

PHYSICAL EDUCATION

Paper 0413/11
Paper 11

Key messages

- Candidates should note command words used in questions.
- Candidates should give careful consideration to the selection of examples to use within answers.

General comments

The majority of candidates completed all questions. Candidates were generally able to give good descriptions of topics but did not always apply their understanding to answer the questions fully. The standard of written responses was generally good. Some candidates sometimes gave unqualified responses or responses that lacked detail.

Comments on specific questions

Section A

Question 1

This question was generally well answered and many candidates were able to state a basic skill. A small number confused a basic skill with a complex skill.

Question 2

This was answered well with many candidates gaining credit. Candidates generally demonstrated a good understanding of the possible effects of not drinking enough water.

Question 3

Many candidates gained credit but some confused the requirements of the question and just gave an example of a recreation activity.

Question 4

Only the stronger candidates appeared to be fully familiar with this term. Weaker responses often showed some confusion.

Question 5

This was generally answered well. Some weaker responses stated a spotter as a piece of equipment.

Question 6

Most candidates understood this term. Many responses referred to the drive of a person.

Question 7

Many candidates gained full credit.

Question 8

There were many fully correct answers here. Some very weak responses were too vague for credit to be awarded.

Question 9

Many candidates gained at least partial credit for this question. The blood cell condition was not always correctly named but most were able to describe the other condition and many also gave a relevant effect on participation.

Question 10

Some weaker candidates identified one appropriate factor but then tended to repeat the same point without adding further factors.

Question 11

This was usually answered well with many candidates gaining full credit. However, some weaker responses repeated the same treatment. A few very weak responses gave injuries that related to a different area of the body.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Most candidates gave a correct response when describing the effect of B but candidates generally found it more challenging to respond for A.
- (b) Most candidates gained credit. Some responses showed some confusion between mental rehearsal and other terms in physical education.
- (c) This question was generally well answered and most candidates identified the fibre type. Many were also able to give at least one reason.
- (d) Many candidates were able to give detail about benefits to a performer from specific types of PEDs. The strongest responses also explored other reasons.
- (e) A number of candidates gained full credit. The main issue in weaker responses was to attempt to repeat the same response in different wording.
- (f) (i) Some weaker candidates confused timing with the time taken to complete an event or race and as a result struggled to gain credit for this question.
(ii) The most responses tended to focus on mistiming a shot and missing the ball. Some candidates could not apply this to two different activities.
(iii) In the strongest responses clear reference was made to the need for regular or frequent practice or drills that could be used to improve timing were described.
- (g) Many candidates demonstrated an understanding of health-related fitness components. Some weaker candidates discussed means of maintaining good health more generally. Candidates who provided stronger answers seemed to have chosen their physical activity carefully so that it enabled clear descriptions of the importance of their selected components. Weaker responses often found it difficult to apply all three components.

Unit 2: Health, safety and training

Question 13

- (a) Most candidates gained full credit for this question.
- (b) Most candidates understood this topic well. Some candidates confused overtraining with a performer simply increasing their training schedule.
- (c) Many candidates gained full credit. Knowledge of dietary components was generally strong. Weaker candidates struggled with identifying the benefits of fibre.
- (d) Many candidates recognised that the safety precautions needed to relate to outdoor and adventurous activities. Most candidates gained credit, with many achieving full credit with well-considered comments and a good understanding of relevant safety precautions shown.
- (e) Most candidates were able to describe the effects of lactic acid on a performer. The strongest answers also included explanation of how this lactic acid forms.
- (f) Stronger responses tended to use changes from both the respiratory and circulatory systems. Those responses that tended to focus on just one system found it more difficult to gain full credit. Most candidates were able to identify some of the changes that occur as a result of aerobic exercise but developing explanations of the effect on the performer proved to be more challenging.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) The most common responses related to finance and the community impact of voluntary organisations. There was some confusion by weaker candidates over the meaning of the term voluntary.
- (b) Many candidates answered this question very well. The strongest responses were able to provide a wide range of ways the media can affect referees and officials.
- (c) Most candidates provided good answers with typical responses relating to changing in attitudes, encouraging sponsorship and additional funding. The strongest answers explored a wide variety of these areas.
- (d) Most candidates gained credit. Weaker responses were unable to develop their answers beyond stereotypical views of women's sport and low media coverage. Stronger candidates were able to explore other areas including considering other cultures and countries.

Please note the following extract from the syllabus to be used for 2019 examinations:

Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper 1.

PHYSICAL EDUCATION

Paper 0413/12
Paper 12

Key messages

- Candidates should note command words used in questions.
- Candidates should give careful consideration to the selection of examples to use within answers.

