

# PHYSICAL EDUCATION

---

<p><b>Paper 5016/12</b> <b>Theory</b></p>
---

## Key messages

- Candidates should note the number of marks awarded for questions to ensure they answer the question in appropriate depth.
- Candidates should consider using prose in some of their responses to ensure their answers are suitably detailed.
- Candidates should consider their examples carefully where these are required as part of a response.

## General comments

The majority of candidates answered all questions and there was no evidence to suggest that there was insufficient time to complete the paper. The standard of responses varied with some candidates having a good understanding in many areas whilst other candidates found several topics challenging.

## Comments on specific questions

### Question 1

Many candidates were able to identify and apply the functions of the skeleton effectively.

### Question 2

- (a) Stronger candidates were able to name the type of muscle contraction and many then went on to give a valid description.
- (b) Strong candidates named the contractions and many also provided a clear description of each. Weaker candidates confused the type of muscle contraction with other syllabus areas.
- (c) (i) Most candidates were able to state appropriate activities.
- (ii) Many candidates were able to describe at least one difference between the types of muscle fibres. Stronger candidates used precise terminology to articulate the differences clearly.

### Question 3

This was a well-answered question and most candidates showed knowledge of the components.

### Question 4

- (a) Most candidates were able to describe two causes.
- (b) Most candidates gained at least partial credit.

### Question 5

- (a) Stronger answers identified all components. Most of the functions of each component were successfully described. Some weaker candidates repeated descriptions of functions.

- (b) Most candidates were able state a type of movement at each of the joint types. The examples were less well described in weaker answers, which sometimes used examples of an action that was too vague for credit.

#### Question 6

- (a) The majority of candidates correctly stated the type of respiration.
- (b) Stronger candidates were able to draw clear comparisons. Weaker answers either did not make the comparisons or gave descriptions that were incorrect or used incorrect terminology.

#### Question 7

- (a) Most candidates gained full credit with a small number misinterpreting the data.
- (b) The majority of candidates identified the component successfully.
- (c) Stronger candidates were able to give a clear and detailed description of the named test. Weaker responses often confused elements of the test with elements of other tests.

#### Question 8

- (a) Most candidates were able to identify the muscles successfully.
- (b) Strong candidates provided a description of how to calculate a suitable intensity. Weaker candidates tended not to successfully apply their knowledge.

#### Question 9

- (a) Stronger candidates typically included a range of explanations of different factors. Weaker responses tended to repeat the same point rather than providing a breadth of response.
- (b) Candidates who gained full credit tended to give clear positive descriptions for each area of well-being. Weaker candidates were typically unable to describe the effects or confused the areas.

#### Question 10

- (a) Most candidates were able to name two components of fitness. Some weak candidates included power. The descriptions were sometimes limited to a generic description of the named component for weaker candidates.
- (b) Many candidates gave two methods of training. Stronger candidates were typically able to describe two appropriate exercises for the named training methods.

#### Question 11

- (a) Most candidates gained at least partial credit with many gaining full credit. A small number of candidates some did not transfer the information from the table correctly.
- (b) Many candidates gained credit for a suitable prediction. Stronger candidates were able to give an appropriate reason for their prediction.
- (c) Most candidates gained credit. Weaker responses included the increase in heart rate. Stronger answers gave a range of appropriate responses. Weaker responses sometimes included long-term effects of training in their answers.

#### Question 12

- (a) Most candidates were able to state suitable characteristics. There was some confusion by some weaker candidates who used principles of training instead.
- (b) Stronger candidates performed well here. Some weaker candidates resorted to listing factors.

**Question 13**

- (a) Most candidates demonstrated a sound understanding of advantages and disadvantages. Given the focus of some weaker responses away from the sponsor some candidates may have benefited from more careful reading.
- (b) Most candidates described a range of types of sponsorship. Some weaker responses were left vague.

**Question 14**

- (a) Many candidates were able to describe both types of motivation successfully. Weaker responses confused motivation with feedback.
- (b) Stronger candidates typically described disadvantages well. Weaker candidates seemed less able to apply their knowledge.

**Question 15**

- (a) Weaker candidates were generally unable to define the term perceived risk clearly. Stronger candidates answered with precision and careful use of terminology.
- (b) Most candidates described strategies with success and applied their knowledge well.

**Question 16**

- (a) Most candidates demonstrated understanding by describing that the time needed for study limited the amount of time available for physical activities. Stronger responses went on to include other aspects.
- (b) The majority of candidates gained partial credit. Weaker responses tended to state phrases and key words rather than describe their potential use by facilities.

# PHYSICAL EDUCATION

---

<p><b>Paper 5016/02</b> <b>Coursework</b></p>
---

## Key messages

- Assessment conditions are specified in the Coursework Guidelines Booklet.
- Games activities require appropriate match play to support awarded marks, particularly for strong candidates.
- Filming of some objectively activities must be done so that the event can be seen and the result verified on the screen clearly.
- Filmed evidence must be reviewed by the centre prior to despatch.
- Assessment information, when relevant or appropriate, should be written onto the Order of Merit sheets. For example, course difficulty in Orienteering.
- Warm ups should not be included in the filmed evidence.

## General comments

The overall standard of coursework paperwork and filmed evidence was good and there was some excellent footage. There were few arithmetical mistakes by centres.

