

PHYSICAL EDUCATION

Paper 0413/01

Paper 1

General comments

Overall performance

The general standard of candidates appears to be good, there was ample evidence that knowledge across the whole syllabus had been gained and good teaching had taken place. Very few candidates were unable to attempt questions and all candidates seem to have completed the paper within time.

There were many examples of good answers in **Section A**, although **Question 11** proved testing. In **Section B**, candidates need to be aware that they must be prepared to offer an interpretation of graphs/charts rather than just a description. There were very few common errors in **Section B** of the paper.

The most common errors occur where candidates do not apply their knowledge to the exact terms of the question. Examples of this were evident in **Section A Question 9**, where no examples of methods of delivery were given; **Question 11**, where few applied their answer to an athletics meeting; **Section B Question 3 (c)**, where candidates did not use 'voluntary' and 'local' as guidance for their answers. Candidates need to ensure that they read questions carefully, and take more care in the planning of their answers.

Section B Question 3 was generally not well answered: candidates displayed good knowledge in all other areas of the paper but in many cases seemed to struggle with this section, and apart from part **(e)**, which was well answered, candidates seemed to find it difficult to apply their knowledge in the context of the questions.

Comments on specific questions

Section A

Question 1

This was well answered, with most candidates giving good examples of an activity that was performed over a period of time.

Question 2

This was well answered, candidates provided some imaginative responses; a mark was awarded if they implied applications for lottery funding as a means of raising funds locally.

Question 3

The mark was awarded only if all three components were named; the common error was not including mental well being.

Question 4

The vast majority of candidates gained a mark for this question.

Question 5

Generally well answered, the main response being conditions being dictated to the performer by the sponsor. The most common error occurred when candidates gave a disadvantage for the sponsor.

Question 6

Good answers, very few candidates failed to gain a mark.

Question 7

Generally well answered, most candidates gave increased interest/boredom as the main response.

Question 8

Most candidates gave examples of location and finance as their answer.

Question 9

Many candidates gave different types of feedback, but the majority failed to score the maximum because they did not say how the feedback could be delivered.

Question 10

Well answered; most candidates gained at least one mark and many gave more than the required two recognisable features – the usual answers being tired and dizzy.

Question 11

Very few candidates gained more than one mark and the vast majority did not score at all. Many gave safety rules for other sports and had not applied their answer to an athletics meeting. Alternatively they talked about checking equipment, which did not meet the demands of the question. Examiners had expected that most candidates would use their own experiences in athletics meetings or even rules applied from their own P.E lessons and relate their answers to throwing (safety areas, carrying equipment), jumping areas, safety for spectators, etc.

Question 12

Most candidates scored 2/3 marks giving good examples of preparation a few days before the event (diet and training), warming up directly before the event, hydration and mental preparation.

Section B

Question 1

Factors affecting performance

- (a) Most candidates gained a mark for this question.
- (b) Most candidates gained at least one mark. The second mark was often not gained because the same point was made in reverse, i.e. open skill: environment varies/closed skill: environment stays the same – only one mark was awarded for this as it was applying the same piece of knowledge.
- (c) Generally well answered.
- (d) Very well answered, the vast majority of candidates showed good knowledge. If candidates used the same example for more than one body type, only one mark was awarded, and if the named sport was athletics, no marks were awarded unless the type of event was specified.
- (e) The most common error occurred when candidates just described the graph: to gain marks, there needed to be some interpretation of the information and the use of some technical language. Common errors included A-B: warm up, B-C: involved in the activity, C-D: warm down.
- (f) The vast majority of candidates answered this question well, giving good examples of a recognised test. Clearly most candidates had been taught this well and gave a detailed description of a test – those using The Multi Stage Fitness Test found it easier to gain full marks. A few named one test then described a different one. Part (iii) required candidates to use elements of FITT or describe a type of training. Few gained both marks, a great many candidates used diet, sleep or rest to answer the question.

