

PHYSICAL EDUCATION

Paper 0413/11

Paper 1

General Comments

Candidates, in the main, were able to answer questions from all areas of the paper and no question seemed to provide a particular difficulty for the more able candidates. There was little to indicate that there was insufficient time to complete the paper.

More able candidates were able to fully develop their answers and, consequently, many candidates scored well in the longer questions that required responses to have a greater level of detail. There were a number of candidates who could only offer limited detail and, although there was a demonstration of some understanding, the lack of detail resulted in little credit being awarded. A significant number of candidates were unable to offer any responses to a range of questions, but this was not specific to any section or type of question.

Comments on Specific Questions

Section A

1. Most candidates gained credit for being able to identify the R in the RICE treatment.
2. Most candidates gained some credit, however a significant number of candidates were unable to provide an appropriate response. The most common error was not relating the answer to a performance related benefit.
3. Well answered, most candidates gained credit for answers such as football - shin pads, or rugby – gum shields.
4. Most candidates gained credit for responses such as newspapers.
5. The vast majority of candidates gained credit, with the typical response being repair of muscle tissue or to provide energy.
6. The most common correct response was age or maturity, however the example given often lacked accuracy. A considerable number of candidates gave responses that related to the level of performance rather than the level of skill.
7. The majority of candidates gained full credit; typical correct responses were being free from stress and being able to control their emotions. There were few typical errors, although some candidates gave components of mental and social well-being.
8. Candidates who were able to distinguish between adduction and abduction were able to gain full credit by giving a good example. The confusion between the two types of movement was the only common error made.
9. Most candidates gained some credit, however some were unable to offer any response. Typical examples of correct responses were the use of dual-use facilities, developing extra-curricular activities that allow games against other local schools, and organising activities such as fun days for the community to take part in.
10. Those candidates who gained credit gave answers highlighting the environment required for certain events, the weather conditions needed for activities such as skiing and the thrill of the natural environment which cannot be replicated by artificial facilities. However, there were a number of

candidates who gave responses related to altitude training which did not meet the demands of the question.

11. Most candidates gained full credit by giving the ribs protecting the heart and lungs, and the skull protecting the brain, as their examples. Candidates needed to give which part of the skeleton provides protection, and the organs they protect, to gain credit.
12. The majority of candidates scored well on this question, most being able to give an accurate description of reversibility and an example of when it may occur. Examples such as illness or injury were typically correct answers, but credit was not awarded if candidates merely said they stopped training as it did not give enough detail. A number of candidates, however, were unable to give any response.

Section B1

- a. A number of candidates gained full credit, recognising that narcotic analgesics are addictive, can lead to the performer being banned, and also that they mask pain, potentially resulting in increases in the severity of injuries. However, a significant number of candidates confused the disadvantages of this particular drug and gave answers linked to anabolic steroids.
- b. (i) A number of candidates were able to fill in the blank and complete the information processing model.
(ii) Candidates generally found it difficult to give a description of input with many describing the role of feedback in this process. Some candidates were unable to offer a response.
- c. Most candidates were able to identify the movement created by the deltoid muscle and although some candidates gave examples that were more complicated than were needed, most did gain full credit. The most typical correct response was throwing a ball.
- d. (i) Most candidates were able to give a good description of an endomorphic body type. The most common responses related to it being pear-shaped and having narrow shoulders and wide hips. A well answered question.
(ii) The most typical correct response given was Sumo wrestling.
- e. (i) To gain credit, candidates needed to provide detail of the function of blood to a performer rather than just general information about the functions of blood. A number of candidates failed to do so and therefore did not gain credit. The most typical correct responses were carries oxygen to the working muscle and carries increased amounts of carbon dioxide to the lungs for exhalation.
(ii) A well answered question: most candidates had an understanding of the effects of lactic acid and gave typical responses that it caused fatigue and muscle pain.
- f. (i) Most candidates gained credit with the description of stamina being the ability to exercise over a period of time. Few candidates were able to gain full credit with a more detailed description or an alternative definition.
(ii) Few candidates who gave a description of the multi-stage fitness test included reference to published tables as a means to calculate a performer's VO_2 max. Answers that gained full credit needed to give a full description of all aspects of the test. A significant number of candidates were unable to offer a description of the test.
(iii) Typically correct responses were the data collected enabled training programmes to be prepared or goals set. Few candidates gained full credit as most answers were not developed beyond this point.
- g. (i) Most candidates gained some credit, although few were able to name all, or at least five, of the terms that make up SMARTER.
(ii) Despite the majority of candidates gaining credit in part (i), there were a numbers of errors made in the second part of the question. A number did not identify which target they were describing, or relate their answer to a particular sport, and many did not develop their answer beyond a single point. From the answers in part (i), it would seem that most candidates had some knowledge of goal setting, but did not develop their answer to demonstrate this fully.

