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# PHYSICAL EDUCATION

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Paper 0413/01

Paper 1

## General comments

Generally candidates answered questions fully and showed a good understanding of the syllabus. The most frequent errors stemmed from a lack of interpretation of the questions; such as **B3 (d)** where the emphasis was often redirected towards media technology, or the failure to make use of information in the questions to guide answers. **B1 (f)** is an example of this, when few candidates used the information in the first part of the question to enable them to answer accurately, and as a result the answers were confusing.

**Section A** was generally well answered and candidates showed a good understanding, only **Question 10** was consistently poorly answered with few candidates recognising the differences between health and skill related fitness.

**B1** represented the lowest scoring section on the Paper, with vague and often confusing responses to parts **(d)** and **(f)**. **B2** section **(f)** was generally poorly answered as few candidates demonstrated any technical information to support their answer; as a result, most candidates scored less well here than in the first part of this section. **B3** was generally well answered despite a high level of confusion in answers to part **(d)**.

There were very few examples of candidates being unable to attempt all sections of the Paper and the general standard of literacy was very good with candidates producing well-structured answers to the sections where more detail was required.

Some candidates could have improved their marks by more careful reading of the question and by applying their knowledge rather than merely writing all they knew on the subject. **B1 (f)**, **B2 (f)** and **B3 (d)** were frequently answered poorly, possibly because of a lack of focus, rather than limited knowledge.

## Comments on specific questions

### **Section A**

#### **Question 1**

Answers needed to include reference to free time. Most candidates scored 1 mark.

#### **Question 2**

Many candidates confused fitness with health in their answers, however, the majority scored 1 mark.

#### **Question 3**

The most frequent misconception was that an amateur performer was always of a poor standard. The most common answer related to amateurs not being paid or playing for fun, the majority scored 1 mark.

#### **Question 4**

Only Endomorph could be accepted – the majority scored 1 mark.

#### **Question 5**

Answers needed to reflect the growing interest in recreation and leisure or social developments which allow more time to be devoted to recreation. The vast majority of candidates scored 1 mark.

### **Question 6**

Candidates needed to give two answers to gain 1 mark. Age and gender were common answers but did not gain a mark. The required answers needed to relate to factors such as levels of fitness, health and other components that indicated why an individual might not be able to perform at his/her best. Most candidates gave one acceptable answer but many fewer were able give two acceptable answers.

### **Question 7**

The answers needed to reflect ways of avoiding serious injuries whilst actually participating. Therefore, answers needed to include such factors such as using correct equipment, and safety equipment such as shin pads, etc.

### **Question 8**

Very few candidates gave the actual definition of VO<sub>2</sub> max but the mark was awarded if their answers implied the maximum/highest amount of oxygen and many candidates gained a mark for this part of the question. A large number gave a good description of what this would measure.

### **Question 9**

Almost all candidates gained a mark for giving 'sweating' as an answer and there were a variety of appropriate answers for a second mark, so most candidates were able to gain full marks for this question.

### **Question 10**

This was generally a poorly answered question with few candidates gaining full marks. There seemed to be a general lack of understanding about the components of skill related fitness.

### **Question 11**

This was a very well answered question; almost all candidates used carbohydrates and proteins as part of their answer and the vast majority gained full marks.

### **Question 12**

The question aimed to look at the reaction of the body to adrenalin immediately prior to an activity. Therefore, good answers described the physical effects of adrenalin. There were some good answers but also a number of confused interpretations which looked at how people adapted to taking part in an activity that was new to them. Generally candidates gained at least 2 marks.

## **Section B**

### **B1**

- (a) Answers that indicated instructions should be easily understood and not cause confusion were awarded 1 mark.
- (b) Most candidates scored at least 1 mark, usually for an example of a gross skill, but the quality of answers describing a fine skill was much more limited and few scored full marks.
- (c) The expected answer should have described breaking down skills into parts and the use of whole/part/whole instruction or breaking down skills into smaller components. Few candidates were able to give such answers and many gave describing the skills as a response, which did not recognise the difference between a simple and complex skill. A common response was the use of a demonstration as part of the instruction and a mark was awarded for this.
- (d) The majority of candidates gained two marks and gave good examples of why arousal has a negative effect, but few gave good methods of how to overcome this.

