answer this type of question successfully.
- (ii) The majority of candidates achieved one mark and most referred to a build up of experiences.
- (d) (i) Some candidates seemed unfamiliar with this theory, however, some very good answers were presented showing good understanding.
- (e) In the past this question has been answered well but answers lacked detail with few candidates referring to the strengthening of the S-R bond which is an important aspect of reinforcement.

*Some good scripts but candidates generally performed better on **Question 3** than **Question 4***

Section C

Contemporary Studies in Physical Education and Sport.

Question 5

- (a) (i) Most candidates had a good understanding of the term play. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (ii) Most candidates had a good understanding of the term Physical Education. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (iii) Most candidates had a good understanding of the term Physical Recreation. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.
- (iv) Most candidates had a good understanding of the term sport. Candidates only failed to achieve marks when they did not apply their answer to football as required in the question.

Candidates should avoid providing a list as the answer to these questions. Explanations are required to demonstrate knowledge and understanding.

- (b) (i) The majority of candidates were familiar with the performance pyramid and answered this question thoroughly achieving 4 marks.
- (ii) Some good points were raised by candidates and provided a thorough response to this question.
- (c) In the past this question has proved difficult to candidates however candidates seemed well prepared and provided a variety of very comprehensive answers.



- (d) This is a straight forward question but answers lacked depth and many candidates repeated points 5 and 6 on the marking scheme rather than including additional points – few achieved maximum marks.

Overall some very detailed scripts achieving very high marks.

Question 6

- (a) (i) Some candidates seemed to confuse values with characteristics so more care is needed when reading the question and a small number of candidates still view outdoor pursuits as any activity performed outside e.g. netball.
- (ii) Most candidates referred to the proximity of suitable facilities as being a factor and concerns for the safety of children. Very few candidates gained all three marks.
- (b) (i) Most candidates provided a comprehensive answer.
- (ii) The majority of candidates achieved at least three marks for this question, however most candidates only stated that sport was work because you were paid and did not offer further explanation.
- (c) (i) Most candidates provided a comprehensive answer to this question achieving maximum marks.
- (ii) Similarly this question was also well answered with candidates coming up with a variety of strategies to reduce crowd violence.
- (d) The majority of candidates chose to refer to people with disability although some candidates also looked at women in sport which was also credited. Answers were generally very comprehensive with many candidates achieving maximum marks.

The majority of candidates who attempted this question provided a comprehensive answer.



PHYSICAL EDUCATION

Paper 8666/02
Coursework

General comments

All Centres have spent time and effort to complete thorough assessments.

Filming is generally good, although Centres should use a DVD format which is compatible with the UK.

A written summary which accompanies the submission is helpful in moderation. This should show the order of filming. Some commentary is helpful, eg names of candidates, but in some cases this commentary has become excessive. If drills are well chosen to show the candidates' strengths, then the film confirms the marks given.

Identification is generally good. It is helpful if only candidates being assessed appear on the film. Centres in which the candidates wear numbered shirts ensure that identification on the DVD is much clearer.

Individual activities were mostly marked accurately and followed the coursework guidelines. It is vital that Centres use the banded criteria as given in the coursework guidelines. Some Centres created their own marking schemes for the individual activities. This is not appropriate practice. Centres who did this will find that their marks have been reduced.

The procedure for marking individual activities should follow the pattern below:-

1. Place all candidates in rank order for each activity.
2. Reading the banded criteria carefully, place the candidates, still in rank order, in the bands in which they mostly fit.
3. Award a mark according to whether the candidate is at the top, middle or bottom of the band.
4. If possible check whether the marks are accurate with a colleague
5. Go through the process of internal standardisation across all activities offered by the Centre. (this process is outlined in the guidelines).

The banded criteria are universal and must be used by all Centres to ensure parity worldwide. This is the accepted marking structure.

Action plans were sound. Candidates were able to assess their strengths and weaknesses and plan a programme of improvement. Please ensure that the plan is evaluated – was it successful and if so why?

Please send only a sample of action plans for moderation.

Analysis and comment was poor. In some cases notes were used. In some cases there was little or no knowledge of the phases of the action. In some cases the candidate spoke about their own performance not the performance of another candidate. Many marks were adjusted in this area as the coursework guidelines had not been followed.

Staff and candidates are to be complimented on their efforts to produce these assessments. There could be an economy of effort and time if the coursework guidelines were followed much more closely. This is essential if the candidates are to achieve the marks which their skills and efforts merit.

Please note that this AS Physical Education (8666) syllabus is being replaced by the new AS/A level Physical Education (9396) syllabus. The new syllabus will be available for all Centres starting from November 2010 examination session. Please ensure that you use the correct syllabus and Coursework Guidance booklet which are available on CIE's website.