



**CARIBBEAN
EXAMINATIONS
COUNCIL**

**CSEC® PHYSICAL EDUCATION
AND SPORT**



**Subject Report
with
Exemplars**

May/June 2022

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2022

**PHYSICAL EDUCATION AND SPORT
GENERAL PROFICIENCY**

**Copyright © 2022 Caribbean Examinations Council
St Michael, Barbados
All rights reserved.**

Table of Contents

INTRODUCTION	4
PAPER 01 — SECTION A: MULTIPLE CHOICE	5
PAPER 01 — SECTION B: STRUCTURED ESSAY	6
Question 1.....	6
Question 2.....	9
Question 3.....	13
Question 4.....	19
Question 5.....	22
Paper 03 — SCHOOL-BASED ASSESSMENT: CLASS PROJECT	25
Observations	25
Recommendations	25

INTRODUCTION

This guide has been compiled using candidates' responses to the 2022 May/June examination in CSEC Physical Education and Sport.

In 2022, there was a 10 per cent decrease in candidate registration. A total of 11 968 candidates registered for the examination, compared with 13 299 in 2021.

The examination comprises four papers. Paper 01 — Section A consists of 45 multiple-choice items worth one mark each. Paper 01 — Section B consists of five compulsory structured-essay questions. Each question is worth nine marks. The questions are based on the following units.

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

Paper 02 is a practical examination based on one sport selected by candidates. The practical is worth 45 marks.

Paper 03, also called the School-Based Assessment (SBA), consists of two parts. These are the Class Project which is worth 30 marks and the assessment of candidates' practical skills which is worth 135 marks. For the practical skills component, candidates' practical skills related to three sports from two different options are assessed. Candidates are marked out of 45 for each sport.

PAPER 01 — SECTION A: MULTIPLE CHOICE

Paper 01 — Section A comprised 45 compulsory multiple-choice items which tested candidates' knowledge of the specific objectives of the Compulsory Core. In 2022, the items based on the History and Development of Physical Education and Sport were the most challenging for candidates. The mean score was 27.72 out of 45 and the standard deviation was 7.55.

PAPER 01 — SECTION B: STRUCTURED ESSAY

Paper 01 — Section B comprised five structured-essay questions. Each question was worth nine marks. The mean mark was 17.70 out of 45 and the standard deviation was 7.71.

Question 1

This question tested candidates' knowledge of syllabus objectives 1.2 and 1.3 from the unit History and Development of Physical Education and Sport.

Candidate's Response to Part (a)

Name TWO **major** sporting events other than the Olympic Games.

- World Cup (FIFA)
- Cariffa Games

(2 marks)

Examiner's comments

In Part (a), candidates were required to name two major sporting events other than the Olympic Games. Overall, candidates performed acceptably; many of them scored one out of the two available marks. Some candidates were unable to distinguish between events and the organizations that host the events; therefore, many candidates listed organizations such as FIFA or ICC instead of naming two major sporting events.

Candidate's Response to Part (b)

Choose any TWO of the modern Olympic Games listed below and, for EACH game, describe ONE action that was taken at the event to make a political statement.

1936 Berlin Games
1972 Munich Games

1968 Mexico City Games
1976 Montreal Games

In 1936 Berlin Games 9 athletes were killed while being ^{take into} hostage ^{from their Olympic village}. The government made an effort to save them but was unsuccessful and they continued the games despite numerous people wanting the games to be cancelled.

In Mexico City Games (1968) - protesting took place on the outside and two medalists raised their fist to ~~sign~~ symbolize black power and they were immediately kicked out of the games. Rioters were also killed in the streets. (4 marks)

Examiner's comments

In Part (b) (i), candidates' knowledge of actions taken at modern Olympic Games to make a political statement was tested. Candidates were required to choose two Olympic Games from the list provided and to describe the action that was taken at the event to make the relevant political statement.

