

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 2014

**PHYSICAL EDUCATION AND SPORT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The syllabus for Physical Education and Sport was revised in 2013 and was effective for the May-June 2014.

The Physical Education and Sport examination is now comprised four papers namely;

Paper 01A - forty-five multiple-choice items and was worth 45 marks,

Paper 01B - five compulsory essay-type questions worth 45 marks,

Paper 02 - a practical examination worth 45 marks, based on one sport selected by candidates and

Paper 03 - the School-Based Assessment (SBA) which consists of two parts: a class project and the assessment of the practical skills associated with three sports, worth a total of 165 marks.

9915 candidates registered for the 2014 examination compared to 8704 in 2013; a 13.91 per cent increase in candidate registration. Of this number, 9269 candidates were assessed on their performance in Papers 01A and 01B. Samples from Papers 02 and 03 were moderated.

Generally, the items in the theory papers were well structured and elicited the correct responses from the candidates. The performance of the candidates in the History and Development items, and the Fitness and Performance items indicated that these were the most challenging on Papers 01A and 01B. Indications are that there needs to be a greater focus on these units in the preparation of the candidates.

DETAILED COMMENTS

PAPER 01A – THEORY (MULTIPLE-CHOICE)

Items were included to test mastery of specific objectives from the units. The forty-five items included nine questions targeting each of the five units. The items that were most challenging for students were those that tested knowledge of the History and Development of Physical Education and Sport. The mean mark on this paper was 58 per cent.

PAPER 01B – THEORY (STRUCTURED ESSAYS)

Question 1

This question sought to assess the knowledge of candidates in the areas of History and Development of Physical Education and Sport.

In part (a), candidates were required to outline three aspects of the ancient history of Physical Education and Sport. Expected responses included points related to the ancient Olympics and the emphasis on survival and preparation for war. Candidates whose responses included these emphases gained full marks, however many responses did not differentiate between ancient and modern emphases in Physical Education and Sport.

Part (b) tested the knowledge of issues related to development of Physical Education and Sport in modern times. Most candidates were able to state developments in technology in sports, a change in purpose to health and recreation, introduction of new sports, inclusion of Physical Education in the curriculum in schools and new teaching methodologies.

Part (c) spoke to the rationale for the inclusion of Physical Education and Sport in the school curriculum. Responses included the importance of this subject to healthy lifestyles, the introduction of students to new careers, improving social interaction and personal growth.

The majority of candidates were able to gain maximum marks for sections (b) and (c). The overall mean mark for question one was 54 per cent.

Question 2

This question was drawn from the area of Anatomy and Physiology. In section (a) subsection (i), the candidates were asked to name three specific exercises that could lead to muscle soreness as the body adapts to training. Most candidates earned full marks on this subsection by giving examples such as curls, pull-ups and arm-swings. Subsection (ii) required candidates to match the exercise with major muscle group used. Candidates gave the names of parts of the body rather than the names of the muscle groups; for example: “Pull-ups – thigh” was given rather than “Pull-ups – Biceps”.

In section (b) the diagram of the skeleton highlighted three joints and candidates were asked to select from the list provided, the names of the types of joints. Most candidates scored full marks on this question. The mean mark for this question was 57 per cent.

Question 3

Question 3 was based on Fitness and Performance. For part (a) candidates were required to prepare a microcycle plan for the Beginning of the General Preparation phase for an athlete in a named sport. Marks were awarded for three components of the plan: the names of the week, indications of planned volumes and intensities of training. Part (b), required candidates to provide a detailed description of one session from the plan.

The mean mark for this question was 28 per cent. Overall, the responses of many candidates did not reveal mastery of this aspect of the syllabus.

Question 4

This question was focused on Health and Nutrition. The mean mark was 42 per cent.

In question 4 (a), candidates were given a statement “nutrition plays an important role in enhancing fitness and health”. They were required to discuss how good nutritional practices help the body to be (i) healthy and (ii) fit. Many candidates were not able to make the distinction between the effects of good nutritional practice on (i) health and (ii) fitness.

An example of a correct response is as follows

Good nutritional practices are essential for good health and allow the body to get the essential nutrients in the correct amount. This prevents the body from getting diseases and enabling the proper functioning of the body system.

Good nutritional practices allows a person to manage their fitness: to adjust their diet according to their physical demands, consume the appropriate amount of minerals and vitamins required for the metabolic process and consume the appropriate amount of proteins and carbohydrates for muscle building (strength) and energy.

For section 4(b), candidates were asked to give three reasons why the following statement may or may not be true. “Exercise does not help one to lose weight because it increases your appetite and encourages you to overeat.” It was evident from the responses that candidates had difficulty in connecting the three factors (exercise, appetite, weight loss).

An example of a correct response is as follows

After a period of regular exercises, appetite will increase but not enough to prevent one from losing weight. During exercise, metabolic rate increases and after stays high for an extended period after exercise has been completed. This leads to fat loss.

Persons who exercise often are generally more aware of their bodies and tend not to overeat.

Question 5

Question 5 was based on Social Issues in Physical Education and Sport.

Candidates were asked in part (a) to outline three ways by which the media positively influences sport. Most candidates scored full marks on this item. In part (b), candidates were asked to state three causes of violence in sport. Correct responses included references to bad decisions by match officials, poor sportsmanship, substance abuse and disruption by spectators. The overall mean was 64 per cent, which reflects a good understanding of the issues discussed.

PAPER 02 – PRACTICAL

Overall mean performance on this component continued to improve moving from 77 per cent in 2012, 78 per cent in 2013 and 79 per cent in 2014.

PAPER 03 – SCHOOL BASED ASSESSMENT

Samples of portfolios from the SBA were moderated. The mean scores reported for this component improved from 75 per cent in the two previous years to 78 per cent in 2014. Candidates were required to host a competition/event, play specified roles, and report on their experience. The portfolios requirements included a table of contents and details of the candidate's activities in the assigned roles, evidence of the event in varied formats, personal reflections, and a reference page. Many portfolios met the requirements, however some portfolios provided no evidence that an event had been planned and executed. In some cases, there were no clearly defined details of the roles that were assumed by the candidate.

Recommendations

1. During teaching and learning, more emphasis should be placed on the integration of scientific terminologies into the description of parts of the body, actions and activities.
2. *For the School Based Assessment,*
 - a) it is recommended that the syllabus be more closely followed. (Some schools selected sports/activities and roles that were not part of the syllabus),
 - b) Pictures in the portfolios should reflect candidates in their roles and the activity being executed; the main emphasis should be on roles, not on the sport or activity being done,
 - c) Reflections should express the candidates' experiences in the activity instead of repeating the description or explanation of how they went about their roles.
3. Subject workshops are necessary to provide opportunities for standardisation of terminologies, familiarisation with the syllabus and best practice.