General comments

The majority of candidates completed all questions and there was no evidence of candidates being short of time. Candidates were generally able to give good descriptions of topics but did not always apply their understanding to answer the questions fully. The standard of written responses was generally good but some weaker candidates tended to give undeveloped answers and lists, which sometimes resulted in answers that lacked detail. Occasionally very weak responses suggested difficulty in understanding key Physical Education terms.

Comments on specific questions

Section A

Question 1

This was a well-answered question and many candidates gained credit.

Question 2

Most candidates were able to give answers that related to the positive effects of physical activity on a performer's mental well-being such as controlling stress.

Question 3

The majority of candidates answered this correctly. Some weaker responses named an activity that a person might take part in instead.

Question 4

Many candidates answered well. Some weaker responses sometimes did not describe the cause of an increase in arousal and instead gave an effect of being anxious on a performer.

Question 5

Most candidates were able to suggest a suitable food source.

Question 6

Most candidates showed a good understanding of the limitations of being an amateur for a performer.

Question 7

This was a challenging question for some candidates. A few repeated the physical activity used. Some candidates did not give a clear description of how the movement is used in their named physical activity. Successful answers were often based around carefully selecting simple movements.

Question 8

Most candidates gained at least partial credit. Responses described a wide range of topics and often provided detail. Some weaker candidates did not provide a second response.

Question 9

Stronger candidates were able to identify all three joint components and gave an accurate description of the function of each component. Those candidates who were unable to identify all three components were usually able to name and provide the function of synovial fluid.

Question 10

Stronger candidates explained how the body controls its temperature to gain full credit. The majority of candidates gained partial credit by using sweating and vasodilation in their responses.

Question 11

The majority of candidates demonstrated a good understanding of this topic. The most typical responses cited high costs, the potential for terrorism and the potential lack of infrastructure. A few very weak candidates described reasons why a country would want to host.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Some candidates found it difficult to describe the role of the synergist muscle. A number of candidates confused the role of a synergist muscle with an antagonist muscle. Stronger candidates answered clearly and showed good knowledge.
- (b) Many candidates gained full credit here. The strongest answers identified factors, such as the position of team players and the opposition, which would influence how the skill is performed.
- (c) This was usually answered well. A misinterpretation of the question by weaker candidates occasionally resulted in answers relating to extrinsic motivation.
- (d) Most candidates were able to apply the features of an endomorph and give appropriate physical activities. Weaker responses tended to resort to repetition.
- (e) (i) This was a reasonably well-answered question with some candidates gaining full credit. Weaker responses were often unable to distinguish between anxiety-reducing drugs and other performance-enhancing drugs.
(ii) This question was less well answered in general. Some candidates were unable to demonstrate clear negative effects. Some gave vague responses that alone were not necessarily negative.
- (f) The strongest candidates tended to answer this question fully correctly. Most candidates were able to identify the bones that form the knee joint. The shoulder joint was less well understood.
- (g) This was usually answered well and a number of candidates were able to identify different types of joints and the benefits they provide. Some weaker candidates gave different types of synovial joint.
- (h) Most candidates were able to name three components. Applying these proved to be more difficult for many candidates. Some successful responses chose activities that were team sports and these generally provided a rich context in which these could be applied.

Unit 2: Health, safety and training

Question 13

- (a) Most candidates demonstrated a good understanding of this component of well-being.
- (b) Most candidates gained full credit and gave appropriate responses that distinguished between a simple and severe injury.
- (c) Most candidates showed a partial understanding of the role of protein and carbohydrate in the diet. Only the strongest candidates achieved full credit by applying this to suggest differences in the diets of the different types of performer.
- (d) Almost all candidates applied their understanding of safety well to the stated situation and provided a wide range of appropriate precautions.
- (e) Most candidates named two different training methods. Explanations of how these benefit a performer needed to be relevant to the named activity and the training type and in some cases the explanation was too general and could not be attributed to any particular activity.
- (f) (i) This was generally answered well. Relatively few candidates recognised that improvements from using anaerobic exercise are often brought about more quickly than when using aerobic exercise.
(ii) Stronger candidates often gave responses relating to potential injuries and the problems associated with overuse.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Most candidates gained at least partial credit with responses such as peer pressure and the influence of family-based activities. Some responses from weaker candidates were too vague for credit.
- (b) Well-constructed answers drew comparisons between a facility run by a local authority and a private company. The most frequent correct responses included the facilities being cheaper and generally open to all.
- (c) Weaker responses tended to lack an appropriate focus. The question focused on the benefits to a viewer when watching sport rather than the benefits to sport or the television company. Therefore, some points could only be accepted if a link to a benefit for the viewer was explained. Strong responses often cited the ease of viewing sport and greater understanding of sport through better views of the game and the use of a variety of technologies.
- (d) The strongest responses described a wide range of reasons for the increase in participation by performers with disabilities. Typical responses included greater public awareness, increase in the number of role models and greater media coverage. Where some candidates did not achieve high marks they had tended to repeat points rather than develop their response.

