

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2006

PHYSICAL EDUCATION AND SPORT

PHYSICAL EDUCATION AND SPORT
GENERAL PROFICIENCY EXAMINATION
MAY / JUNE 2006

General Comments

The Chief Examiners would like to express our appreciation to the Physical Education teachers in the region for contributing to the success of the Caribbean Examinations Council's Caribbean Secondary Education Certificate General Proficiency Examination in Physical Education and Sport. As predicted on the occasion of the inaugural offering of this subject at CXC, there has been considerable growth in this the second sitting. This growth is attributable to the work of the teachers in the region and the support they have received from the educational institutions in which they serve.

In May/June 2006, Physical Education and Sport had its second examination paper with approximately 1015 candidates. We expect the numbers to continue to increase as the relevance of Physical Education and Sport to regional development is recognised more widely.

Paper 01

The performance of the candidates in Paper 01 this year was generally satisfactory. Candidates in Physical Education have shown some growth in the understanding of the demands of the syllabus. However, there remains the challenge of integrating the theory with the lived experiences of the candidates to enable them to demonstrate a deeper understanding of the syllabus contents and objectives.

Paper 02

From the samples of the evaluations on the Sport-specific Practical (Paper 02) it is apparent that the candidates mastered the skills of the chosen Sports and were graded accordingly. Few discrepancies were evidenced between the grades awarded by the External Examiners and those of the Physical Education teachers. According to the reports from the External Examiners the physical arrangements for the practical exams were adequate.

There remains however, the issue of accountability for the Mark sheets, as for many of the schools the official feedback sheets from the teachers were either not submitted or submitted with incomplete information. In completing the relevant forms, teachers should take great care in their responses, as the information provided is critical to the success of the standardization process and to ensuring that the students are not disadvantaged.

Paper 03 - School-Based Assessment

The Moderation process for the School-Based Assessment is presently limited by the distribution of marks. As Moderation of this section is only concerned with the elements of content and organization, the teachers must take great care in the assignment of marks awarded for the elements of planning and organization, implementation and teamwork. Teachers' marking continued to demonstrate great leniency even in cases in which it was clear that candidates did not fully understand the requirements of the task.

Many portfolio samples submitted were of an excellent standard. They contained pertinent and accurate information related to the selected role as required by the syllabus. The more successful candidates presented their information in a variety of formats and these portfolios were well organized in a logical and presentable manner. However, there were too many portfolios that did not conform to syllabus requirements. There was

evidence that in some schools the requirement for the realisation of an event as a major project and the adequate reporting of the roles of the students in the hosting of this event was not fully understood. As in the first sitting, teachers awarded lenient marks in cases where sometimes the role of the student was not explained. For some schools, no event was organised, and the samples submitted were not reports on the project. The teachers, therefore, should ensure that learning experiences for the candidates are designed to meet the objectives set out for Paper 03.

Teachers must ensure that candidates are guided in the approved methodologies and guidelines for the research of information to ensure that the correct lessons are learnt from this process. It is imperative that the importance of crediting the sources of information is emphasised. Too many cases of direct downloads of information from internet sources without filtering for authenticity, relevance and adequate referencing have arisen in the samples.

Detailed Comments

Paper 01 – General Proficiency

This paper was presented as Section A and Section B with a total of 17 compulsory items of which 12 are placed in Section A. This year the candidates generally showed an improvement in the use of terminology related to the subject and thus were able to provide more appropriate responses to the questions. Challenges were noted in the items that demanded application and analysis while it is evident that the candidates were able to master most of the items targeted at recall of information.

SECTION A

History and Development of Physical Education and Sport

Question 1

This question required that the students demonstrated awareness of the current issues of the anti-doping movement and the social benefits of sport. Candidates' responses to the naming of the World Anti-Doping Agency (WADA) revealed a lack of familiarity with this worldwide movement that is topical and relevant to all Olympic Sports. However, candidates were able to very competently identify the social benefits of sport.

Question 2

Candidates experienced difficulty with giving details of the sporting exploits of Merlene Ottey in order to explain why she is considered to be an outstanding female Olympian. Few candidates were able to earn full marks on this question.

Anatomy and Physiology

Question 3

This question was well answered by the majority of candidates. While many candidates were able to define "flexion", many were not able to define the term "extension" adequately.

Question 4

The candidates answered this question very well. The level of difficulty was low and students were able to identify the chambers of the heart.

Question 5

Of the candidates registered, approximately 1010 attempted this question. Full marks were awarded to 52% of the candidates and only 5% failed to score. Candidates were able to easily complete the matching of scientific names for aspects of the skeletal system .

Fitness and Performance

Question 6

Students experienced difficulty in explaining the Principle of Overload with only three candidates scoring full marks for this item. The application of this principle is basic to the development of fitness and the improvement of performance and it was predicted that the performance in this question would have been stronger. The responses revealed a common confusion between the terms Overload (which is desirable in fitness and performance preparation), and Overtraining, which is harmful and ought to be avoided.

Question 7

This question was generally well answered with approximately 70% of the candidates receiving marks for their responses. Candidates seemed to understand the measures necessary for the prevention of heat-related conditions and brought their experiences to bear on their responses to this question.

Question 8

Of the candidates examined, 68% were awarded full marks for this question. Candidates competently identified injuries sustained in sport and only 5% failed to earn marks on the question.

