

**C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L**

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

**MAY/JUNE 2012**

**PHYSICAL EDUCATION AND SPORT  
GENERAL PROFICIENCY EXAMINATION**

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## GENERAL COMMENTS

The Physical Education and Sport examination comprised three papers. Paper 01 consisted of 12 compulsory short-answer questions and five compulsory essay questions based on the following units:

- History and Development of Physical Education and Sport
- Anatomy and Physiology
- Fitness and Performance
- Health and Nutrition
- Social Issues

Paper 02 was a practical examination worth 60 marks, based on one sport selected by candidates.

Paper 03, the School-Based Assessment (SBA) consisted of two parts — a class project and the assessment of the practical skills associated with two sports. The class project was worth 30 marks and each sport 60 marks.

For the 2012 examination, there was an increase of approximately 12 per cent in candidate entries over the previous year.

## DETAILED COMMENTS

### Paper 01 — Theory

#### Section A

This section comprised of 12 questions worth a total of 30 marks.

#### Question 1

In Part (a), candidates were required to name the colour of any two of the Olympic rings in the logo. The majority of the candidates scored the maximum two marks.

For Part (b), candidates were asked to write the English meaning of the Latin word *altius* which is *higher*. The majority of candidates got it either wrong or gave no response.

#### Question 2

In Part (a), candidates were asked to name the second tournament hosted by the West Indies Cricket Board (WICB), following on the hosting of the 50/50 World Cup in 2007. The responses varied but the majority referred to the tournament as 20/20, T20, 20th, 20 or 20 overs. The correct response was 20/20.

In Part (b), candidates were asked to state which country emerged the winner of the second tournament. Many candidates answered correctly. The tournament comprised two competitions, one for males and one for females, but the responses of some candidates did not make this distinction.

#### Question 3

For Part (a), candidates were asked to state the major muscle and muscle action involved when Max sat up in the figure provided.

The correct muscle group was the *rectus abdominis* and the action was *flexion*. However, *abdominals* or just *abs*, and *contraction* were accepted. Responses were evenly distributed between zero and two marks. A very small percentage of candidates scored full marks.

In Part (b), candidates were asked to name the type of muscle fibre found in large percentages in sprinters and speed skaters, and the muscle group in which this type of muscle fibre would mostly be found. Many candidates named the *fast twitch* muscle fibre but could not identify a muscle group in which this type of muscle fibre would mostly be found. Scientific terminologies were also rarely used, for example, 'calf muscle' was stated rather than *gastrocnemius*.

#### Question 4

Candidates were asked to state two functions of the cardiovascular system. It was apparent that candidates were more familiar with the term circulatory system. The cardiovascular system depends on the circulatory system to deliver the oxygen the muscles need, regulate body temperature and remove waste. A very small percentage of candidates scored full marks.

#### Question 5

Candidates were asked to identify the part of the digestive system that is responsible for an athlete vomiting after rigorous training. The majority of candidates responded correctly by naming the *stomach*. Other terms commonly used such as *gut*, *gullet*, *esophagus* or the *epiglottis* were also accepted.

#### Question 6

Candidates were asked to copy Table 1 in their answer booklets and, from the list given, identify and place two components under each of the headings 'skill' or 'performance-related fitness' and 'health-related fitness'. The majority of candidates scored full marks.

#### Question 7

In Part (a), candidates were asked to name one symptom or sign of a sprain to the ankle which a football player sustained in a practice match. A large majority of candidates named the correct symptom or sign; some candidates overly explained by giving a scenario.

For Part (b), candidates were asked to state the recommended method of treating the type of injury referred to in Part (a). The correct response was RICE. The acronym meaning being *rest, ice, compression and elevation* or PRICE for *prevention, rest, ice, compression, elevation*. Those who had the correct sequence scored the maximum two marks, while those who only had two to three steps in the correct sequence were awarded only one mark.

#### Question 8

Candidates were asked to name two foods which are high in carbohydrates that a 17-year-old athlete should eat in preparation for competition. Candidates demonstrated good knowledge of these foods and the variety of foods given was wide.

#### Question 9

Candidates were asked to suggest two foods that athletes should include in their diet to develop hypertrophy. Very few candidates gained full marks.

#### Question 10

Candidates were asked to state three characteristics of sportsmanship that a model athlete is expected to display. Candidates displayed a fair knowledge of this in their responses but some of them explained one characteristic in three different ways, for example, respect for self/disciplined/self-control. This was accepted.

### Question 11

Candidates were asked to list two negative effects of the use of anabolic steroids. The majority of candidates scored one mark with a fair number scoring the full two marks.

### Question 12

Candidates were asked to suggest two reasons for increased security measures at major international sporting events. Responses were good.

## **Section B**

### Question 13

Candidates were asked to discuss two roles that each of the following organizations played in the hosting of the ICC 50/50 Limited Overs World Cup 2007 in the Caribbean.

1. National governing body
2. Regional governing body (WICB)
3. International governing body (ICC)

A few candidates scored full marks. There was a high number of candidates who gave no response. In this question, candidates were more familiar with roles of the international governing body than that of their national and regional bodies.

It is recommended that candidates familiarize themselves with the roles of the governing bodies in as many sports as possible especially the national and regional ones which are much closer to them.

### Question 14

Candidates were asked to describe one function of each of the following systems in the actions shown in two figures, one depicting an athlete about to respond to the starter's pistol (Figure 2a) and another showing an athlete powering out of the blocks (Figure 2b).

