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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# PHYSICAL EDUCATION

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## GCE Advanced Subsidiary Level

Grade thresholds taken for Syllabus 8666 (Physical Education) in the November 2005 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	79	72	49
Component 2	90	72	63	40

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

Grade Thresholds are published for all GCE A/AS and IGCSE subjects where a corresponding mark scheme is available.

<p><b>Paper 8666/01</b> <b>Theory</b></p>
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### General comments

In general, the standard of the candidates' responses to the questions was very pleasing, with some excellent answers from both established and new Centres, which made very interesting and stimulating reading. The enthusiasm that some of the candidates have for the subject is very obvious and their answers contain many references to their own personal experience of P.E. and sport. The stronger candidates used their own experiences to write very applied and detailed responses to the questions and their practical level of expertise has obviously helped to consolidate their knowledge and understanding of the more theoretical components of the specification. The weaker candidates did not seem to be able to relate or apply their practical experiences to theory with any degree of consistency. In most cases, the candidates were very well prepared for the examination, the specification content had been thoroughly covered and a holistic approach to the subject had been taken. In some, it was apparent that not all of the specification had been studied quite so thoroughly and candidates were unable to access some of the questions which resulted in the marks for one or two of the sections being significantly lower than the other. It was also regrettable that some candidates had not been reminded about the rubric for the paper and they mistakenly answered all of the questions on the paper. In these circumstances, only the four best marks can be taken into account obviously to the detriment of the candidate. Candidates must be reminded of the importance of including relevant practical examples when asked for, as they will not be able to access the marks without the example. In general, candidates would benefit from more instruction about good examination technique as several simple errors, that could easily have been avoided, were made which cost candidates valuable marks. The more popular questions appeared to be **1, 2, 3** and **5** with candidates generally choosing to do either two **Applied Anatomy and Physiology** questions or two **Acquisition of Skill** questions rather than attempt two **Contemporary Studies in Physical Education and Sport** questions. In general, the level of presentation was higher than last year as scripts were clearly numbered and hand writing was legible. The standard of spelling, grammar and punctuation was also good with some extremely well written responses. In particular, the spelling and use of technical terms was far more accurate showing greater depth of understanding which is very encouraging.

**Comments on specific questions****Section A****Question 1**

- (a) Candidates usually scored both marks for this question.
- (b)(i) Generally, good knowledge of joint type shown.
- (ii) Most candidates referred to the upward phase of the movement and extension and gained the mark. Weaker candidates talked about both flexion and extension but did not make their answer clear by either referring back to the diagram or by identifying a phase of the movement.
- (iii) Candidates must be reminded that at AS Level they must identify a specific muscle from the quadricep group and not just refer to the quads.
- (c)(i) Some candidates managed to explain the function of a fixator but struggled to give a relevant practical example. On the whole, this question was not answered well with most responses being vague.
- (ii) Very few candidates gained a mark for this question and some did not appear to have covered the different functions of muscle.
- (d) The majority of candidates scored either three or four marks for this question. Most candidates showed knowledge of the role of the pre-capillary sphincters and the effect of vasodilation and vasoconstriction of blood vessels. Few candidates mentioned the role of baroreceptors or the vasomotor control centre. Candidates should be reminded that for a six mark question they need to give six separate factual points to score maximum marks. Marks for pre-capillary sphincters were added to the mark scheme and comments about auto-regulation were also recognised.
- (e) Most candidates answered this part of the question well and clearly labelled their answer. Some candidates did, however, fail to answer the second part of the question which asked them to state the functions of areas **A** and **B**. This appears purely to be an oversight and due to poor examination technique rather than lack of knowledge. Comments about ciliated cells and removal of foreign particles were recognised in the mark scheme for **B**.
- (f)(i) Very few candidates gave an accurate response to how blood pressure is measured suggesting that this had not been covered. Comments about diastolic or systolic pressure were awarded a mark as well as when a description was given of how a measurement might be taken using a cuff etc.
- (ii) This was a more applied question and candidates struggled to answer in any detail. Very few candidates were able to talk about systolic and diastolic pressures and again this suggests that blood pressure was not covered in detail. A general comment made about blood pressure increasing with exercise was recognised in the mark scheme.

**Question 2**

- (a) Candidates scored well with most candidates achieving all five marks.
- (b)(i) Some candidates confused horizontal flexion with lateral flexion and did not gain a mark.
- (ii) When in doubt, some candidates write down more than one answer in the hope that one of them may be marked correct. This is not good practice and should be discouraged by teachers. Candidates must also refer specifically to the phase of the movement if they are going to give more than one response so it is clear to the Examiner which response to consider.
- (iii) Most candidates were awarded this mark.
- (c)(i) Generally, good understanding of an agonist was shown by candidates.
- (ii) Some candidates did not give as clear an example of an antagonist feeling that they had given to their response in (c)(i). This was down to poor examination technique rather than a lack of understanding.