Section B2

- a. A well answered question, most candidates gained credit with answers such as listening to music, controlled breathing and taking rest.
- b. Most candidates gained full credit with responses such as cleaning the wound and a description of some type of dressing.
- c. Most candidates were able to gain credit; typical responses related to the condition of the floor, equipment being left in the hall and poor supervision. A number of candidates failed to recognise that the setting was a sports hall, rather than an outdoor space, and the responses given then related to that space.
- d. A number of candidates demonstrated an understanding of the topic and named the different groups, but did not then explain the reasons why each group had different energy requirements. The typically correct responses included: age – older people need less energy than active teenagers; lifestyle – people who live sedentary lives need less energy; sports played – different sports played make different energy demands of performers.
- e. A well answered question, most candidates gained credit and some showed a very good understanding of the topic. The common error was to describe the long-term effects of exercise rather than the short-term impact. The most common correct responses included the increase in the heart rate, rises in blood pressure, more blood reaches the working muscle, breathing rate increases and tidal volume increases.
- f. (i) Most candidates gained credit for a description of the role of carbohydrates, with the most common response being as an energy source. Fewer candidates were able to give an accurate description of the benefits of minerals. The most common correct response was the example of calcium aiding the building of bones.

(ii) Again, most candidates gave a good range of responses to the negative effects of a lack of carbohydrates, with the most common responses being a lack of energy and slower ability to recover after exercise. Candidates offered fewer responses for the negative effects of mineral deficiency, with the most common responses relating to the effects of weaker bones.

Section B3

- a. The majority of candidates gained credit but a considerable number did not relate their answer to the workplace and, instead, gave answers such as using a washing machine in the house. The most typical correct responses were people working fewer hours and having longer holiday periods.
- b. Candidates seemed to find this question difficult, and few gained full credit, although a number were able to give a reason for the benefits to participants, namely being able to participate at a higher level. Many candidates were unable to give an appropriate response for a spectator. Those who gained credit usually gave responses such as it allows people from different countries to mix and share interests. There were a considerable number of candidates who did not offer a response.
- c. Most candidates were able to gain credit. There was a misunderstanding by some candidates who focused their answers on the benefits to sport being shown on the television rather than the changes that have resulted from being shown in the media.
- d. Most candidates were able to describe the impact of campaigns and legislation on creating equal opportunities for women in sport. Typical responses included the increase in awareness of woman's sport, the greater availability of facilities and the introduction of specific sports and times for women to participate. Generally candidates showed a good understanding of the topic of the question, although few included the impact of legislation.
- e. Most candidates gained credit with a number providing answers that scored maximum credit. Most candidates identified health and social reasons for taking part in physical activities. The main reason for candidates not gaining full credit was the lack of structure in their answers: the question asked for two reasons for participation therefore required more than one example for each of the named reasons given.

Conclusion

The number of candidates who found the paper difficult was significant and they were unable to answer many questions, therefore I have focused comments on the middle ability and more able candidates who were able to attempt the majority of questions on the paper.