Health and Nutrition

Question 9

Candidates were able to define the term 'nutrients' and give the reasons for controlling body fat. However, there were very few candidates who were able to identify the 'skinfold caliper' as the instrument often used to measure body fat.

Question 10

This question was well answered as only thirty-two candidates failed to score marks for their responses. Candidates were able to provide adequate explanations of the reasons for the avoidance of a heavy meal before an exercise routine is attempted.

Question 11

In this question candidates were asked to provide two examples of behaviour that demonstrate sportsmanship in the field of sport. Although 962 candidates attempted the question, as in the previous year when a question included the use of this term, fewer than expected were able to provide the examples. Some candidates gave examples of 'gamesmanship', a related concept that has negative connotations. The use of the term 'fair play' is promoted by some world governing bodies for sport and might have elicited the desired response.

Question 12

Candidates were generally able to provide an example of the use of technology in sport but were not able to explain how technology has been used to enhance sport performance. The answers indicated that the term 'enhance performance' is interpreted in the sense of the use of banned performance-enhancing substances.

SECTION B

History and Development of Physical Education and Sport

Question 13

Overall the response of candidates to this question was satisfactory. Part (a) of this question was well answered identifying Athens, Greece as the site of the first Olympic Games.

Part (b) of this question was moderately well understood. Candidates were able to provide the functions of the governing bodies for the sport of their choice.

However, for Part (c) candidates experienced difficulty identifying the flow chart of the relationships among world, regional, national and local entities governing a specific sport.

Anatomy and Physiology

Question 14

In Part (a) of this question, candidates were able to identify the functions of the skeleton with little difficulty.

Part (b) of this question was also answered well. Candidates demonstrated a clear understanding of the characteristics of fast twitch and slow twitch muscle fibre types. Although this aspect of the question posed some difficulty, Part (c) of this question was satisfactorily answered, as a large number of the candidates were able to explain the effects of aerobic training on the heart and circulatory system.

Question 15

Generally this question was well answered. As predicted, Parts (a) (i) and (a) (ii) were challenging and candidates gave brief answers on the energy systems and their advantages.

In Part (b), candidates were able to suggest reasons for the decline in performance with increased age and provided interesting opinions on this phenomenon. In Part (c), candidates competently described the symptoms of dehydration.

Health and Nutrition

Question 16

Overall performance on this question was satisfactory. Part (a) of this question was very well answered as candidates showed familiarity with the components of a healthy lifestyle. Part (b) of this question in which candidates were expected to have been able to identify the minerals needed in the stage of puberty was satisfactorily answered. Part (c) of this question proved to be more challenging and candidates were very creative in their responses. It was noted that although this question held great salience to the stage of development of the candidates, they found difficulty in identifying the factors affecting their own nutritional needs. On reflection, this type of question required that candidates in their interaction with their teachers need guidance in understanding the application of theory to their lived experience.

Social Issues

Question 17

The performance in this question was below the required standard. There were no instances in which the candidate received full marks and it is clear that not all candidates were able to complete this final question in the examination. It is possible that time constraints were operational in candidates' failure in this question. In part (a), candidates' responses indicated that they did attempt the question but found difficulty in differentiating the social and physical adjustments that could be made to facilitate the participation of persons with disabilities in sport. In Part (b), candidates consistently identified specific events for persons with disabilities but were unable to provide the names of regional or international sport competitions for persons with disabilities. Candidates did not make distinctions between regular competitions and those for special populations. It is unclear whether the use of the word 'tournament' would have elicited the required response, or whether there is little awareness of competitions such as 'Special Olympics', and 'Paralympic Games'. In Part (c), many candidates attempted but were not able to identify 'THG' as the recently banned performance-enhancing substance or 'Balco' as the company that was involved in the highly publicised Doping scandal. The Mark Scheme was adjusted so that in cases in which the candidates provided other names of banned substances these were accepted.

Recommendations:

1. Teachers should continue to integrate the theory into the practical preparation of students by using the terminology to refer to body parts and means of training. Energy systems targeted should be identified when the practical and sport specific activities are assigned.
2. Teachers should become thoroughly familiar with the syllabus in order to ensure that they are able to guide their students towards work that fulfils the stated objectives, especially for the School-Based Assessment. For the SBA's students must select an event, must choose a role to be carried out and record the entire procedure in their portfolios for assessment. In addition to the summary of the event, students should be encouraged to write brief reflections over the duration of the course. Through these reflections students will share what the experiences meant to them and state the effects that the project had on them.
3. Teachers should focus on the application aspect of the Fitness and Performance section of the syllabus. Teachers are reminded that there may be few opportunities to consolidate the knowledge gained in the integrated study of energy production, fitness components and appraisal and other aspects specific to Physical Education and Sport Science. Some of the concepts may need special attention in order to promote this knowledge and the skills that contribute to the lifetime fitness and performance of the candidates.
4. All 17 questions in Paper 01 are compulsory. Teachers should encourage students to attempt all questions, as marks may be earned for each subsection thus contributing to success in the examination.
5. Students should be encouraged to research Caribbean sports history and social issues and pay attention to current affairs as reported in the news media. Teachers should guide students to reference materials used in their project (Paper 03) in the approved format, and to use their own words to integrate researched information. Teachers should ensure that students do not plagiarise the work of other persons and that they present original and individual portfolios at the end of their group project.
6. Teachers should ensure that the forms for the Assessment of the Class Project are completed carefully, and that for each sample submitted, the allocation of marks for each component is clearly noted according to the requirements of the syllabus.