- (d) Quite a large percentage of candidates did not attempt to answer this question as they did not appear to be familiar with the term. However, a few candidates scored all three marks.
- (e) Overall, this question was answered very well with some extremely well detailed answers showing both good knowledge and understanding. The mark scheme also gave recognition for the autonomic NS, accelerator nerve and role of proprioceptors.
- (f) Unfortunately, quite a few candidates misinterpreted this part of the question and did not talk about the transportation of gases in the blood but talked about either ventilation or gaseous exchange at the lungs and or muscle tissue. This is a common problem with candidates at this level and it is important that teachers make candidates aware of the mistakes routinely made by past candidates so that they can be avoided in the future.

Again, there were some outstanding responses to this question showing that some candidates had extremely well prepared for this section of the paper.

## **Section B**

### **Question 3**

- (a) This was answered well by candidates and relevant examples were given.
- (b) Stronger candidates referred to the three laws strengthening the SR bond and scored maximum marks. Weaker candidates confused the question with reinforcement and punishment and in some cases the associative phase of learning. The mark scheme awarded credit for law of effect, law of exercise and law of readiness.
- (c) Poor examination technique resulted in some candidates not gaining maximum marks because they failed to give a relevant example. Most candidates did not appreciate that extrinsic feedback is from **all** external sources and so a performer's visual and auditory systems will provide extrinsic feedback, therefore to say that this form of feedback can only be provided by other people is incorrect. On the whole, however, candidates did have sufficient knowledge to score well on this part of the question.
- (d) Generally, very well answered although weaker candidates failed to refer to the fact that transfer had a direct effect on learning and therefore did not gain the mark.
- (e)(i) Most candidates provided a definition for the different types of motivation but did not always provide an example and therefore did not access all the marks.
  - (ii) This slightly more applied question caused some problems for candidates and very few achieved all four marks. Providing a goal was added to the mark scheme as well as developing a win at all costs approach or cheating.

### **Question 4**

- (a)(i) It was disappointing that few candidates could give an accurate definition of a motor skill, although most provided a practical example. Some candidates still give an activity as an example (e.g. football) rather than a specific skill within an activity (e.g. pass in football) and are therefore not awarded a mark.
  - (ii) Candidates appeared to misread the question here and gave one characteristic for each type of skill and an example, rather than giving two or three characteristics of each skill. Maximum marks were rarely achieved but not necessarily because of lack of knowledge. Varied practice was given recognition in the mark scheme.
- (b) Stronger candidates answered this part of the question well and provided clear examples. Weaker candidates confused negative reinforcement with punishment and therefore only scored two marks.
- (c) Some extremely detailed and well applied answers were given for this part of the question and these candidates had obviously learnt well through practical experience. Other candidates could supply the information about the theory but did not have the same level of understanding and could not relate the theory to practical situations.

- (d) Surprisingly, this part of the question was not answered particularly well and perhaps candidates were put off by the diagram. When candidates are unfamiliar with a model or diagram they can panic under examination conditions. It is important that candidates are exposed to a variety of diagrams and models during the teaching of the course to reinforce to candidates that models and diagrams provide useful information to help the candidate formulate their response.
- (e) This was generally answered well by candidates. The mark scheme gave recognition for, the phase of the beginner, feedback extrinsic and no spare attention to pick up other cues.
- (f) Candidates were more familiar with gross motor ability but some candidates failed to give an accurate explanation of a psychomotor ability.

A wide range of scores were achieved for this question but there were some outstanding responses by some candidates.

### **Section C**

#### **Question 5**

- (a) A lot of candidates rushed into answering this question and just gave four characteristics of leisure. They failed to see that the question was actually about how leisure could be used as a form of social control. Candidates who took time to read the question carefully provided a much more thorough answer. Learning to abide by rules and regulations was added to the mark scheme.
- (b) The majority of candidates answered this part of the question well and achieved maximum marks.
- (c) Again, the majority of candidates could define sportsmanship but some struggled to say how a coach might promote sportsmanship. Playing by rules, promoting core values/ethos and giving rewards for sportsmanship were all credited in the mark scheme.
- (d) The majority of candidates who attempted this question chose to opt for **(d)(ii)**. Both were answered in detail with candidates having a sound knowledge of the effects of discrimination on specific user groups. A lack of vets leagues/competitions was added to the mark scheme for **(d)(i)** and equipment point 4, sponsorship point 5, media coverage point 8 and point 11 lack of esteem were added to the mark scheme for **(d)(ii)**.
- (e) Candidates had a clear view as to why performers take performing enhancing drugs but seemed less clear on the damage to the image of sport. Most candidates either referred to cheating, or a bad example, and merely repeated the point. Pressure from supporters was added to the mark scheme for why performers take drugs. 'Everyone tainted' and 'bad example' were added to 'damage the image' in the mark scheme.