Throughout the paper there was little to suggest a lack of understanding of the topics covered by the questions. However, there were questions in each section when, despite most candidates demonstrating some understanding, they did not then develop their answers by providing more detail or examples. Notable questions in which this occurred include, in **Section A Questions 6, 8 and 9**, in **Section B1 Questions b(ii), d(ii) and f(ii)**, in **Section B2 Question a and e** and in **Section B3 Questions a and b**. There were few occasions when candidates were unable to offer a response and they demonstrated a good understanding across the whole examination specification.

PHYSICAL EDUCATION

Paper 0413/12

Paper 1

General Comments

This paper had a relatively small number of candidates and, generally, they performed well. Most candidates gained credit in all areas of the paper and few left questions unanswered; equally there was little evidence to suggest that candidates had insufficient time to complete the paper. The quality of the written responses was generally very good with very few papers causing any difficulty to read.

Most candidates were able to develop their answers well; consequently, many candidates scored well in the longer questions that required responses to have a greater level of detail.

Comments on Specific Questions

Section A

1. Most candidates gained credit for being able to identify the R in the RICE treatment process.
2. Although most candidates gained credit, a common error was not relating the answer to a benefit in performance.
3. Well answered; most candidates gained credit for answers such as football - shin pads, or rugby – gum shields.
4. All candidates gained credit with responses such as newspapers.
5. Most candidates gained credit for stating either the provision of energy or muscle repair. The only mistake made involved candidates responding with growth, which was information contained in the question.
6. A number of candidates found this question difficult as responses reflected the factors that affected performance rather than skill, with responses such as weather or state of the pitch being given.
7. The majority of candidates gained full credit; typical correct responses were being free from stress and being able to control their emotions. There were few typical errors, although some candidates gave components of mental and social well-being.
8. Candidates who were able to distinguish between adduction and abduction were able to gain full credit by giving a good example. The confusion between the two types of movement was the only common error made.
9. A number of candidates incorrectly interpreted this question as being methods to advertise extra - curricular activities and gave responses such as use of posters and television.
10. Those candidates who gained credit gave answers highlighting the environment required for certain events, the weather conditions needed for activities such as skiing and the thrill of the natural environment which cannot be replicated by artificial facilities. However, there were a number of candidates who gave responses related to altitude training which did not meet the demands of the question.
11. Most candidates gained full credit by giving the ribs protecting the heart and lungs, and the skull protecting the brain, as their examples. Candidates needed to give which part of the skeleton provides protection, and the organs they protect, to gain credit.

12. The vast majority of candidates were able to give an accurate description of reversibility and give an example of when it may occur. Examples such as illness or injury were typically correct answers but marks were not awarded if candidates merely said they stopped training as it did not give enough detail. Part (ii) was well answered by almost all candidates.

Section B1

- a. A number of candidates gained full credit, recognising that narcotic analgesics are addictive, can lead to the performer being banned, and also that they mask pain, potentially resulting in increases in the severity of injuries. However, a significant number of candidates confused the disadvantages of this particular drug and gave answers linked to anabolic steroids.
- b. (i) Most candidates were able to fill in the blank and complete the information processing model.
- (ii) Candidates generally found it difficult to give a description of input with many describing the role of feedback in this process.
- c. Most candidates were able to identify the movement created by the deltoid muscle and, although some candidates gave examples that were more complicated than were needed, most did gain full credit. The most typical correct response was throwing a ball.
- d. (i) All candidates were able to give a good description of an endomorphic body type. The most common responses related to it being pear-shaped and having narrow shoulders and wide hips. A well answered question.
- (ii) Most candidates gained credit, but there were some vague answers such as rugby, where candidates needed to be specific about when the features of this body type would be an advantage. The most typical correct response given was Sumo wrestling.
- e. (i) To gain credit candidates needed to provide detail of the function of blood to a performer rather than just general information about the functions of blood. All candidates were able to demonstrate some knowledge of the topic, with responses such as transporting oxygen to the working muscle and carrying increased amounts of carbon dioxide to the lungs for exhalation.
- (ii) A well answered question: most candidates had an understanding of the effects of lactic acid and gave typical responses that it caused fatigue and muscle pain.
- f. (i) Most candidates gained credit with the description of stamina being the ability to exercise over a period of time. Few candidates were able to gain full credit with a more detailed description or an alternative definition.
- (ii) Few candidates who gave a description of the multi-stage fitness test included reference to published tables as a means to calculate a performer's VO_2 max. Answers that gained full credit needed to give a full description of all aspects of the test.
- (iii) Typically correct responses were the data collected enabled training programmes to be prepared or goals set. Few candidates gained full credit as most answers were not developed beyond this point.
- g. (i) Most candidates gained some credit, although few were able to name all, or at least five, of the terms that make up SMARTER.
- (ii) Despite the majority of candidates gaining credit in part (i), there were a numbers of errors made in the second part of the question. A number did not identify which target they were describing, or relate their answer to a particular sport, and many did not develop their answer beyond a single point. From the answers in part (i), it would seem that most candidates had some knowledge of goal setting, but did not develop their answer to demonstrate this fully.

