

Social Issues

Question 17

Candidates performed quite well as the responses were considered quite good. In Part (a), candidates were asked to explain three ways in which the governments in the Caribbean assist in the development of Physical Education and Sport. The majority of candidates earned at least four of the maximum six marks. They were able to state ways in which governments can assist.

In Part (b), candidates were invited to prepare a ten-minute speech on the subject, "Keeping Sport Free From Prohibited Drugs and Doping". Some candidates did not emphasize the real facts about drug abuse and doping and how they would educate persons. The performance on this question was satisfactory.

Recommendations:

1. Candidates should become more aware of the selected role that they are expected to carry out for their SBAs. Candidates must select an event, choose a role to be carried out and then record the entire procedure in their portfolios for assessment.
2. Candidates should be encouraged to read more about the history of Physical Education from ancient times to modern times. If they were encouraged to research the changing concepts from the beginning of the modern European period to the present, then candidates would have been better prepared to answer Question 13 (a) and (b).
3. Candidates should become more aware of current developments in Physical Education and Sport nationally, regionally and internationally so as to understand the social issues worldwide.
4. Qualified teachers should keep abreast of the latest developments in this subject by attending the relevant seminars and / or workshops in Physical Education and Sport. For those not qualified as teachers of Physical Education and Sport, they should be pursuing at least the Diploma Programme or its equivalence at an appropriate institution.

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

MAY/JUNE 2007

PHYSICAL EDUCATION AND SPORT

PHYSICAL EDUCATION AND SPORT
GENERAL PROFICIENCY EXAMINATION
MAY / JUNE 2007

General Comments

There has been a significant increase (100%) this year in the number of candidates sitting the Caribbean Secondary Education Certificate General Proficiency Examination in Physical Education and Sport. In fact, since the inaugural offering of this subject, there has been 100 per cent growth each year.

Approximately 495 candidates sat the examination in 2005, 1 015 in 2006 and 2 167 in 2007. It is expected that there will be continued growth in the number of candidates sitting this examination. The Physical Education teachers in the region are to be congratulated for contributing to this great success.

Paper 01

In 2007, candidates performed better on Section B as the responses were more clearly explained than those in Section A. Candidates seemed to have found the historical questions in both sections challenging. All teachers of the subject are encouraged to acquire the relevant books with areas dealing with the history of sports, and to do research on the past, present and future happenings of sport locally, regionally and internationally.

Technical and scientific terminologies should be used in teaching so that candidates will become more familiar with these. For example, candidates were asked to state one component of fitness being tested in each of the Figures 1.1 and 1.2. Many candidates responded by saying “abs” or “strengthening abs” instead of the more acceptable phrase which is “endurance or strength of the abdominal muscles”.

Paper 02

Candidates seemed to have mastered the skills of their chosen sports. The External Examiners should continue to be vigilant in awarding grades as few discrepancies were noted between their grades and those of the teachers. Greater care must be exercised in completing the mark sheets. Too many of the schools did not submit the requested information.

Fitness and Performance

Question 15

Overall, candidates performed fairly satisfactorily on this question.

In Part (a), candidates were asked to state two immediate effects of exercise. Only a few presented long-term benefits.

On the other hand, candidates responded well in Part (b) when asked to identify four long-term benefits of exercise.

In Part (c), many candidates were unable to explain very well the meaning of the acronym R.I.C.E. which represents Rest, Ice, Compression, Elevation. Few received full marks.

In Part (d), candidates were asked to suggest two differences between the muscle fibres of a world-class sprinter and those of a marathon runner. Candidates' responses were quite satisfactory.

Health and Nutrition

Question 16

Part (a) of this question drew various responses as candidates explained three factors that could affect the energy or calorie needs of an individual. Credit was awarded for diet as an aspect of healthy lifestyle. The majority of candidates scored no more than three marks. Very few candidates received full marks.

In Part (b), candidates were not always able to give three reasons for including fibre in the daily diet. A few candidates earned two marks while a small number earned full marks.

In Part (c), candidates named satisfactorily three foods that are rich in fibre. Although a fair number of candidates earned full marks, too many earned zero marks.