- (e) Candidates needed to describe the effect of the drug and name an activity or type of activity for 1 mark. In many cases good examples of the effects were given but candidates failed to give an appropriate activity. There were many examples of candidates gaining only 1 mark.
- (ii) Almost all candidates gained a mark for this question.
- (f) To gain full marks, candidates needed to describe rather than just name the principles. 1 mark was awarded for two components.
- (i)(ii) This section intended candidates to apply the principles identified in the first part of the question to the two examples, with marks being awarded for the detail of how they could relate the four elements. Generally, this was a poorly answered question and candidates did not use the first part to guide their answers. As a result there were a number of vague answers and a great deal of repetition.

## **B2**

- (a) Most candidates gained a mark.
- (b) The answers accepted could be taken either from the rules of the identified game, as long as they were specifically related to the safety of the performer, or alternatively, safety procedures around that activity were also accepted.
- (c) Most candidates showed good understanding of the effect of long-term training, the most frequent answer related to increase in muscle size and strength.
- (d) The vast majority of candidates gained the mark.
- (ii) The majority of candidates gained full marks with answers relating to soft tissue injuries, sprains or muscle strains. There were, however, a significant number who used fractures as their examples.
- (e) The question was not particularly well answered, there were few examples of advantages specific to the type of training chosen. Where advantages/disadvantages were not specific to the training, no marks were awarded. Those candidates who chose Fartlek Training were able to gain most marks; Continuous Training seemed to cause candidates most problems in giving any specific details.
- (f) Answers should have related to aerobic – anaerobic – oxygen debt with additional marks given to candidates who gave details of the changes in respiration. Many candidates confused their answers by introducing information about the circulatory system and how the body copes with heat loss. Where candidates gave appropriate answers, they seemed to find it easy to gain almost full marks. However, there were few who managed to do so, indeed many were unable to name any type of respiration in their answer.

## **B3**

- (a) Most candidates gained a mark for sponsorship or trust funds.
- (b) A number of candidates confused their answer by describing the advantages for a performer and although giving good answers failed to gain any marks.
- (c) The main responses related to the quality of coaching and access to facilities, the vast majority of candidates gained two marks.
- (d) A number of candidates misinterpreted the question and wrote at length about the impact of technology in television coverage; this included the use of analysis. The few very good answers all gave examples of the different types of technology such as referees and linesmen being able to talk to each other on the pitch, use of third umpires etc. An accepted answer was also any description of how referees are put under greater pressure.
- (e) Common answers discussed the financial impact of setting up a private leisure facility. A number of candidates misinterpreted the question and discussed the use of facilities of a private company for its employees.

- (f) A very well answered question, many candidates gained full or near full marks, most showed a good understanding of the key issues. In the main, marks were lost because of reversed points, for example: 'The reason women were not able to participate was the lack of coaching available', in part (i) was offered in reverse in part (ii) and an increase in participation was seen to stem from the increase in the amount of coaching. In such cases only one mark was awarded.

**Paper 0413/02**

**Coursework**

### **General comments**

The increasing popularity of the IGCSE Physical Education course has been demonstrated once again this year. Centres as far afield as the Falkland Islands, New Zealand, Nepal and Botswana have joined the established list of Centres throughout the world already offering the syllabus to their candidates.

An essential element of the examination is the Coursework component. This consists of a wide range of practical activities that make up six separate categories of activities. A change in the regulations for this year's examination has meant that candidates taking the course were required to choose four activities from at least two of the six categories of activities in which to be examined, rather than from three of the activity areas, as in the past. This change in requirements has enabled candidates to be more selective and less restricted in their choice of activities.