Section B2

- a. A well answered question, most candidates gained credit with answers such as listening to music, controlled breathing and taking rest.
- b. All candidates gained credit, many earning full credit for responses such as cleaning the wound and a description of some type of dressing that could be used to treat a cut.
- c. Most candidates were able to gain credit, typical responses related to the condition of the floor, equipment being left in the hall and poor supervision. A few candidates failed to recognise that the setting was a sports hall rather than an outdoor space and the responses given then related to that space.
- d. All candidates demonstrated some understanding of the topic and were able to name different groups, but not all were then able to explain the reasons why each group had different energy requirements. The typically correct responses included: age – older people need less energy than active teenagers; lifestyle – people who live sedentary lives need less energy; sports played – different sports played make different energy demands of performers.
- e. Most candidates gained credit and some showed a very good understanding of the topic. The common error was to describe the long-term effects of exercise rather than the short-term impact. The most common correct responses included the increase in the heart rate, rises in blood pressure, more blood reaches the working muscle, breathing rate increases and tidal volume increases.
- f. (i) Most candidates gained credit for a description of the role of carbohydrates, with the most common response being as an energy source. Fewer candidates were able to give an accurate description of the benefits of minerals. The most common correct response was the example of calcium aiding the building of bones.

(ii) Again, most candidates gave a good range of responses to the negative effects of a lack of carbohydrates, with the most common responses being a lack of energy and slower ability to recover after exercise. Candidates offered fewer responses for the negative effects of mineral deficiency, with the most common responses relating to the effects of weaker bones.

Section B3

- a. A number of candidates did not relate their answer to the workplace but gave answers such as the benefits of using a washing machine in the house. The most typical correct responses were people working fewer hours and having longer holiday periods.
- b. Candidates seemed to find this question difficult and few gained full credit, although a number were able to give a reason for the benefits to participants, namely being able to participate at a higher level. However, most candidates were unable to gain full credit by then giving an appropriate response for a spectator. Those who did so, usually gave responses such as it allows people from different countries to mix and share interests.
- c. This was generally a well answered question. There was some misunderstanding by some candidates who focused their answers on the benefits to sport being shown on the television rather than the changes that have resulted from media coverage.
- d. Most candidates were able to give the impact of campaigns and legislation on creating equal opportunities for women in sport; typical responses included the increases in awareness of woman's sport, the greater availability of facilities and the introduction of specific sports and times for women to participate. Generally candidates showed a good understanding of the topic of the question, although there was little recognition of the impact of legislation.
- e. Most candidates gained credit with a number providing answers that scored maximum credit. Most candidates identified health and social reasons for taking part in physical activities. The main reason for candidates not gaining full credit was the lack of structure in their answers: the question asked for two reasons for participation therefore required more than one example for each of the named reasons given.

Conclusion

Throughout the paper there was little to suggest a lack of understanding of the topics covered by the questions. However, there were questions in each section when, despite most candidates demonstrating some understanding, they did not then develop their answers by providing more detail or examples. Notable questions in which this occurred include, in **Section A Questions 6, 8 and 9**, in **Section B1 Questions b(ii), d(ii) and f(ii)**, in **Section B2 Question a and e** and in **Section B3 Questions a and b**. There were few occasions when candidates were unable to offer a response and they demonstrated a good understanding across the whole examination specification.