It was evident that candidates were not knowledgeable about periods of history and politics, and how they are related to Olympic Games. Most candidates provided an incorrect answer or they did not provide a response. Those candidates who provided a response seemed most familiar with the events of the 1936 Berlin Games and 1968 Mexico City Games. In general, it appeared as if the candidates were not well prepared to answer questions on this topic. It must be noted that this was the most poorly done part of Question 1.

Candidate's Response to Part (c) (i)

National governing bodies are involved in developing and implementing sport-related initiatives.

- (i) State the name of ONE national governing body for sports.

...ABCA - Antigua and Barbuda Cricket Association.
(1 mark)

Candidate's Response to Part (c) (ii)

- (ii) In many Caribbean countries, there are governmental agencies that play an important role in the promotion of sport throughout the country. Describe ONE role of a governmental agency in the promotion of sport.

...The governmental agency facilities an place
for the events to be held and often prepare banners,
flyers and tv commercials. Also for various events
they usually facilitate a ticket booth for outsiders to
purchase ticket for the respective event.
(2 marks)

Examiner's comments

Overall, this section was satisfactorily done. Many candidates gained full marks. Several candidates identified a form of promotion which is undertaken by governmental agencies but they were unable to give an adequate description of the role that governmental agencies play in the promotion of sport. Therefore, most candidates received one out of two marks. The most common response listed by candidates was sponsorship.

There seemed to be some uncertainty among candidates about the difference in how national governing bodies and governmental agencies assist in the promotion of sports. In general, candidates did not seem well prepared to answer these parts.

Question 2

This question tested candidates' knowledge of syllabus objectives 2.2 (a) and 2.2 (b) from the unit Anatomy and Physiology.

Candidate's Response to Part (a)

Figure 1 shows a diagram of the bones in the human leg.



Figure 1. Diagram of bones in the human leg

Identify the bones labelled A and B.

A ..Tibia.....

B ..Fibula.....

(2 marks)

Examiner's comments

Candidates were required to identify the bones labelled A and B in the given diagram. Generally, most candidates performed well. Several candidates knew the names of the bones found in this part of the leg but placed them in the wrong spaces. Candidates often misspelled their responses, for example 'tibula' and 'fibia'. Additionally, a popular response to A was 'shin bone.' This response was incorrect.

Candidate's Response to Part (b)

Figure 2 shows a diagram of the muscles in the human leg.

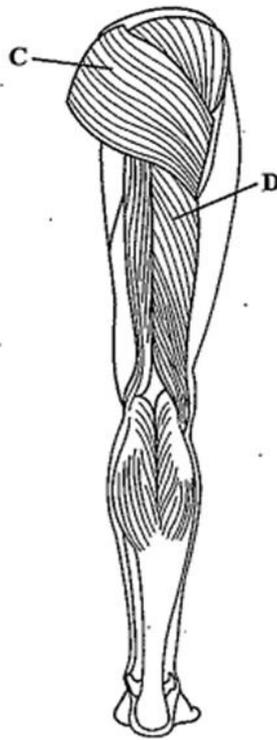


Figure 2. Diagram of muscles in the human leg

Identify the muscles labelled C and D.

C..... gluteal muscle / gluteus maximus ✓

D..... hamstring ✓

(2 marks)

Examiner's comments

Candidates were required to identify the muscles labelled C and D in the given diagram. Candidates did not perform as well as expected. Most candidates gave common names such as butt muscles. Such responses were accepted. It must be noted that most candidates were able to identify D as the hamstring muscle.

Candidate's Response to Part (c)

Figure 3 shows a footballer kicking a football at two positions, A and B.

