PHYSICAL EDUCATION

Key messages

- The mark allocation for each question and the space provided for candidates serves as guidance of the length and detail of required in responses.

- Candidates are advised to read questions carefully before starting to answer so as to ensure they are clear about what is being asked. Questions asking for an explanation should generally produce a more detailed answer than those, for example, asking for a particular piece of information to be stated.

- There is no need to repeat the question being asked as a prelude to written answers.

General comments

Candidates were well prepared for the written component of the syllabus. The standard of responses was generally good. There were very few cases where candidates failed to give any response to a question. There were no indications of candidates having insufficient time to complete the paper.

Comments on specific questions

Section A

Question 1

The majority of candidates gained credit for the opening question relating to a definition of skill.

Question 2

Responses in general gained credit, with the more common correct responses given relating to energy for activity, health and growth. Reference to being fit was not sufficiently precise.

Question 3

This was exceptionally well answered by all but a few candidates.

Question 4

The 12-minute run (Cooper Test) and Multi-Stage Fitness Test (Bleep Test) were the most frequently seen answers. Sometimes the reference to the test was too vague.

Question 5

The majority of candidates gained credit for giving a type of synovial joint and for saying where it could be found in the body. Where candidates failed to gain credit it was often due to making reference to joints that were not synovial.
Question 6
Some weaker candidates made reference to a country without naming the sport involved.

Question 7
A number of weaker candidates were too vague in their choice of words or gave definitions of mental or physical well-being.

Question 8
Most candidates gave mountains or coastal activities in their answer to this question.

Question 9
This was generally well answered by the majority of candidates.

Question 10
This was answered very well by the majority of candidates. Weaker answers included a degree of repetition or referred just to relaxation, which was a repetition of the question.

Question 11
Many candidates matched the nutrients correctly.

Question 12
Membership fees and payment charges were common responses and the majority of candidates gave at least one of these. Some weaker candidates used golf courses alone as a focus for their response and so restricted their choices as to how a private company could try to ensure that they make a profit.

Section B
Unit 1: Factors affecting performance

Question B1
(a) Candidates generally responded well to this question and gave good descriptions of how the knowledge of performance as a form of feedback helped a performer improve. Answers relating to knowledge of results required a reference to a form of result outcome, whether successful or otherwise, which was often missing in weaker answers.

(b) This question proved challenging for some candidates. Generally where candidates failed to gain credit it was as a result of a vague comment about an antagonistic pair.

(c) This was a well-answered question. General references to negative effects of smoking were accepted, in addition to responses applied to an activity situation.

(d) Some candidates did not describe the movement in a type of joint. Others referred to knee/elbow joint as opposed to hinge, or to neck joint as opposed to pivot.

(e) The majority of candidates were able to give at least one way in which regular exercise could develop the efficiency of the circulatory and respiratory systems. The question provided an opportunity for a variety and range of responses. In some cases weaker candidates focused on only one of the systems as opposed to both.

(f) (i) The majority of candidates gave basic descriptions well.

(ii) Weaker candidates often failed to explain why intrinsic motivation is generally considered more important. Better candidates included the performer’s own personal desire to win and an over reliance on rewards, resulting in cheating.
This question proved challenging for many candidates. Only the strongest candidates adequately described every component in the context of their named activity.

Unit 2: Health, safety and training

Question B2

(a) Many candidates answered correctly, often referring to age differences, gender-specific energy requirements and the demands of activity.

(b) Weaker candidates generally did not answer this question well. In these cases treatments suggested were often not relevant to the injury given. There were also vague references to the RICE treatment without further detail.

(c) This was generally very well answered and candidates were clearly well aware of safety arrangements relating to activities. Occasionally candidates did not specifically give a course of action to be taken to minimise the risk. Very weak candidates gave vague answers referring to ‘checking’ the facilities.

(d) This question was answered well by the majority of candidates.

(e) Many candidates were able to describe the principles of training at length. Candidates stating the words alone, without description, gained only partial credit.

(f) The majority of candidates were able to give reasons for the production of lactic acid and could explain how this affects the performer. Weaker answers included just one reason and explanation.

Unit 3: Reasons and opportunities for participation in physical activity

Question B3

(a) Many candidates did not relate their answers to the context given in the question, namely the work place and a person’s leisure time. Some responses referred to playing computer games and becoming lazy in general.

(b) This was well answered by the majority of candidates.

(c) The majority of candidates were able to refer to some of the benefits of a nation hosting a global event such as the Commonwealth Games. Some candidates made references to the benefits to an individual athlete or team rather than to a nation.

(d) This was usually answered well by most candidates.

(e) Candidates were clearly aware of the growing development of disability in sport and in particular the influence of the Paralympic Games.
Key messages

• Centres should read and act on comments in the reports to Centre in order to improve coursework submission and assessment.

• Whole marks (not half marks) should be used on the Coursework Assessment Summary Form. The practical total mark should be rounded up or down and entered as a whole number.

• Warm ups should be filmed for approximately one minute only.

• Basic, unopposed simple skills should only be filmed for a short time. Applied skills in 1v1/2v2/3v3 and then larger group situations should be the main basis of the filmed evidence in many activities.