PHYSICAL EDUCATION

Paper 0413/13

Paper 1

General Comments

The vast majority of papers were well answered and there was nothing to suggest that there was insufficient time available for the completion of the paper. No question seemed to consistently cause a major problem for candidates.

The quality of the written responses was good with most answers well developed. Very few candidates wrote on the paper other than in the space provided, a situation which has, in the past, caused a problem when marking.

Most candidates gained credit across the whole paper, showing a good understanding of the whole exam specification, and many scored marks in those latter questions in each section which require more detail. There were some candidates who did not develop their answers as fully as they might and, despite demonstrating some knowledge, provided insufficient detail to gain full credit.

Comments on Specific Questions

Section A

1. Most candidates gained credit, showing an understanding of the RICE process.
2. The majority of candidates gained credit, with either fitness or health as their responses. A number of candidates gave examples of aspects of the two areas which were given credit.
3. Candidates gained credit, in the main, for recognising that a warm up contributes to preventing muscle injury rather than stopping an injury.
4. Most candidates gained credit, with the most typical response being newspapers.
5. Typical responses were repairing muscle tissue and aiding growth. The majority of candidates gained credit.
6. Many candidates gave a very limited description of the decision making process, giving responses such as choosing to shoot or pass in a basketball match. Few candidates gained full credit as they failed to recognise the need to demonstrate the reasons why a player would shoot rather than pass the ball in basketball, which forms part of the decision making process.
7. A well answered question, most candidates gained full credit with the most common response being the ability to cope with stress and the ability to control emotions. The only common error came from candidates who described mental illness as their answer.
8. A number of candidates gained credit with good descriptions and examples of flexion. However, many described the antagonistic movement that creates flexion and the examples given were often too vague. A frequent example given was running, rather than describing which part of the running action uses flexion.
9. Most candidates gained some credit, with many achieving full credit. Typical examples was the use of dual-use facilities, developing extra-curricular activities that enable play against other local schools, and organising activities such as fun days for the community to take part in.

10. Most candidates gained full credit, giving a range of activities such as sailing, surfing, and lifesaving competitions. Beach volleyball was also accepted as it is often played on the beach and certainly it originated in this environment.
11. Most candidates gained full credit, giving ribs protecting heart and lungs and the skull protecting the brain as their examples. To gain full credit, both the organs being protected, and the part of the skeleton offering protection, needed to be named.
12. Most candidates gained some credit, a small number giving answers that enabled maximum credit to be given. Typical responses were linked to the need to improve; the more able candidates were able to link this with progress as a form of motivation to train hard and give examples of how progression can be achieved.

Section B1

- a. A well answered question, most candidates gave dehydration and dizziness, or headaches, as their responses.
- b. (i) A very high number of candidates were able to identify feedback as part of the information processing model.
(ii) Again, most candidates showed a good understanding of the process of learning a new skill; typical responses were identifying strengths and weakness and being able to adapt to improve performance.
- c. Candidates generally gained credit for a description of the movement performed by the triceps. The only common error was the description given being the antagonistic actions that the triceps is part of. The examples given were usually correct with the only common error occurring when the description was too general; for example, rather than give a smash shot in badminton, which required the arm to be extended, a candidate simply stated a shot in badminton, which did not give enough detail to be given credit.
- d. (i) A well answered question most candidates gaining full credit, with typical descriptions being a wedge-shaped upper body, wide shoulders and narrow hips.
(ii) Most candidates gained credit for examples of sports that require explosive power or strength.
- e. The majority of candidates gave well structured responses that described how the efficiency of the circulatory system and respiratory system can develop over time with regular exercise. Most candidates gave responses such as: stroke volume and cardiac input will increase; blood pressure will decrease; resting heart rate will decrease. Answers were also given credit that described the ability to work for longer.
- f. (i) Most candidates gained partial credit, usually with responses that identified stamina as being the ability to work or exercise for long periods of time. There were very few additional factors that could identify the term stamina.
(ii) Most candidates gained credit for the description of the test, but few gave enough detail for full credit to be awarded.
(iii) There were some excellent responses to this section of the question, with responses such as measuring progress over time by retesting, being able to identify either a suitable position in a team or a sport to play using the results and using the results to determine a training programme. The common mistake made by candidates was only giving a single response rather than developing their thoughts more.
- g. A very well answered question, with many candidates attaining high levels of credit.
(i) Typically correct responses included mental rehearsal, positive thinking and relaxation techniques such as listening to music and controlled breathing.
(ii) Again, a variety of responses were offered, such as becoming nervous, making mistakes, over aggression and loss of concentration.