**Question 5** was more popular than **Question 6** but generally candidates did not score as highly on the contemporary questions as **Section A** or **Section B**.

#### **Question 6**

- (a) Very few candidates gave an adequate answer and found it difficult to give more than one characteristic of outdoor recreation. Survival skills were added to the mark scheme for point 2.
- (b) Again, surprisingly, candidates found this part of the question difficult to answer and it seemed that few candidates had actually experienced OAA. One candidate referred to the problems with fire experienced during a BBQ! Other candidates slightly misread the question and did not put themselves in the position as leader and therefore only made very general comments. Point 9 was added to the mark scheme where candidates referred to the leader educating the group about emergency procedures.
- (c) Most candidates achieved maximum marks for this question. Leeway was given to candidates from countries where sport administration is not as centralised but candidates were able to describe local administration in detail. Elite development was added as point 10 to the mark scheme.

- (d)(i) This part of the question was generally answered very well with candidates being very aware of the causes of violence in sport.
- (ii) Candidates also managed to give some good strategies for controlling and reducing violence at sporting events and provided some detailed answers. Seating was added to point 3 on the mark scheme and point 8 role models were also added.
- (e) Stronger candidates provided a well structured answer to this part of the question but weaker candidates did not score as many marks largely down to poor planning. Candidates need to plan their answer first, particularly as they were asked to comment on both positive and negative effects of the media. Most did not provide a balanced answer so did not make sufficient points to score well on one of the sections. Additions to the mark scheme for positive effects include point 9 role models and point 10 allows athletes to be professional and additions to negative effects are point 2 sensationalise, point 3 reduce attendance, point 7 reinforce stereotypes and point 8 promote must win attitude.

<p><b>Paper 8666/02</b></p> <p><b>Coursework</b></p>
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### **General comments**

Centres who entered candidates for the first time in 2004 definitely improved this year, both in following the coursework guidelines and in the accuracy of practical assessment.

Centres must follow the coursework guidelines, otherwise external moderation becomes very difficult to standardise. If there is a problem in interpretation of the guidelines please do not hesitate to contact CIE. We are very willing to help.

Samples for moderation: five candidates should be selected in any activity where there are more than five entered, (including action planning/analysis and comment). The Centre should select a range of top, middle and bottom candidates for moderation in this case. All candidates will be moderated where there are less than five in an activity.

Action plans tend to be too long. 8-12 sides of A4 should be adequate. Only a range of five are required for moderation. Evaluation of the plan has been very well done.

Analysis and comment should be an oral comment on a live performance of another candidate in a skill from one of their chosen activities. At this level it is too difficult to analyse a whole game which some were required to do. Again a sample of five is required. In some cases the candidates commented on theoretical aspects of the syllabus – this is examined on the theory paper. In some cases the candidate commented on their own strengths and weaknesses – these are assessed in the action plan. In general candidates were very knowledgeable and good at observation. Some candidates used notes. This is not acceptable. If the analysis follows the guidelines, it is possible without notes. Two to three minutes is an adequate length.

There were some exceptional activity submissions. DVDs and videos were mostly well produced, some were brilliant, some were poor. Centres who had thought about “feeding” the ball accurately in game situations allowed their candidates to show their strengths. It was good to see thirty maximum being given. Some of the candidates have developed exceptional talent. Improvement could be seen throughout.

Identification on the videos/DVDs is vital. Centres should use numbered shirts/bibs. This should alleviate the need for staff or candidates to introduce themselves. Some clips were too long – perhaps three minutes per candidate is sufficient.

Centres who attached a video/DVD plan were very helpful.

Individual comments to Centres are on Centre reports which are fully done.

Many Centres have produced superb work. It must be very time consuming. The enthusiasm of both staff and candidates in carrying out this task is tremendous. The commitment and dedication of the candidates to their chosen activities is a pleasure to see. Moderation has been a pleasure.

Examiners will make some adjustments this year. Notably Weight Training is perhaps in the wrong category. Centres also need more guidelines for videos/DVDs, and identification.