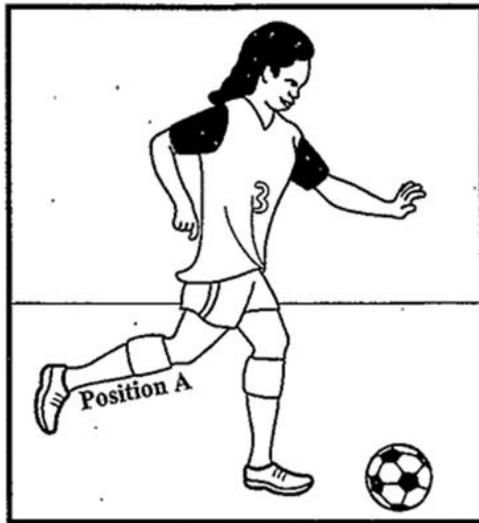


Figure 3. Position A



Figure 3. Position B

Explain how the skeletal and muscular systems work together to bring about the kicking action shown in Figure 3 as the striking leg moves from Position A to Position B.

Muscles contract isotonically in the leg to get to position A. The hamstring pulls on the femur when it contracts to move it back. The hamstring then relax and the quadrilateral muscle contracts to bring the leg forward and kick the ball.

(3 marks)

Examiner's comments

Candidates were required to explain how the skeletal and muscular systems work together to bring about the kicking action shown in Figure 3.

Many candidates did not provide an answer and many of those who did were unable to apply their knowledge of anatomy and physiology to the movement illustrated. Many candidates also wrote about 'force', 'power', 'strength', 'momentum' etc. rather than highlighting how the muscular and skeletal systems work together to cause the movement.

Candidate's Response to Part (d)

Suggest TWO positive effects of weightlifting on the muscular system.

Weightlifting builds resistance against lactic acid buildup as it utilizes static strength and fast twitch fibres in muscles. The veins get bigger to accommodate more oxygen to the muscles more rapidly. It builds bigger stronger muscles that burn fat readily.

(2 marks)

Examiner's comments

Candidates were required to suggest two positive effects of weightlifting on the muscular system. Overall, most candidates responded well. However, many candidates used unsuitable terms to describe the effects of weightlifting on the muscular system. While phrases such as 'body looks good' and 'looks ripped and cut' are often used when speaking about the effects of weightlifting, they were not acceptable for use in the examination. Candidates should have used the jargon associated with Physical Education with regard to weight training.

Question 3

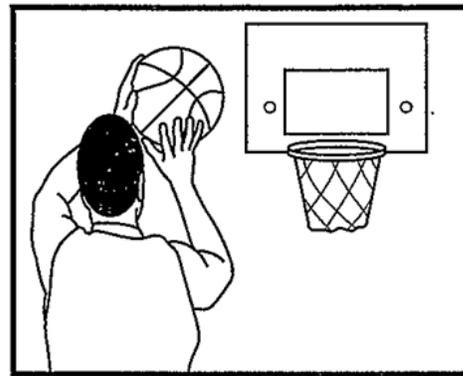
This question tested candidates' knowledge of syllabus objectives 3.7, 3.9 and 3.14 from the unit Fitness and Performance.

Candidate's Response to Part (a) (i)

Figure 4 illustrates the execution of the open skill and the closed skill in two sports.



A pass in netball



A free throw in basketball

Figure 4. Open skill and closed skill sports

- (i) Identify the sport in Figure 4 in which an 'open skill' is illustrated.

A pass in netball.....
(1 mark)

Examiner's comments

Candidates were given two illustrations. One depicted girls playing netball and the other showed an athlete playing basketball. Each illustration was accompanied by a description of the skill depicted. Candidates were asked to identify the sport in which an open skill is illustrated. Many candidates performed well. However, in a few instances, some candidates still perceived the sport as either volleyball or soccer even though the descriptions included the names of the sports.

Candidate's Response to Part (a) (ii)

(ii) Use Figure 4 to explain the difference between an 'open skill' and a 'closed skill'.

An open skill is performed outdoors where wind and the terrain can have a major impact on the performance, while closed skill are skills performed indoors that are less affected by the environment.

(2 marks)

Examiner's comments

Candidates were required use Figure 4 to explain the difference between an open skill and a closed skill. Most candidates were unable to do so.