Section B2

- a. A number of candidates were able to give a good description of methods of weight training but confused which type of training suited their description. Those who gained credit usually gave isotonic training as weight training that provided muscle movement and isometric training being static, or requiring no muscle movement.
- b. Most candidates gained partial credit with a significant number giving two good responses. Typical correct responses identified the cause of a blister as friction or rubbing, and the correct procedure as using specialist blister plasters to protect the area.
- c. Although many candidates demonstrated a good understanding of the topic of safety, a significant number did not apply this understanding to a playing field and added safety considerations that would only apply to an indoor area or facility. Typical correct responses usually included the effect of adverse weather conditions and the state of the playing surface.
- d. (i) Most candidates gave the correct response to complete the equation.
- (ii) The question required candidates to identify the effects on the body in the short term, and prior to the onset of anaerobic respiration. Therefore, answers needed to demonstrate the increase in demands made by the body during this type of respiration. Typical correct responses included the increase in heart rate, breathing becomes deeper and more regular, blood pressure increases and tidal volume is increased. The common errors made by candidates were giving the long term benefits of exercise and describing the equation in part (i) of the question.
- e. The question required candidates to describe the long term effects on the cardiovascular and respiratory systems and the links that a healthy lifestyle has on the two systems. Most candidates showed a good understanding of the topic, with many gaining full credit for their responses to the question. Typical responses included reference to the heart growing bigger and stronger allowing exercise to take place for longer and reducing the likelihood of heart disease. Also greater capillarisation allowing a more effective transfer of oxygen and removal of waste with the reduction in medical conditions such as asthma. Some candidates gained credit for identifying the lifestyle benefits such as the reduction in blood cholesterol levels. Generally a well answered question with many candidates displaying a very good understanding of the topic.
- f. (i) Most candidates gained full credit in part one of the question, giving as a use of protein the building and repairing of muscle tissue. Fibre was usually described as adding bulk to food and aiding digestion.
- (ii) Most candidates gave a good description of the effects of a lack of protein, with typical responses being slower recovery and less muscle growth, resulting in a lack of muscular strength. However, the effects of a lack of fibre was less well answered; there were few alternative answers to the response of causing constipation and little linking the answers to the effect on performance.

Section B3

- a. Most candidates gained credit for this question; typical responses included the improvement in treatment, quicker recovery from illness and earlier identification of medical conditions.
- b. There were a number of candidates who gave very full responses but directed their response to the benefits for the host country rather than the sport. Responses such as an increase in employment and improvements in infrastructure were typical responses. Those candidates who answered the question focussing on the benefits for sport gave responses such as improvement in facilities, improvements in coaching and an increase in the numbers participating in that particular sport.
- c. Correct responses which were given by most candidates included the showing of sports regularly, live games and highlights, and the showing of minority sports helping them to become more popular. There were few common errors made by candidates.
- d. There were some very considered responses, with candidates focusing on the impact of campaigns rather than how legislation has affected the opportunities for athletes with disabilities. The most

common responses were the increase in facilities and the adaption of these facilities, increases in the number of coaches, and opportunities for participation. A well answered question.