Question 2

Health, safety and training

- (a) Very few candidates failed to gain the mark here, correctly offering 'warm up' or 'stretch'.
- (b) Most candidates gained both marks and clearly understood the principles of training.
- (c) Most gained at least one mark, however, a common error referred to using some form of physical preparation or warming down when the question was directed to the duration of the activity itself.
- (d) Most candidates gained one mark, but there was a great deal of confusion over what constitutes a sign and symptom and many candidates swapped these when answering. Part (iii) was very well answered, with candidates giving many methods of treatment. If 'RICE' was given without any details, no mark was awarded.
- (e)(i) Most candidates gained two marks, but the mark for which athlete displays the greater level of fitness was only awarded if an explanation was given. No mark was awarded if the graph was just described without any technical explanation.
- (ii) Well answered: the majority of candidates gained marks mainly for the increase in heart size, lower resting/working heart rate, increase in red blood cells. The most common errors came when candidates described the effects on the respiratory system.
- (f)(i) Well answered: most candidates gave good examples, but no marks were awarded if they described explosive activities such as shot put.
- (ii) Most candidates were able to describe the effect of lactic acid, but if answers just referred to cramp and muscular pain, only one mark was awarded.
- (iii) There was a great range in the quality of answers: at best they were full and clearly candidates had good knowledge of the energy systems. A mark was also awarded if candidates answered simply that 'it occurs without oxygen'. However, a considerable number of candidates discussed diet and liquid intake.
- (iv) The expected answer should have related to the ways in which the body can increase its ability to tolerate lactic acid or by giving training methods to achieve this aim. The most common answer was 'warm down' which does not reduce the effect.

Question 3

Reasons for participating in physical activity

- (a) Well answered, although some candidates did lose the mark by looking at the influence of the media.
- (b) Apart from changing times of events, few candidates were able to suggest changes brought about by the media. Some candidates misread the question and referred to more than one activity in their answer, whereas the question asked for the changes in one sport.
- (c) Very few candidates gained any marks for this question: in many cases they used national or international groups or non voluntary bodies as examples (WHO, FIFA, UEFA etc). The expected answers should have related to youth clubs, local sports clubs, church groups. Schools only gained a mark if this was linked to out of school activities, otherwise it could not be seen as voluntary.
- (d) Very few candidates gained more than one mark in this question. The expected answer should have related to the use of natural resources to develop facilities, or the use of artificial facilities by urban centres to recreate natural resources - climbing walls etc. Government initiatives to reduce juvenile crime often lead to initiatives related to sport in urban areas, and certain sports develop almost exclusively in urban areas. Many candidates did gain a mark for recognising that the population in the two areas creates different demands. The most common answers related to local economies, with rural areas being seen as poor and unable to provide up to date equipment etc. which gained no marks.

- (e) This was a very well answered question, with some candidates achieving full marks and showing a clear understanding of the issues that related to performers with disabilities. Some candidates seemed to get sidetracked from the question and developed the issue of discrimination, relating it to gender, but they failed to return to the actual question, in several cases, resulting in long answers gaining only one mark.

Paper 0413/02

Coursework

General comments

The increased popularity of IGCSE Physical Education has been demonstrated this year with more Centres throughout the world following the course, including new Centres in South America.

The Coursework component of the examination consists of a wide range of practical activities which make up six separate categories of activities. Candidates must be examined in four activities from at least three of the six activity categories, although for 2003, they will need to choose four activities from only two of the six categories.

The range and choice of activities vary considerably from Centre to Centre. Some Centres prefer to concentrate on four or five activities, clearly trying to ensure that by maximizing particular facilities or staff expertise, their candidates will ultimately achieve high levels of performance in the activities. Other Centres allow their candidates the freedom to choose whichever activities they prefer, provided that they are receiving instruction in these activities. In a number of cases, Centres following this pattern have allowed their candidates to follow off-site activities such as Horse Riding, Tennis, Windsurfing and Rock Climbing, to name but a few of the more popular activities.

This year, candidates have selected activities from the full spectrum of activities available. However, the wide range of Games offered has been noticeably popular, particularly Association Football, Basketball, Badminton, Netball and Hockey. Other games which have been offered this year to an increasing number of candidates include Rounders, Volleyball, and Tennis and to a lesser extent, Golf, Squash, and Table Tennis.

Within the Gymnastics category, both Artistic Gymnastics and Trampolining remain popular, and in the Dance category, there were varied forms of ethnic dance.

The vast majority of Centres offered Track and Field Athletics from the Athletics category, although some Centres offered Cross Country Running. The popularity of Track and Field Athletics remains high, possibly because Centres prefer the objective method of assessment, using the points scoring system from the Five Star Award Scheme Athletics Chart.

Amongst the Outdoor and Adventurous Activities category, nearly every activity has been offered by Centres this year. Among the most popular activities have been Skiing, where the local facilities make this an extremely popular activity, Horse Riding, where candidates have a history of interest and instruction in the activity, and Hill Walking and Campcraft, where the local mountain or open terrain makes this activity particularly appealing to candidates.