The range and choice of activities continue to vary considerably from Centre to Centre. Some Centres clearly prefer to concentrate on four or five activities. Although this may seem very restrictive, the aim of these Centres is clearly to try to ensure that by maximising particular facilities or staff expertise, their candidates will ultimately achieve high levels of performance in the activities offered. Such a policy does have its merits although some Centres offering activities such as Swimming or Gymnastics find that some of their candidates, who lack basic experience of these activities, tend to struggle to gain acceptable marks. Other Centres take a different view and allow their candidates the freedom to choose whichever activities they prefer, providing they are receiving instruction in these activities. Most of the activities are offered within Centres but an appreciable number of off-site activities are offered with considerable success. In many cases candidates opting for off-site activities are receiving expert tuition in activities such as Horse Riding, Tennis, Windsurfing and Rock Climbing, to name but a few of the more popular activities.

Once again this year's candidates have selected activities from the wide range of those available, with Games continuing to be the most popular group of activities. Within the Games Category, Association Football, Basketball, Badminton, Netball and Hockey are clearly the most popular. However, other popular choices are Rounders, Volleyball, and Tennis and to a lesser extent Golf, Squash and Table Tennis.

Within the Gymnastics Category, only Artistic Gymnastics seems to have attracted candidates in significant numbers this year.

Once again the Dance Category provides an opportunity to offer a variety of different forms of ethnic dances, although the numbers choosing this are quite small.

Amongst the Athletics Category the most popular activity is Track and Field Athletics and to a lesser extent Cross Country Running. The reason for the popularity of Track and Field Athletics would appear to be the fact that Centres like the objective method of assessment in this activity, based on the Five Star Award Scheme Athletics Chart.

Within the Outdoor and Adventurous Activities Category certain activities continue to be popular. Amongst the more popular have been Skiing, where 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. It is also worth pointing out that the standard of performance of candidates in these activities is extremely high, which reflects very well on the standard of instruction in these rather 'specialised' activities.

Swimming also remains very popular amongst many candidates. Once again the reason for this is not just Centres' proximity to facilities but the fact that objective times and distances are used as the means of assessing performance.

All Centres are required, as an essential part of the examination, to provide video recorded evidence of their candidates' performances for moderation purposes. On the whole most Centres have been aware of this requirement and have, in consequence, prepared themselves and their candidates for the filming. However, some Centres have prepared less well, and in some cases several Centres found themselves in difficulties trying to produce good video evidence by the Coursework deadline date.

It is apparent from the video evidence received 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 being placed in their correct ranked order according to ability and being awarded an appropriate mark according to the activity assessment criteria. In the vast majority of cases this has been done extremely well, with no adjustment required to the marks. However, in some cases the standard of assessment has been either too generous, or too severe, and as a result marks have been adjusted at Moderation. This has tended to occur at Centres following the syllabus for the first time, and at Centres where the number of candidates is small, making it difficult to assess standards of performance against other candidates. Teachers following the syllabus for the first time have sometimes been able to make contact with others in Centres where IGCSE Physical Education has been taught for a number of years and in this way experience can be shared.

From the documentation received it is clear that some Teachers have not followed the rubric in the syllabus. This is particularly noticeable where Centres have not submitted the correct activities from specific activity categories. This change in the regulations for the syllabus this year was overlooked by several Centres and in Reports to Centres following the examination, Centres will be reminded of this.

It is quite noticeable, from the video evidence provided, 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 overwhelmingly shows many candidates from Centres performing at the highest levels in terms of Planning, Performing and Evaluating, with a lesser number performing at a satisfactory level 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 a range of sporting activities. In an examination that recognises practical ability, many candidates are clearly keen to demonstrate their ability and be rewarded for their physical prowess. Although the syllabus caters for candidates of all abilities it is very noticeable that the spread of practical activity marks is skewed towards the high ability level.

As in previous years, the marks for Analysing and Improving, Assessment Objective 2, reflect a wide range of ability. These marks should be supported by both video and written evidence. On the whole, the video evidence provided for this aspect shows that Centres' candidates have a good grasp of the fundamentals, rules and regulations, and training methods of their chosen activities, and is often supported by very good written evidence. However, as in previous years, some Centres fail to provide any video evidence of this assessment objective and rely mainly on written evidence for their candidates' Analysing and Improving marks, whereas other Centres still do not provide written evidence in support of the marks awarded for this Assessment Objective.