Please note the following extract from the syllabus to be used for 2019 examinations:

Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper 1.

PHYSICAL EDUCATION

Paper 0413/13
Paper 13

Key messages

- Candidates should note command words used in questions.
- Candidates should give careful consideration to the selection of examples to use within answers.

General comments

The majority of candidates completed all questions and there was no evidence of candidates being short of time. Candidates were generally able to give good basic descriptions within topics but did not always apply their understanding to answer the questions fully. The standard of written responses was generally good but some candidates gave responses that lacked sufficient detail for some questions.

Comments on specific questions

Section A

Question 1

Most candidates identified appropriate changes in fitness or the ability of the performer to meet the demands of certain activities.

Question 2

Most candidates gave responses related to eating a healthy diet or taking regular exercise.

Question 3

Many candidates gained credit. Responses needed to be clear on the voluntary nature of a club and so some responses from weak candidates were too vague.

Question 4

Most candidates gained credit. A common response was related to the importance of not wasting time.

Question 5

Most candidates were able to identify the link between energy input and energy output and so gave responses linked to the intensity or the demands of the activity the performer takes part in.

Question 6

This was a well-answered question. Many candidates recognised that extracurricular activities provide a range of physical and mental benefits.

Question 7

Many candidates answered this question fully correctly.

Question 8

There was generally a good understanding of the benefits of a cool down for a performer. Some weaker responses were left too vague.

Question 9

Most candidates gained at least partial credit for this question. Stronger responses provided some excellent detail with clear use of specialist vocabulary when responding.

Question 10

This was answered well and there was a variety of responses with most candidates demonstrating a good understanding of safety procedures.

Question 11

There was a good understanding of many aspects of the use of the internet for sport. These included the use by a performer. There was a range of responses seen, from professional players using chat rooms to communicate to watching streams from live matches.

Section B

Unit 1: Factors affecting performance

Question 12

- (a) Most candidates described the need for the adaption of skills due to the impact of team mates and opponents.
- (b) Some responses described the causes of different levels of arousal rather than the effect that this has on performance. Stronger answers tended to identify the level of arousal and explain how this affected the quality of performance.
- (c) Most candidates performed well. A small number of candidates confused endomorph and ectomorph.
- (d) Most candidates gained credit for stating that tendons attach muscle to bone. Generally only stronger responses were able to provide further detail.
- (e) Most candidates were able to identify relevant components of fitness but not all candidates could identify four of these. The explanations of how the named component assisted the movement varied in quality. Some candidates made clear links to the movement shown in the diagram but other candidates gave a general description of the components of fitness, which was sometimes too vague for credit.
- (f) This was well answered with most candidates able to identify the functions of the named components of blood. Many candidates demonstrated a good understanding of the topic.
- (g) Candidates generally answered this question well and identified a range of respiratory and circulatory factors. Stronger candidates demonstrated an understanding of how both systems change and the strongest candidates could include how this improves performance.

Unit 2: Health, safety and training

Question 13

- (a) Some weaker candidates confused the characteristics of physical well-being with broader concepts of health and fitness and as a result tended not to gain full credit for this question.
- (b) Most candidates answered this well. Weaker candidates confused the benefit of fat with that of fibre.
- (c) Some candidates found it difficult to describe clear examples to demonstrate how physical support is provided. The most typical response was a spotter during weight training.
- (d) (i) Stronger candidates gave clear responses that clearly demonstrated they knew the difference between these muscle contractions.
(ii) Generally, candidates who have good knowledge of the terminology used to describe muscle contractions were typically able to provide two suitable examples.
- (e) Most candidates gained at least partial credit for this question. In some cases, responses did not fully explore the range of effects from training. Some repeated those effects already identified using other words.
- (f) (i) Those candidates who could identify the training principles were usually able to link these to how they might bring about an improvement in performance. There were some candidates who confused these with goal-setting principles.
(ii) This was generally well answered and most candidates recognised the effects of overtraining. A small number of candidates confused overtraining with the effects of an increase in training.

Unit 3: Reasons and opportunities for participation in physical activity

Question 14

- (a) Most candidates were able to develop responses that recognised why countries that are at altitude did not always follow the same pathway as Kenya and Ethiopia. Some weaker responses focused on identifying body types and physical characteristics that would benefit most from training at altitude.
- (b) Most candidates clearly understood this topic and provided well-developed responses.
- (c) Many candidates answered this well and described a large number of factors with precision. Some weaker responses tended to focus on describing the increase in leisure activities rather than the factors leading to this.
- (d) Most candidates gained credit for this question but a number of candidates did not develop their answers fully to achieve full credit. Some of those responses that did not achieved full credit made a limited number of points and so did not develop the breadth of their response.

