

# PHYSICAL EDUCATION

---

Paper 8666/01

Theory

## General comments

Overall the candidate's responses to the paper were very good, with yet again some outstanding scripts which were a pleasure to mark. Very few candidate's misinterpreted questions and candidates generally seemed to have a good understanding of what was being asked of them. The more established centres are now preparing their students very thoroughly for the examination and students demonstrated very good examination technique. The level of subject knowledge was also extremely high and the application of theoretical knowledge to practical situations was excellent. Centres are clearly covering the whole of the specification very thoroughly as candidates managed to access all questions. Candidates who did not score as highly showed less evidence of being able to give applied answers and answers lacked the use of technical language; some theories such as the Gestalt theory caused some confusion. Unfortunately there were too high a number of candidates who had not been reminded about the rubric for the paper and they mistakenly answered too many questions. In these circumstances only the best four marks can be taken into account which has a very negative impact on the overall grade for the candidate. Candidates still seem to prefer to answer two questions from either Skill Acquisition or Anatomy and Physiology rather than answer two Contemporary questions. However the range of marks achieved for all six questions were very similar, with a maximum of 25 marks being awarded in some cases. The level of presentation continues to improve and scripts were clearly numbered and labelled. The quality of the spelling, grammar and punctuation was generally high with some particularly well written scripts.

## Comments on specific questions

### *Section A*

#### **Applied Anatomy and Physiology**

##### **Question 1**

- (a)(i) The majority of candidates identified the movement correctly.
- (a)(ii) This question was answered well however some candidates did not read the question carefully and therefore described two joints rather than one.
- (a)(iii) Candidates need to be reminded that the full anatomical name for the muscle should be given. Some candidates referred to the abdominals rather than the rectus abdominus.
- (b)(i) The majority of candidates correctly identified the fibre type
  - (ii) Many candidates scored a maximum of 4 marks. Weaker candidates found it difficult to differentiate between structural characteristics and functional characteristics. Candidates are still referring to the colour of the fibre type which is not acceptable as a structural characteristic.
- (c) Candidates showed a sound knowledge of the structure of the heart. As the arrow for label C was not clear the marking scheme was extended to accept cardiac muscle/myocardium so that candidates were not disadvantaged.
- (d)(i) In most cases answers were very detailed and maximum marks were achieved.
- (d)(ii) Weaker candidates failed to make the connection between the use of more muscles to increase the volume of the lungs resulting in a decrease in pressure.

- (e) The first part of the question was answered well, however many candidates did not access the two marks available for how the increase in oxygen is beneficial to the performer. This may well be due to poor exam technique with candidates failing to read the question carefully enough.

*Overall this question was answered well with some outstanding answers showing considerable knowledge and understanding and practical application.*

### **Question 2**

- (a)(i) The majority of candidates identified the movement correctly.
- (a)(ii) Many students named three bones (humerus, radius and ulna) and in this instance positive marking was used, however it should be noted that in future when additional bones are listed only the first two answers will be marked and candidates need to be aware of this.
- (a)(iii) This was a straight forward question but was not answered particularly well by candidates. Often an example was given without a clear explanation and answers were generally vague.
- (a)(iv) In comparison most candidates were awarded both marks for this question.
- (b) Some centres had clearly covered gradation of contraction very thoroughly and answers given were well detailed with good use of technical language and maximum marks achieved. However candidates from some centres did not score any marks on this section which suggests a lack of coverage in sufficient detail of this part of the specification.
- (c) Weaker candidates did not identify that during eccentric contraction the muscle lengthens under tension and merely talked about a muscle lengthening/relaxing as the antagonist. Stronger candidates gave an example to reinforce their level of understanding.
- (d)(i) The majority of candidates gave accurate definitions for all three terms.
- (d)(ii) This question was generally answered quite poorly with many candidates repeating the same information for one mark only. Very few candidates identified the link between venous return and stroke volume.
- (e) Many candidates gave extremely detailed answers scoring a maximum of 5 marks. Answers linked the path of the impulse with the cardiac cycle and showed good understanding.

*Again some outstanding scripts were marked with candidates being awarded maximum marks on most sections.*

### **Section B**

#### **Acquiring, Developing and Performing Movement Skills**

### **Question 3**

- (a) This question was generally answered well. However some candidates were not awarded any marks as they merely listed four characteristics without providing any description. Again candidates are advised to read the question carefully and to make sure that they respond to the question in line with the command word.
- (b)(i) Again it was clear that some centres had taught the difference between a low and a high organisation skill and candidates gained maximum marks. Candidates from a small number of centres were left to guess as they were all unfamiliar with the terms.
- (b)(ii) as above
- (c) This question will always differentiate between the strengths of each candidate and as expected some candidates answered extremely well with clear use of practical examples. Weaker candidates confused Gestalt theory with Pavlov or Skinner and were not awarded any marks. It is essential that when the different theories of learning are taught they are clearly linked to practical examples to help understanding.

- (d)(i) Most definitions provided were concise and accurate
- (d)(ii) Again most candidates answered this well.
- (d)(iii) Very well answered by the majority of candidates although a few again merely listed factors and did not provide a description.
- (e) Some candidates confused motor ability with a fundamental motor skill and therefore only accessed one mark for a sport specific skill. Other candidates identified each part of the model but did not clearly explain the links between each component. Stronger candidates who were awarded all four marks had clearly been taught through the use of numerous practical examples.