Candidate's Response to Part (b) (i)

- (i) During a game of football, Josette fell, hit her head and was knocked unconscious. Identify the injury that can occur within 24 hours as a result of the fall.

Concussion.....
 (1 mark)

Examiner's comments

Most candidates were able to identify the injury that could occur within 24 hours of someone falling and hitting his/her head.

Candidate's Response to Part (b) (ii)

(ii) Figure 5 shows Josette being placed in a specialized position.



Figure 5. Specialized position

State the name of the specialized position shown in Figure 5.

Recovery Position.....
(1 mark)

Examiner's comments

Most candidates were able to state the specialized position in which Josette was placed. However, there were a few candidates who stated 'side on position' and 'side position.' Such responses were incorrect.

Candidate's Response to Part (b) (iii)

- (iii) Identify the emergency health personnel who is MOST likely to have placed Josette in the position in Figure 5.

First Aid Official.....
(1 mark)

Examiner's comments

Most candidates were able to accurately identify the emergency health personnel who most likely would have placed Josette in the position shown in Figure 5.

Candidate's Response to Part (c) (i)

- (i) State the MAIN difference between 'aerobic respiration' and 'anaerobic respiration'.

Aerobic Respiration is the release of energy with the use of oxygen. However, anaerobic respiration is the release of energy without the use of oxygen.....
(1 mark)

Examiner's comments

Most candidates were able to differentiate between each type of respiration; however, a few candidates confused the two types of respiration.

Candidate's Response to Part (c) (ii)

(ii) Name ONE sporting activity in which an athlete is likely to use aerobic respiration.

Long distance running.....
(1 mark)

Examiner's comments

Most candidates were unable to name a specific sporting activity in which an athlete would use aerobic respiration.

Candidate's Response to Part (c) (iii)

(iii) Name ONE sporting activity in which an athlete is likely to use anaerobic respiration.

Sprint events.....
(1 mark)

Examiner's comments

Most candidates were unable to name a specific sporting activity in which an athlete would use anaerobic respiration.

Question 4

This question tested syllabus objectives 4.2, 4.3 and 4.4 from the unit Health and Nutrition.

Candidate's Response to Part (a)

List THREE foods that provide athletes with complex carbohydrates.

Bread, potato and corn provide athletes with
complex carbohydrates.

(3 marks)

Examiner's comments

Candidates were required to list three foods that provide athletes with complex carbohydrates. Overall, candidates performed well. Most candidates demonstrated an understanding of the concept tested and so they gained full marks. Other candidates were able to provide at least one correct answer.

It must be noted that some candidates listed food groups and nutrients instead of foods. On the other hand, there were candidates who used their dialect to name foods which include ingredients rich in complex carbohydrates. Even though these responses were not included in the mark scheme, candidates were awarded the marks for naming such foods.

Candidate's Response to Part (b)

Explain why carbohydrates are important in the diet of athletes.

Athletes have higher metabolisms and utilize higher amounts of energy in shorter periods because of high activity. Athletes require carbohydrates to meet their energy needs. Or else the body begins to use proteins for energy which athletes need for muscle repair.

(2 marks)

Examiner's comments

Most candidates were able to explain the importance of carbohydrates in an athlete's diet. However, some candidates were unable to give a full explanation or they included incorrect reasons. There were also candidates who explained the benefits of protein instead of the benefits of carbohydrates.

Candidate's Response to Part (c)

Suggest TWO ways in which the diet of an athlete is different from that of a non-athlete and provide a justification for EACH suggestion.

Athletes diets contain more fats, carbohydrates and proteins. Non-athletes do not require those nutrients ~~be~~ in the same amounts because they are not partaking in strenuous exercise often. Body-builders need protein to build muscle and fats and carbohydrates to 'feed their muscles' because they are constantly burning energy. However not athletes have a lower metabolic rate therefore they ~~don't~~ do not need as ^{much} ~~more~~ fuel to meet their energy needs.