Please note the following extract from the syllabus to be used for 2019 examinations:

Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper 1.

PHYSICAL EDUCATION

Paper 0413/02
Coursework

Key messages

- More objectively assessed activities (e.g. Competitive Swimming, Track and Field and Cross Country) had minimum standards for each level. These standard placed the candidate at the bottom of the level. Marks should reflect how far above this minimum the achievement and other criteria place each candidate.
- Where candidates are given high marks, the filmed evidence should show complex skills and may have minimal coverage of basic skills. Sometimes the level of demand and challenge of the situation was insufficient to support the awarded marks.
- Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. A number of centres submitted filmed evidence for this activity and it should be noted that the evidence needs to support detailed navigational skills rather than being just a view of candidates walking. Candidate interviews whilst participating were supplied by some centres and were generally very useful.
- Filming should always show the skill and outcome. So, in Badminton for example, the camera angle should allow both the shot and the flight of the shuttlecock to be seen.
- Alternative interpretation of the Analysing and Improving task caused problems at some centres. History, rules and player profiles were not required.
- Centres are asked to note that for June and November 2019 coursework submissions there is a new syllabus and a new Coursework Guidelines Booklet. Centres should read the new criteria noting the level of demand sections and other information. Filmed evidence is required for **all** activities. There are some changes to the activities available and to activity codes. New Coursework Forms are available on the Samples Database. The Analysing and Improving task has been removed.

General comments

The overall standard of coursework paperwork and filmed evidence was good. Most centres submitted coursework with the required forms and DVD evidence. Often the filmed DVD evidence of candidates' performances in a range of practical activities was of a high quality. Clearly a great deal of time and effort had gone into providing such quality DVD evidence. However, a few centres did not submit coursework according to the syllabus or the Coursework Guidelines Booklet.

In the Analysing and Improving tasks some centres awarded too many marks for work that was lacking in essential content. Some pieces of written work focused on required skills but lacked analysis and improvement.

Comments on specific areas

Filming of practical activities

The quality of the filmed evidence was generally good and centres had clearly spent time and care producing quality evidence. Identification of candidates was also good, although numbers displayed only on the back of candidates was a problem in some centres. Numbers should be shown both on the front and backs of candidates and these should be clearly visible in filmed sequences to ensure individual candidates can be identified.

Filmed evidence must be reviewed by the centre before despatch.

In many cases centres provided background commentary, this was usually helpful.

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

- When footage was split into numerous short clips it was difficult to view. When chapters were inserted it made navigation of the DVD very easy.
- Candidate DVD identification should be written onto the Order of Merit (Rank Order) sheets. A candidate saying their own name is not a replacement of this essential task because sound quality and speed often makes this ineffective.
- Evidence of an activity should include isolated skills, small group drills and either a small-sided or full-game situation as appropriate to candidate ability. Where necessary this can be inter-school games, but identification of candidates must be clear, especially if it changes from the practices.
- Where candidates are given higher marks then the filmed evidence should show complex skills and may have minimal coverage of basic skills.
- 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).
- Fixing the camera point (usually with a tripod) improves filming but only if the initial position is good.

Assessment of practical activities

Centres generally marked the practical activities in line with the criteria. On some occasions there was inaccuracy regarding some of the times and distances submitted.

Analysing and Improving task

This aspect of the coursework component was interpreted much more widely than the practical marks. Where centres followed the guidelines, and completed all the sections, the standard of work was high and assessment was accurate. However, some centres either applied their own interpretation of what was required or did not read the syllabus and guidance notes in sufficient detail. In such cases, some candidates wrote a history of their chosen activity or gave lengthy details of rules and regulations.

Where training principles were mentioned they tended to be listed rather than applied. This was often the part that was least well addressed. Stronger candidates were able to demonstrate their knowledge of skills, fitness elements and principles.

Submission of other coursework material

Other material to support marks is welcome. For example, representative information, NGB awards (as long as the award syllabus was included), graded achievement (e.g. golf handicap) and expedition logs all helped to support marks. Many centres submitted very helpful additional information this year.

Range of Practical Activities

The range of activities submitted by candidates varied considerably. The most popular activities were: a wide range of Games, Track and Field and Swimming. Football, Basketball, Badminton and Rugby were the most popular of the games. These were closely followed by Tennis, Hockey and Netball. Outdoor and Adventurous activities were dominated by Hill Walking.