Swimming also remains a very popular activity with Centres, particularly where the Centre has a local swimming pool. Once again the reason for this may be the fact that objective times and distances are used for assessment, rather than just the Centre's proximity to facilities.

Assessment

As in the past, the moderation of the Coursework component requires Centres to provide video recorded evidence of candidates' ability for each of the Assessment Objectives.

It is clear from the video evidence provided that most Centres take the assessment of their candidates very seriously. On the whole, the marking for the two Assessment Objectives, Planning, Performing and Evaluating, and Analysing and Improving, has been accurate, with candidates firstly being placed in their correct ranked order according to ability and secondly, being awarded a mark according to the activity assessment criteria. This had generally been done very well, though Centres following the syllabus for the first time often sought advice on establishing the appropriate pitch.

It is clear from the video evidence and the range of marks on Centre mark sheets that a large number of candidates have been entered for the syllabus because they are particularly talented in a range of practical activities. The practical evidence shows many candidates from numerous Centres performing at very high levels in terms of Planning, Performing and Evaluating. 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 a range of sporting activities. In an examination which recognises practical ability, many candidates are clearly able to demonstrate that ability and be rewarded for their physical prowess.

The marks for Analysing and Improving (Assessment Objective 2) reflect a wider range of ability than the spread of marks for Planning, Performing and Evaluating. On the whole, the video evidence provided for this aspect of the course shows that Centres' candidates have a good grasp of the fundamentals, rules and regulations, and training methods of their chosen activities. Often, this is supported by very good written evidence, but some Centres fail to provide any video evidence and rely mainly on written evidence for their candidates' Analysing and Improving marks. Some Centres do not seem to be aware of the fact that written evidence for this assessment objective is an essential element of the Coursework and must be provided as evidence of the marks awarded.

The quality of some of the written work provided for Analysing and Improving has been excellent, and as a result a large number of candidates have achieved the highest marks. A considerable amount of this work is now word-processed and is beautifully presented. Centres encouraging candidates to produce such high quality work should feel proud of their achievement.

In some Centres, however, written evidence for Analysing and Improvement appears to be something of an afterthought - the quality of this work is much lower and is reflected in the candidates' marks.

Video recorded evidence

The syllabus lays down clear guidelines on how the video recordings to demonstrate candidates' performances should be made, and in most cases Centre staff have followed them, supplying excellent video recordings, often accompanied by detailed notes explaining the sequences of shots taken and clearly identifying candidates on the tape. The best tapes also included running commentaries which greatly assist in the moderation of candidates' performances.

However, in isolated instances, this has not taken place. Some Centres have failed to check the quality of the video tapes before despatching them, and they have often arrived damaged, or with poor picture and sound quality, resulting in difficulty seeing candidates performing.

On the whole, the sequence of video camera shots taken by most Centres was helpful in gaining an accurate picture of each candidate's performance. Some Centres, however, produced shots which did not convey the full picture of whether candidates could perform the skills or not. A typical example might be where a group is performing the lay-up shot in Basketball, and because of the angle of the camera to the candidate, it is not possible to see whether the candidate scores or not. In Tennis, although the serving action is important, whether the candidate can consistently serve into the service area is equally important in assessing performance in this activity. Teachers who fail to present their candidates in the most favourable light may do them a disservice.

In order to show the full capability of candidates, most Centres have followed the guidelines and shown a sample of candidates from across the ability range, demonstrating a range of individual skills, before placing them in an activity or game situation. In most instances the game shown has not been a full game but a small-sided game. This is perfectly acceptable, and serves to demonstrate the essential skills of the activity or team situation. However, some Centres have failed to do this and consequently their marks may be adjusted simply because their candidates have not been seen in a team situation. Centres need to realise that, even if they have a very small number of candidates for an activity such as Volleyball, the candidates must be seen in a small-sided game of Volleyball - it is not sufficient merely to show the candidates demonstrating a narrow range of individual skills.

Each year, most overseas Centres arrange for video tapes to be copied onto the PAL format which is the standard system used in the United Kingdom and Europe. However, some Centres video-record using a different system which is not compatible with the PAL system. Centres which use a recording system other than PAL are asked to make every effort to arrange for their video tape to be transposed onto the PAL system in order to speed up the moderation process in the UK.

Most Centres this year have taken great care to send all the necessary documentation, along with very good video evidence of their candidates' performances, by the required Coursework submission date. Where missing paperwork has to be requested, the process of moderation may be considerably delayed, so all Centres are asked to follow the syllabus guidelines and make every effort to ensure that Coursework material arrives complete by the stated submission date.