- e. Some candidates misinterpreted the question and described the reasons for the increase in leisure facilities rather than the factors surrounding why people have more time for leisure activities. Those who correctly answered the question described earlier retirement, better health and medical conditions, a shorter working week and more flexible working hours. There were few common errors made when responding to this question.

Conclusion

Although there were no questions that consistently provided difficulties there were some questions that were inconsistently answered. **Section A** was generally well answered but responses to **Question 6** and **12** both, sometimes, lacked development beyond the obvious answer. In **Question 6** the examples given were often very limited and did not reflect the description given. In answers given to **Question 12** many gave the response of enabling a performer to improve but there were few answers developed beyond this point. **Section B1** was again well answered with only **Question f (ii)** where few candidates gained full credit. One of the core features of the test is how the data could be used and many candidates who otherwise gave good descriptions failed to develop their answers fully to include this. **Section B2** was again well answered with only **Question B2c** providing some confusion when some candidates failed to recognise the question required the answers to relate to a playing field area; also there was a great deal of repetition in some answers, a number of candidates gave a list of how different weathers would affect the safety or a number of different ground conditions such as pot holes, litter, glass etc. Only one question in **Section B3** caused any significant difficulty that being **B3c** when some candidates misinterpreted the question and gave responses that related to sports benefiting from television coverage, including the role of sponsorship and changes to rules and timings of events.

Overall the majority of candidates performed well and demonstrated a good understanding of the subject.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

- In general the moderation of the November 2013 coursework component for IGCSE Physical Education has run smoothly. The majority of Centres have submitted coursework on time with the required forms and DVD evidence completed satisfactorily.
- All Centres should be congratulated on the excellent filmed DVD evidence of candidates' performances in a range of practical activities that they have provided. Clearly a great deal of time and effort has gone into providing such quality DVD evidence.
- New Centres are still finding it difficult submitting coursework according to the guidelines laid down in both the syllabus and the Coursework Guidance Booklet. It would appear that the teachers from these Centres do not have a full grasp of the essential parts of the syllabus, including content and assessment criteria. Assessors should ensure they are fully versed in the material contained within all subject resources so that the candidates in their Centres are not subject to a disadvantage compared to those in other centres.
- The assessment of the two components of the coursework has improved greatly although assessing Swimming events, Athletic events and Cross Country Running events still present problems for some teachers. However, the new assessment forms requiring verification of marks has helped enormously.
- The Analysing and Improving Performance tasks vary considerably from Centre to Centre. Some Centres are inclined to award inflated marks for work which is very short and lacking in content.

Teaching the Practical Activities.

As in previous years there are excellent examples of good teaching in many Centres. Sadly this is not the case in other Centres. It is noticeable that even the basic skills in some activities are not carried out competently by performers. Fortunately there are many Centres that have provided intense practices and showed excellent examples of coaching for their candidates. In such cases the standard of performances are extremely high. Examples of this occur in all sports but especially in Trampolining and Gymnastics.

Assessment of Practical Activities

Most Centres have marked the practical activities in line with the criteria. However, some new Centres that have introduced the examination for the first time struggled to set the correct standard of marking.

One concern which has previously been reported has been the inaccuracy of some of the times and distances submitted by certain Centres for Athletics, Cross Country Running and Swimming events. Although this problem still continues, the introduction of new assessment forms requiring a second person to verify the accuracy of marks has eliminated many of the errors. It needs to be emphasised that the Head of Physical Education at each Centre is responsible for ensuring the accuracy of measured distances and timing in all objectively tested activities. For example, swimming pools need to be measured accurately to ensure that the distance swam is precisely 50 metres. This will mean that in 20 metre swimming pools candidates will have to make two turns and the finishing point may have to be a cone on the side of the pool. The timing and measuring of events can be undertaken by candidates but must be independently checked for accuracy by at least two teachers.

An important requirement of the assessment of Hill Walking and Campcraft is that teachers must supply concrete evidence of the planning for all expeditions. Although some Centres supply filmed evidence of the expedition, this is not specifically asked for. However, it is essential that information of planning, route

sheets, equipment lists, menus etc. must be provided, along with candidates' written reports of the expedition to support the marks that have been awarded to candidates. It is also useful for teachers to give brief accounts of the success of the expedition. Without this information the Moderator has very little information on which to judge the accuracy of marks awarded.