• The Coursework Guidance Booklet should be comprehensively read before activities are selected, before they are taught and before they are assessed.

• In some cases girls were not able to demonstrate their skills because they were dominated by the boys or the boys excluded them from the game by passing to other boys. Wherever possible boys and girls should be assessed separately. Whilst skills might be filmed and assessed together, game situations must be single gender where possible. Both sexes can be disadvantaged by playing together. Where this is not possible (mainly due to candidate numbers) then other students should be used to make up numbers (only bib the candidates). School/club matches are other ways in which evidence can be obtained.

General comments

1. Subjectively assessed activities: (Cross Country, Track and Field and Swimming). The standard was generally applied well but there were a small number of issues evident with the application of the marking criteria. Unless other evidence is offered then there should be a direct correlation between the results and the marks awarded. Please note that the standard for each level places the candidate into the bottom of the level.

2. Orienteering: The courses that have been established are generally better this year. The activity requires candidates to demonstrate orienteering skills and navigation skills, which need to be filmed in detail. This requires candidates being filmed using maps and for them to explain/demonstrate the skills they are using. Candidates must be assessed on courses that they do not know. Orienteering must take place in a natural environment where contour lines, tracks and natural features are used to guide the candidate. Town/village courses are not suitable for assessment. The criteria require Level 1 candidates to be assessed on a course at the standard of BOF light green.

3. Dance: The standard of dance, overall, has improved. The guidance about Zumba not being acceptable has been followed. Many Centres have offered Saga as a Folk Dance. Whilst it is well presented the dance content is limited and candidates are placed at a level of demand that does not enable them to access higher levels of achievement.
DVD Evidence

It is fundamental that filmed evidence is of high quality in terms of clarity and content. Moderation outcomes are based on this evidence, which must support the awarded marks. This still varies enormously in quality and quantity between Centres. Some evidence has been very good. Also some evidence was received which was less than 90 seconds long, contained footage which did not support the activity or contained no candidate identification.

Centres must review the film before dispatch to ensure that candidates can be easily identified and that relevant isolated skills and game situations are included. The camera angle used must ensure that the context of the situation (often game play and player interaction) and the skill and outcome (e.g. flight of ball) can be observed.

Filmed evidence should support the awarded mark. Candidates who are awarded low marks will need to demonstrate basic skills in an environment that allows them to show the extent of their ability. Candidates awarded high marks do not need to demonstrate basic skills in the same environment. Instead they should be filmed demonstrating combined skills under suitable pressure.

In activities there are certain skills that help to establish ability. These on their own do not provide sufficient evidence but help with assessment and moderation. Examples are ‘overhead clear’ in Badminton or ‘layup’ in Basketball.

Combined Centres

Some Centres enter girls and boys under different Centre numbers. The DVD evidence must contain only those candidates who are entered under that Centre number. Centres should not film boys and girls onto the same DVD and submit it twice.

Repeated skills

It is only necessary to repeat a practice/drill/skill a few times. Only the sample of candidates selected for moderation should be filmed, except in match play.

Candidate Identification

Candidate identification is essential to the moderation process. The Moderator must have a quick and easy method of recognising a candidate. The only effective method is by large numbers (or letters) on the front and back of shirts. These must be easily seen when the candidate is being filmed. If placed on just one side then the moderator has to wait for the candidate to turn round by which time someone else may have the ball. In Netball candidates should wear their positional bib from the start of filming.

Individual candidate identifiers must be written onto the assessment sheets.

Verbal introduction of candidates on the film is not necessary. Sound quality, lack of familiarity and speed of introduction makes this a method which moderators cannot efficiently use. This also applies to captions on the film at the beginning of the activity where there is a list of candidates. Where there is a single candidate being assessed and only appearing on their own in the film, e.g. Dance, then captions are acceptable.

Some evidence was filmed too far from the action. This was particularly noticeable in Association Football and in these instances some candidates could not be identified clearly.

Assessment of Practical Activities

Centre marking varied from being in line with the criteria to being very generous. This has sometimes been consistent across all activities within a Centre and in other examples very different across activities submitted by the same Centre.

Nearly every Centre placed their candidates in the correct rank order. In Dance, however, there were discrepancies in rank order. In Hill Walking some evidence did not demonstrate how candidates had been differentiated.
Centres must use the criteria in the Coursework Guidance Booklets to lead assessment. The criteria will guide teachers as to assessment conditions. Orienteering for instance requires candidates to demonstrate skills as an individual at some levels. It also requires the course to be of a set standard.

In objectively assessed activities the stated standard places the candidate at the bottom of the level. The awarded mark should reflect how far above this minimum standard the candidate has performed. Where other factors displace this logical method, the mark may be accepted but the Centre must provide supporting evidence. An example of this might be high achievement in high jump through very good technique or the meeting of other level descriptors very well.

**Internal Standardisation**

This is an essential aspect of the assessment process. All activities must be compared to each other to ensure that the rank order is not only correct within the activity but that awarded marks reflect the achievement across activities. If the best basketball player is a better player within basketball than the best volleyball player is within volleyball then the marks should reflect this difference.