SECTION B

History and Development of Physical Education and Sport

Question 13

Overall the response to this question was weak as candidates could not identify one outstanding incident which occurred in any three of the four summer Olympic Games, namely:

1936	–	Berlin
1968	–	Mexico
1972	–	Munich
1980	–	Moscow

Part (b) of this question also proved challenging as responses were below average. Many candidates were not familiar with the various periods from Ancient Greece, through the 1900s, to the present.

Part (c) of this question was well answered as candidates named successfully three responsibilities of the local governing body of a sport.

Anatomy and Physiology

Question 14

In Part (a), candidates were asked to explain three functions of the nervous system in the production of skilled movement. The majority gave good responses such as “sending messages to the brain”, but did not explain how, or “it co-ordinates movements of the body”, but never explained how this works.

In Part (b), the majority of candidates gained full marks.

In Part (c), very few candidates scored zero as the majority gained full marks for recommending two ways of taking care of a cut to the skin.

Paper 03 - School-Based Assessment

The moderation process for the School-Based Assessment is limited to the project. Examiners moderate the elements of content and organization while the teachers award marks for the elements of planning and organization, implementation and teamwork.

The marks awarded were very generous even when it was evident that candidates did not fully understand the requirements of the task.

The samples of the portfolios that were submitted have improved. Many were of an excellent standard, however, it was noted that too many of them did not conform to syllabus requirements.

Candidates need to be guided in the approved methodologies and guidelines for the research of information. This will ensure that they understand the process and ultimately learn from the experience.

DETAILED COMMENTS

Paper 01

SECTION A

History and Development of Physical Education and Sport

Question 1

In Part (a), candidates were asked to name the city that won the bid to host the 2012 Summer Olympic Games. The responses named the country that would host the Summer Olympic Games rather than the city. The performance in this question was below the required standard.

In Part (b), candidates were required to state the reasons why Coubertin revived the Olympic Games. The performance was satisfactory.

Question 2

Candidates had no difficulty identifying three benefits of studying Physical Education as a subject in schools since the syllabus itself states clearly the various career choices. Many candidates earned full marks. Few candidates found the question difficult.

Anatomy and Physiology

Question 3

Candidates were asked to list two functions of the circulatory system in physical activity. The responses from candidates showed a great understanding of the functions of this system in physical activity.

Question 4

In this question, candidates presented appropriate answers in describing two effects of the build-up of lactic acid in muscles. Only a few candidates suggested that the build-up of lactic acid could have a positive effect.

Question 5

This question was well answered with only a few candidates giving answers for the muscular system instead of the skeletal system.

Fitness and Performance

Question 6

Candidates were generally able to name two components of skill-related fitness. Only a few singled out endurance as one component of skill-related fitness and this response was accepted.

Question 7

Few candidates were able to identify one component of fitness being tested in each of Figure 1.1, sit-ups and Figure 1.2, 10 m shuttle. The question was answered satisfactorily. Too many candidates used the colloquial term “abs” or “abdomen” for the correct response to Figure 1.1, which should have been “strength or endurance of abdominal muscles”. Candidates must avoid the use of colloquial expressions.

Question 8

Candidates were asked to define the term “open skills and the environment” in Part (a). Although a part of the question “... and the environment” provided a clue, many candidates were challenged in expressing the meaning very well.

In Part (b), however, it was evident that candidates had knowledge of the topic as fairly good examples were presented.

In Part (c), candidates were again challenged in presenting the expected responses. Responses encompassing any brain structure as well as the information processing system of input, decision-making, output and feedback were credited.

Health and Nutrition

Question 9

Candidates were asked to give three reasons why a banana is a better choice than sweets as a snack for an athlete. This was answered appropriately.

Question 10

Candidates were able to state well, two nutritional guidelines an athlete should follow to remain healthy.

Social Issues

Question 11

Candidates were able to identify three benefits for a sponsor in supporting sports. The majority of candidates scored full marks for this question.

Question 12

Candidates were able to provide two ways in which the media can have a positive effect on sports.