Teaching and assessment of the Analysis of Performance

This aspect of the coursework component is interpreted much more widely than the practical marks. Where Centres follow the guidelines and complete all the sections, the standard of work is high and assessment is accurate. Unfortunately too many Centres either apply their own interpretation of what is required or do not read the syllabus and guidance notes in sufficient detail. In such cases some candidates write a history of their chosen activity or give lengthy details of rules and regulations. Regrettably, none of this work can be credited.

Teachers are strongly advised to strictly follow the guidelines for the Analysing and Improving task that are clearly set out in both the syllabus and Coursework Guidance Booklet. It is suggested that the different parts of the written task should be set out as sub-sections, with sub-headings, and that greater emphasis should be placed on the ways and means of improving all the identified weaknesses through training and practice. This is often the part that is least well addressed.

Filming of practical activities.

Centres continue to spend a lot of time and care over the compilation of the filmed evidence. Much of the filmed sequences are well planned by Centres but some go to great lengths to provide captions which are not essential. Centres should ensure that all filming is largely a continuous process, without any editing. This enables the Moderator to judge the overall performance of individuals more fairly.

Identification of candidates was, in most cases good, although numbers displayed only on the back of candidates continues to be a problem with some Centres. In future please ensure that numbers are shown both on the front and backs of candidates and when filming be aware of whether candidate's numbers can be clearly seen or not.

In many cases Centres provide background commentary and captions which are always helpful.

The following points are made to try and further improve filmed evidence:

1. Try to limit the filmed evidence to one or two DVDs if possible.
2. The DVD evidence should be one continuous film. When footage has been split into numerous short clips it is difficult to view. When 'chapters' have been inserted it makes navigation of the DVD very easy.
3. Candidate DVD identification should be written on to the Centre Order of Merit (Rank Order) sheets. If they are identified in writing on the DVD this is very useful. Candidates speaking their own name is less helpful.
4. Long coverage of warm ups is not required. It is only necessary to film one warm up routine.
5. Evidence of an activity should include isolated skills, small group drills and either a small-sided or full game situation (where necessary this can be Inter-School games, but please ensure identification of candidates is clear, especially if it changes from the practices).
6. Where candidates are given high marks then the filmed evidence should show complex skills and may have very minimal coverage of basic skills.
7. The angle of the camera should enable the skills and outcome to be observed (e.g. a lay-up shot in Basketball needs to show the player's movement towards the basket and whether the shot is successful or not). It is also important to see the number on the player throughout the movement.

The submission of other coursework material.

Almost all Centres submitted the correct paperwork. In most cases this was very neatly collated and easy to view and check. However, there were some arithmetical errors this year caused in the transference of marks. It is important that the accuracy of all marks is checked and found to be correct by another Centre colleague before documentation is dispatched to Cambridge.

Range of Practical Activities

The range of activities offered to candidates varies considerably from Centre to Centre. The more popular activities were: a wide range of Games, Track and Field Athletics and Swimming. In games, Football, Basketball, Badminton and Rugby are the most popular followed closely by Tennis, Hockey and Netball.

Outdoor activities were more popular this year. Hill Walking has grown in popularity. Clearly this type of activity is particularly influenced by the location of the Centre.

Summary

It is quite evident that Physical Education teachers clearly want to teach to a high standard and have high expectations of their candidates. Centres should be congratulated in terms of their efforts in teaching, assessing and the filming of practical activities and the production of DVDs. Some of these teachers are experienced at teaching to IGCSE level, whilst others are 'new' to the syllabus and as a result are very inexperienced. Some are fortunate to have excellent facilities, whilst others have struggled with very limited facilities. Overall, the enthusiasm of the majority of teachers is very apparent. Their effort and the obvious hard work of their candidates has clearly enabled the candidates to benefit from following the IGCSE Physical Education course.