This is essential in all Centres whether or not there is a single assessor for the activities or more than one.

**Coursework Submission**

All Centres submitted the correct paperwork. In most cases this was very neatly collated and easy to view and check.

Centres are asked to note the following points:

- The transfer of marks from the Coursework Summary Assessment Sheet to the MS1 should be checked for numerical accuracy.
- Only a sample of logs need be submitted.
- Please do not put anything into plastic wallets.
- Individual Candidate assessment sheets are not required.
- Centre Order of Merit sheets are required.

**Comments on specific activities**

**Athletic Events**

A considerable number of Centres did not place the candidates into the correct level as specified by the minimum standard. On some occasions some submitted times were not credible. An example is a candidate scoring 50 points for the 400 m and 100 points for the 300 m. It should be noted that the 300 m is a girl-only event. The 400 m is for boys.

Assessment sheets must be verified.

**Dance**

Dance often need moderation to lower Centre marks. The advice from last year is repeated. When selecting dances and assessing candidates, consideration should be applied to the fact that some dances/dance styles meet the criteria much more easily than others. Dances should demonstrate the candidates’ ability to be dynamic, use space, change levels, link movements, show body shape and tension and have a general flow. In levels one, two and three candidates are required to compose/choreograph the dance (which therefore excludes direct repetition of a set dance and whole school performances). Dances should demonstrate the candidate’s ability to interpret the stimulus (usually music). Some traditional or historical dance styles can be very repetitive and very static which makes them difficult to compare with other very dynamic and complex dances and then give a similar mark. It is advised that Saga does not usually provide an opportunity for candidates to access the full mark range.
Games

In this area candidates must play against other performers of a similar standard. The skill and outcome (what has happened to the ball) must be filmed. Film angles and distance must include the whole performance and allow for clear candidate identification.

The standard of marking was generally consistent in games. In particular, Volleyball was of a higher standard than other activities. However candidates are disadvantaged by playing either on very rough ground (mainly Football) or on small courts (Volleyball and Basketball).

For football, there were too many basic/isolated skills filmed. Kicking a static ball did not usually support marks awarded. Candidates should be seen receiving, controlling and then striking/passing a ball. 1v1 should be filmed a little but most of the footage should be in groups passing and 2v2, 3v3 and small-sided games.

Orienteering

Candidates are required to demonstrate their navigational (e.g. use of map and compass) and orienteering skills (e.g. use of aiming off, attack points etc.). They should be assessed (and therefore filmed) on graded unfamiliar courses. Maps should contain grid lines and contour lines and be of a standard similar to UK Ordnance Survey maps. Specific Orienteering maps should be designed. More than one course/area is required. Candidates must be taught on one course and then assessed on another unfamiliar course. Candidate interviews during the activity should aim to assess knowledge and skills. The environments chosen were usually suitable but this activity was generously marked by some Centres.

Hill Walking

Comments made by some teachers demonstrated that this activity proved to be very rewarding to both candidates and teachers. There are some areas where more guidance is required on how this activity should be carried out. Unfortunately, although the candidates’ reports were very interesting, many lacked some vital information. Many did not include correct route sheets and maps of their journey. Candidates must demonstrate their individual ability to complete all aspects of this activity. Filmed evidence should show candidates clearly demonstrating map reading and compass skills. Candidates should not walk along roads and groups of walkers should not be too big. Where possible candidates should not walk with staff or other supervisors. Candidates should be advised to wear suitable footwear for the activity and to ensure they carry, in rucksacks, everything that is required to be completely self-sufficient. Centres should indicate how candidate ability has been differentiated when awarding marks.

Range of Practical Activities

The range of activities has remained the same this year. The range of activities offered to candidates varied a little from Centre to Centre. The most popular activities were Association Football, Basketball, Badminton, Volleyball, Track and Field Athletics, Cross Country Running, Dance, Orienteering and Hill Walking and Campcraft. However, in addition there were a small numbers of candidates who offered Tennis, Table Tennis and Swimming.

Teaching and assessment of the Analysis and Improving Task

Centres must use the criteria in the syllabus to award marks. The continued use of a general marking grid sometimes caused the marking of this component to be inaccurate. It should be noted that not all task instructions carry equal weighting and that the work must be marked as a whole.

Unfortunately some Centres either applied their own interpretation of what is required or did not read the syllabus and guidance notes in sufficient detail. Some of the work submitted was very brief. In a few cases candidates wrote a brief history of their chosen activity or gave details of rules and regulations. The use of other sources, including the internet, must be limited to diagrams. These should then be explained by the candidate.

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 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 was least well addressed. The work should follow a logical order, e.g.:
• Very brief introduction
• List of essential skills
• Strengths and weaknesses (why have they been chosen/ why they are relevant)
• Improvement plan (that relates to strength and weakness with each one progressed over a period of weeks)
• Other factors that effect that performance and the individual

All work was endorsed by Centres to certify that the coursework submitted by the candidate mentioned is his/her unaided original work. Centres must ensure that work has not been copied/pasted from the internet. Centres must check the content of the Analysing and Improving task and activity logs carefully before endorsing the work.