1. Skeletal system
2. Muscular system
3. Nervous system

Candidates were not able to transfer the knowledge of what the above systems do and show how these systems work together to cause specific movements. A very small number of them scored in the range of nine to twelve marks; twelve being the maximum mark for the question.

However, more candidates were able to explain the nervous system as it relates to the specific movement, for example, a good answer was *In Figure 2a the nervous system keeps him alert, makes him respond to the starter's pistol correctly and effectively. In Figure 2b when powering out, the nervous impulse sends messages to the brain and the brain reacts to the sound of the pistol and tells him it's time to run.*

### Question 15

In Part (a), candidates were asked to give three benefits of weight training which the coach recommended for a person participating in a competitive sport. Candidates responded well.

For Part (b), candidates were asked to recommend two weight-training exercises. Candidates did a fairly good job at naming weight-training exercises such as *squats, lunges, dead lifts, bench press, shoulder press, biceps curls* or *arm curls*. A few candidates suggested weight lifting, sit-ups and pull-ups which

were not accepted. Candidates should be aware that weight-training exercises must involve some form of external weights.

In Part (c), candidates were asked to state two advantages of a warm-up, and then to suggest two appropriate activities for warm-up. Candidates were able to give good advantages of a warm-up, for example, *prevents injury, increases blood flow to muscles, prepares one psychologically for the activities*. They also suggested two appropriate activities for warm-up, for example, jogging and stretching, which were frequently used. A few candidates suggested specific warm-up activities.

In Part (d), candidates were asked to identify three measures to ensure safety in a named sport, other than warm-up and cool-down. Candidates easily identified at least two safety measures which proved generic to nearly all sports. They rarely named a sport.

#### Question 16

In Part (a), candidates were asked to name three of the food groups shown in the given figure. It was clear that candidates are still struggling to understand the difference between food groups and nutrients. They gave carbohydrates for staples and chicken or meat for the group 'food from animals'. A large number of candidates stated vegetables, fats, or oil in response to this part of the question. 'Fats and oils' were accepted as one group. Overall, responses were fairly good.

In Part (b), candidates were asked to name three foods that a young athlete, who wishes to eliminate excessive amounts of fat from his diet, should consume in moderation. Surprisingly, candidates found the question challenging, although some of them managed to score at least two marks out of six. It was apparent that the term *in moderation* was not fully understood as candidates suggested foods that were to be recommended instead.

In Part (c) (i), candidates were asked to suggest two negative effects of not drinking enough water. The majority received full marks. In Part (c) (ii), candidates were asked to state two ways by which athletes lose water from their bodies. The popular responses were *by urine* and *sweat*. A few candidates gave vomiting as their response which was not accepted in this case. The majority of candidates did well on this part of the question.

In Part (c) (iii), candidates were asked to identify two foods with high water content. Responses were generally good; most candidates scored full marks.

#### Question 17

In Part (a), candidates were asked to suggest two social factors other than culture that influence participation in sport. Some of these social factors include *family, friends, availability of facilities and equipment, motivation, exposure, gender and social rewards*. Candidates responded well.

For Part (b), candidates were asked to state two aspects of culture that affect participation in sport. Some popular responses were *diet, religion or religious values and beliefs, and gender*. Some candidates restated some of the other social factors, which were strictly incorrect.

In Part (c) (i), candidates were asked to name a sporting event designed for persons with disabilities. Many candidates responded well, naming an appropriate sporting event. Some of them identified a sport without mentioning the modification that would make it suitable for persons with disabilities.

In Part (c) (ii), candidates were asked to identify three adjustments that must be made to sporting activities to encourage the participation of persons with disabilities in sport. Many candidates gave good responses such as adjustments to participation rules, officiating rules and adjustments to facilities and equipment. Some candidates described how the adjustment could or should be made. Some referred to

attitudes to persons with disabilities. Overall, marks were allocated evenly in the ranges zero to four and five to eight. Very few candidates scored in the higher range of nine to twelve marks.

### **Paper 02 – Practical Examination**

Examiners reported great satisfaction with the progress in the physical skills demonstrated by students in the practical examination. This reflects the strength of this aspect of the syllabus in giving students choices in the sports they attempted.

### **Paper 03 – School-Based Assessment (SBA)**

There were some excellent reports in the samples; however, some weaknesses continue to be seen in this paper. The moderation process for the School-Based Assessment is limited to the elements of content and organization of the folders submitted, since teachers are responsible for the award of the major marks assigned to the elements of planning and organizing, implementation and teamwork in this practical assignment.

Some reports were not clearly referenced and others showed weaknesses in logical organization. Teachers should ensure that students submit their own individual productions. Teachers are required to provide the clarification on the guidelines of the project to enable students to produce good quality reports that bear comparison to the regional standard. Teachers must ensure that students are guided in the approved methodologies for the research and reporting of information so that their skills in this aspect of study will be strengthened. Every effort must be made to ensure that the objectives of the SBA learning experience are met. The grades from the schools continue to show leniency in marking when these are compared to the evidence in the folders submitted.

### **RECOMMENDATIONS**

Candidates should be advised to number the questions accurately on their answer booklet covers and alongside their answers inside the answer booklet.

More emphasis should be placed on the integration of terminology into the description of body parts, actions and activities. The history of sport and physical education should be given more emphasis as students are prepared for the examination. Candidates should be encouraged to write into their reports more of their SBA experiences and the roles they actually played in the event they managed while using information from the internet as supporting materials only.