Most centres submitted coursework with the required forms and DVD evidence completed satisfactorily. Often the filmed DVD evidence of candidates' performances in a range of physical activities was of a high quality. However, a few centres did not submit coursework according to the guidelines as described in the Coursework Guidelines Booklet. Most centres used the forms from the samples database effectively.

## Comments of specific areas

### **Comments on filming**

- Candidate identification was a problem for some centres. Certain colour combinations are difficult to see, e.g. yellow on white or white on light blue. Filming some games caused problems due to distance, especially if numbers are only placed on the back of shirts. Identifiers should be on the front and back.
- For some centres filmed evidence had a narrow format, reducing the screen size and resulting in restricted evidence. Settings should be adjusted and evidence reviewed by the centre before submission.
- The use of cameras fixed to/held by the candidate should be avoided. This typically gives very little evidence of skill and technique. Evidence is the responsibility of centre staff.
- Where candidates are given high marks the filmed evidence should show complex skills and may have minimal coverage of basic skills.
- Sometimes, at some centres, the level of demand and the way situations created challenge for the candidate was insufficient to support the awarded marks.
- Filming should always show the skill and outcome. In Badminton for example the camera angle should allow both the shot and the flight of the shuttlecock to be seen.
- Filmed evidence should be placed into continuous chapters (avoiding very short clips) and presented on as few DVDs or USB flash sticks as possible, preferably one. Separate DVDs should not be used for individual candidates and evidence is better ordered by activity.
- Where activities require certain assessment conditions supporting evidence must be provided, usually on the filmed evidence. Note can be made on the Order of Merit forms. Piste markers in skiing, measured wind speed in sailing, referenced rock climbing difficulty and orienteering course difficulty are all examples.

- 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, identification of candidates must be clear, especially if this changes during the different practices/games.

## **Assessment of physical activities**

### **Dance**

Overall the standard of dance was good this year. Traditional dances were developed in a more dynamic way and with a greater range of skills in some centres. Centres are reminded that only one dance should be assessed and provided as evidence.

### **Games**

The level of demand must be appropriate for the ability of the candidate and match the mark awarded. An issue for some evidence was that candidates were only filmed in very small-sided games or games where the opposition (and team mates) did not provide sufficient level of demand to enable skills to be performed at a level that supported the awarded marks. For higher marked candidates a school/club level game or game of a similar standard is required. Evidence for a games activity should include isolated skills, small group drills and either a small-sided or full-game situation. For higher marked candidates, the balance of the filmed evidence can be strongly in favour of applied situations with isolated/basic skills allocated only a short time.

### **Weight Training**

Many centres submitted logs and filmed evidence. Good evidence clearly showed the technique and included a summary of the exercise where the candidate applied theoretical knowledge. Weaker candidates needed a greater understanding of the principles that underpin this activity. All sections of the log should be completed and more than one sheet is required to provide an effective programme. Filmed evidence must support the logs and demonstrate candidates' understanding of the effectiveness of each activity. Good filmed evidence included the optimum performances.

### **Life saving**

In some centres for some candidates this activity was too generously assessed. Weaker candidates tended to give insufficient care to the casualty when landing them from the water. Others needed to keep the casualty tighter to their body. Some executed the tows from poor positions or did not use their body to support the casualty. A poor arm position and hand/fingers on the throat were sometimes observed.

### **Personal Survival**

This activity should be completed and assessed as a continuous task without breaks/rest between tasks and with the tasks completed in the order stated. Evidence must include the filming of a stop-watch to confirm times. The surface dives must be completed during the distance swim and included in the evidence.

### **Orienteering**

Centres are reminded that candidates should be taught on courses that are different to the final assessment so that the course is unfamiliar to the candidate. It was evident that some candidates had used the course before and so map and compass work was not demonstrated effectively.

The required standard of the course for different levels is specified in the Coursework Guidelines Booklet. Centres are required to give information including a map, which should have a scale, to justify the course difficulty. The standard of evidence was generally good with useful information being supplied and the terrain in which candidates are assessed generally suitable.

### **Cross-country running**

Most courses were suitable with good maps supporting the filmed evidence. Some good practice showed the times on a stop-watch to support awarded marks. A few centres tried to assess candidates on flat playing fields or on tarmac paths. This did not meet the assessment conditions. Centres are reminded that roads, surfaced paths etc. cannot be used for running and should only be crossed as needed.

### **Track and Field Athletics**

Track and Field Athletics evidence should include a close-up of the measuring tape and stop-watch. Careful measurements are required. Running event times, once totalled for sprints, must use the mark below (e.g. 55.2 in girl's 200 m should have a mark of 21). Roughly approximating a distance using a tape lying alongside the event area is not appropriate. Filmed evidence in field events should enable the action of the throw or jump to be seen and the relevant landing points as well as the correct application of the rules. Foul throws/jumps should not be awarded. The 100 m, 200 m and hurdles should be assessed and filmed twice.

### **Hill Walking**

Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups. This should be evident from the filmed evidence, candidate interviews during the expedition and the individual logs. A leader role is needed for some levels. Candidate evidence must include an interview with the candidate showing skills in an unforeseen situation where appropriate to the awarded mark. It should be noted in some centres that evidence needs to support detailed navigational skills rather than being just a view of candidates walking.

### **Range of physical activities**

The range of activities submitted by candidates varied considerably. Games activities were popular and Outdoor and Adventurous activities included Orienteering and Hill Walking.