(4 marks)

Examiner's comments

Overall, candidates did not perform well. Most candidates spoke about the benefits of training and the benefits of the diet of an athlete. However, they should have explained the difference between the diet of an athlete and the diet of a non-athlete and the reasons why they differ. Some candidates were unable to clearly distinguish between the diets of the athlete and the non-athlete.

Question 5

This question tested candidates' knowledge of syllabus objectives 5.1 (b), 5.1 (i) and 5.1 (h) from the unit Trends and Social Issues.

Candidate's Response to Part (a)

State TWO ways in which sporting events may be sponsored.

1 Sporting events may be sponsored through agencies and businesses contributing money, advertising and providing supplies such as uniforms, equipment and accommodation.

(2 marks)

Examiner's comments

Most candidates were able to provide a correct answer. The most popular correct answers were *medals* and *events may be sponsored through donations of money and items such as clothing and equipment*. Candidates who answered incorrectly wrote about events being sponsored through marketing, advertising or using social media.

Candidate's Response to Part (b)

Suggest THREE reasons why female sporting events receive less sponsorship than male sporting events.

1) female sporting events are watched by less people ✓

2) Dont generate enough revenue ✓

3) lack of broadcasting time and promotion ✓

(3 marks)

Examiner's comments

Overall, candidates performed poorly. They seemed to be unclear about what was asked. From all indications, candidates did not read the question carefully. They wrote about gender bias, stereotyping and male supremacy. They very rarely used the phrase less viewership and other relevant terms.

Candidate's Response to Part (c)

Outline TWO examples that show how computer technology has helped to improve accuracy in sports.

1) The use of cameras that monitor balls. In tennis this is useful to tell if a ball dropped in or out of bounds. In other sports, the replay of certain plays helps decide if moves were proper. 2) The use of scoreboards to show points from a match.

(4 marks)

Examiner's comments

Based on the responses of many candidates, it was clear that they thought that they were required to provide responses which related to accuracy in decision making in sport. In addition, some candidates seemed to be unsure if they were required to give answers related to the accuracy of the officials or to the accuracy of the athletes in their sporting discipline.

Among the correct responses provided by candidates, the most common were *Goal Line Technology* and *VAR*. There were also some unexpected answers such as Under Armour's E39 technology which is not common in the Caribbean but is used in American football, Cyclops in tennis and touchpads in swimming. Many candidates wrote about technology being used to broadcast the sporting events across the world and to assist in the registration of athletes. Such responses were incorrect.

In conclusion, it is recommended that teachers devote greater attention to familiarizing the students with the terms associated with the trends and social issues with respect to sport. Overall Trends and Social Issues seems to be a topic that more teaching time needs to be spent on.

The School-Based Assessment comprised two parts. These were the Class Project and the Practical Skills assessment. For the class project, the mean percentage was 83.05 and the standard deviation 22.10

Observations

The following are some observations made about the Class Project.

- Several students included a table of contents in their projects that was not paginated.
- Some teachers did not follow the recommended guidelines when marking the projects. In some cases, they marked the projects too leniently.
- Some students did not include evidence that they planned and executed a class project, as they wrote their work in the third person.
- Some students assumed roles but did not present information pertinent to the roles chosen.
- In some projects, there was no evidence that an activity took place.
- Some students gave too much unnecessary information about the sport.
- Some students did not understand how to write good reflections.
- Some teachers did not write their mark on the cover page.
- Many students did not include the relevant reference information. Information such as the name(s) of the author(s), year of publication and publisher were often excluded by students.
- Too much information was taken directly from the internet.
- Some information selected by students was not carefully analyzed and selected; it was cut and pasted directly from the internet.

Recommendations

- Teachers and students should refer to the syllabus for guidance when selecting roles for the implementation of the activity to be reported on in the SBA.
- Teachers should follow the guidelines outlined in the syllabus for marking SBAs.
- Students should report, in writing, exactly what they did when they performed their chosen role.
- Students should be encouraged to write more detailed reflections.