*Overall some examples of extremely detailed scripts showing thorough understanding.*

#### **Question 4**

- (a)(i) Maximum marks were awarded to most candidates.
- (a)(ii) Maximum marks were awarded to most candidates.
- (b) This question was answered better by candidates who used four continua to indicate their answer, rather than to try and give an explanation relating all four separate skills to the classification of open and closed skills.
- (c)(i) Sound understanding was shown by most candidates.
- (c)(ii) The majority of candidates accurately described three strategies that could be employed by a teacher to help a learner remain in the autonomous phase and showed good understanding.
- (d)(i) Not all centres appeared to have covered this part of the specification.
- (d)(ii) Where a candidate was aware of the psychological refractory period they answered this part of the question well, many including a detailed diagram to aid their explanation gaining maximum marks.
- (e)(i) Candidates defined reinforcement but many candidates were quite vague about how reinforcement influences learning and so therefore were only awarded one mark.
- (e)(ii) Operant conditioning was certainly more accurately described than the Gestalt theory, with many candidates being able to provide a good example of how an environment is manipulated and reinforcement given to shape behaviour.
- (e)(iii) Many candidates were not aware that punishment is given to weaken the SR bond whereas negative reinforcement still strengthens the SR bond. Generally answers were quite confused with few candidates gaining both marks.

*Question 4 was not answered as consistently well as Question 3 although there were some outstanding scripts.*

#### **Section C**

#### **Contemporary Studies in Physical Education and Sport.**

#### **Question 5**

- (a)(i) The majority of candidates were able to accurately explain why an activity might be considered as play, unfortunately some candidates failed to apply their answer to swimming and therefore were not awarded a mark.

- (a)(ii) The majority of candidates were able to accurately explain why an activity might be considered as Physical Education, unfortunately some candidates failed to apply their answer to swimming and therefore were not awarded a mark.
- (a)(iii) The majority of candidates were able to accurately explain why an activity might be considered as recreation, unfortunately some candidates failed to apply their answer to swimming and therefore were not awarded a mark.
- (a)(iv) The majority of candidates were able to accurately explain why an activity might be considered as sport, unfortunately some candidates failed to apply their answer to swimming and therefore were not awarded a mark.

Candidates must be careful not to just list characteristics as to gain a mark an explanation is required.

- (b) Generally this was particularly well answered with a large percentage of candidates achieving full marks for this section.
- (c) This question was answered quite superficially with most answers referring to either sponsorship or Government support and very little else. Few candidates made any reference to funding by the voluntary sector. For some countries where funding is not forthcoming marks were awarded to candidates who explained how a country failed to support excellence.
- (d)(i) This was answered very well by nearly all candidates that attempted this question with very good reasons given for discrimination.
- (d)(ii) Again most candidates had clear ideas which they expressed very well on how the media can reduce discrimination.

*Some excellent scripts were received showing good knowledge and understanding.*

#### **Question 6**

- (a) Many candidates could only describe two characteristics of sport, the most popular being some reference to competition and the other high levels of organisation. Few candidates had the depth of knowledge to gain all four marks.
- (b) Stronger candidates read the question carefully and gave a considered and detailed answer. Weaker candidates misinterpreted the question slightly and wrote about the advantages and disadvantages of elitism to the actual performer and therefore rarely achieved more than one mark.
- (c) This question was answered very well by nearly all candidates who attempted the question.
- (d)(i) An accurate definition of professionalism was given by most candidates.
- (d)(ii) This question has been asked previously and candidates were obviously familiar with what is expected in terms of a detailed answer. As such the standard of answer was quite high. However some candidates must be careful not just to offer the direct opposite in terms of a disadvantage as this will be marked as a repetition.
- (d)(iii) Most candidates were able to discuss the impact of a win at all costs approach on sport but only the stronger candidates showed a clear understanding of how this approach impacts on the ethics of sport and therefore gained maximum marks.

# PHYSICAL EDUCATION

---

Paper 8666/02

Coursework

## General comments

There has been a gradual improvement yet again from the Centres who have previously entered candidates.

Accompanying paper work is sound. Efforts are made to ensure that marks are transferred correctly to the final activity assessment form. Individual activities have been marked well. It is good to see that excellent candidates, of which there are many, are now being rewarded by 30/30. Differentiation in the bands of the assessment criteria is difficult, but if candidates are placed in a band initially then awarded a mark within that band we may find a more accurate assessment. Some Centres still determine both activities for all candidates so that all candidates undertake the same activities. This can be detrimental to some candidates as they would benefit from working to their strengths. In some cases the coursework guidelines are not followed accurately e.g. swimming requires assessment in one stroke only: track and field athletics requires assessment in one event only.

The actions plans have shown improvement. Twelve sides of A4 are adequate. The content requirements are clearly outlined in the guidelines. Some Centres still regard this as a personal performance portfolio and therefore create demands on the candidates and the staff which are not required. It is important that the candidate includes an assessment of their own strengths and weaknesses and an evaluation of the plan, in addition to the 8 week plan. This action plan must relate to the candidates own performance.

The weakest part of the assessment is the analysis and comment section. It is an oral response to a **skill** demonstrated by another candidate. Some Centres allowed candidates to write down or preprepare comments then read them. These Centres were marked down in this element as it should be comment on a live performance.

It is too difficult at this level for candidates to analyse a whole game. Therefore a demonstrated skill is required. Guidelines should be followed carefully. Comment here on the candidate's own performance is not required as this is in the action plan. The analysis and comment should not last more than 3 minutes.

Samples for moderation: five candidates should be selected in any activity where there are more than 5 entered, (including action planning and analysis and comment) The Centre should select a range of top, middle and bottom in this case. All candidates will be moderated where there are less than five in an activity.

There were some exceptional productions of videos and DVDs. Centres are to be congratulated on the efforts to produce excellent assessments. The amount of time and effort which is put into this is appreciated.

Centres who produced a DVD/video plan were very helpful as were those who clearly identified their candidates. A numbered tee shirt is a sound idea, now used by many Centres.