The quality of some of the written work provided by certain Centres for Analysing and Improving continues to be excellent and as a result a large number of candidates have achieved the highest marks. Teachers are sometimes reluctant to award a maximum mark even where work is clearly exceptional and well above the level expected for the highest mark, opting instead for the 'safer' mark of nine. A considerable amount of this work is now word-processed and is beautifully presented, and Centres encouraging candidates to produce such high quality work should feel proud of their achievement. On the other hand, there are some Centres that seem to ask candidates to produce written evidence in support of marks awarded for Analysing and Improving almost as an afterthought. The quality of this work is much lower and is reflected in the candidates' marks. Much of this work tends to lack depth of knowledge and the ability to suggest ways in which performances might be improved, once weaknesses have been identified. This latter point is a fundamental problem with the work produced by some candidates. Teachers need to give more guidance on how candidates can structure their responses in order to make it clear what training or practice methods can be used to improve any weaknesses in skills, techniques, fitness or simply 'reading the activity'.

### **Video recorded evidence**

The video recorded evidence provided by Centres is the only way in which candidates' performances can be presented for moderation purposes. It is therefore imperative that the quality of the video recording is as detailed as possible. In order to achieve this, most Centres have followed the instructions available which lay down clearly:

- what should be filmed;
- the best sequences of shots to take;
- how to identify candidates in numbered training bibs;
- how to show candidates in the most favourable conditions.

However, despite repeated instructions, some Centres fail to take this advice, do not film their candidates in the most favourable situations, often do not check the quality of the vision and sound track before submitting the tape, and consequently place their candidates at a distinct disadvantage. Some tapes also are not well packed and two tapes arrived this year with the cassettes damaged. Fortunately in both cases the tapes could be transferred to other cassettes, with only a small loss of recording. However, to avoid this happening in future, Centres are strongly advised to check both the quality of the pictures and the sound track before dispatching the tape to Cambridge. Furthermore, Centres are advised to keep a second copy of the tape, in case the original gets damaged or lost in transit.

The difference in quality of the video-tapes received varies enormously. The very best show excellent sequences of shots, showing skills and activity situations, candidates are clearly identified and the accompanying commentary helps not only to identify candidates but to pin-point their strengths and weaknesses. One tape received had been produced professionally with graphics and background music. Although very attractive, this kind of detail is not necessary, and background music something of a distraction. The poor quality tapes are often filmed indoors, in situations where it is difficult to identify candidates from the picture quality and there are no accompanying notes or commentary.

Some Centres have also carried out excellent interviews of candidates in connection with Assessment Objective 2, Analysing and Improving. Many are quite brief but oral questioning of this kind quickly enables the Moderator to assess a candidate's ability to understand the activity they are taking part in and to discover whether they can identify strengths and weaknesses in their own or another person's performance.

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. However, this was not always the case and some Centres produced shots that 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 a tennis serve and because of the angle of the camera to the candidate, it is not possible to see whether the candidate delivers the ball to the service area or not. Also, if the sequence of shots wishes to show a game situation, and the game is filmed from a distance, not only is it impossible to identify individual candidates but it is impossible to see them perform any skills. Identification of candidates is always crucial in such circumstances. Teachers who fail to present their candidates in the most favourable light do them a considerable disservice.

In order to show the full range of ability of candidates, most Centres provided video recorded evidence of a sample of candidates from across the ability range. Most Centres also follow the guidelines and showed candidates demonstrating a range of skills. They are then often placed 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 within a team game situation. However, some Centres failed to do this. Consequently they risk having the marks of their candidates reduced, simply because of the failure to show them 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 enough merely to show the candidates demonstrating a small 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 and which is accepted in most video recorders. However, some Centres, usually in the Americas and Japan, use a different system of video-recording which is not compatible with the PAL system. Centres using 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.

Once again this year, most Centres have taken great care to send all the necessary documentation, along with good video evidence of candidates' performances, by the Coursework deadline. These Centres clearly followed CIE guidelines and as a result most Coursework material arrived on time and intact. Where the appropriate paperwork is omitted from the sample, the Moderation process can be considerably delayed. Centres are asked to make sure that all the required material is despatched together, to arrive by the Coursework deadline.