

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2011

**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, 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.

A total of 7,520 candidates entered for the 2011 examination, an increase of approximately 33 per cent.

DETAILED COMMENTS

Paper 01 – Theory

Section A

Question 1

In Part (a), candidates were required to state the sporting discipline that produced the most outstanding results for the Caribbean at the 2008 Olympic Games in Beijing, China. Unfortunately, candidates interpreted sporting discipline to mean behaviour such as sportsmanship rather than naming a sport like athletics, swimming or boxing. This section presented some difficulty to candidates.

For Part (b) (i), candidates were asked to name the Jamaican athlete who won three gold medals at the 2008 Olympic Games. The majority of candidates got the Jamaican athlete correct. Even though the spelling was not always correct, markers were able to decipher the name Usain Bolt.

In Part (b) (ii), candidates were asked to state the two individual events in which the athlete named in (b) (i) won the gold medals.

Some candidates could not name the two individual events correctly. Some of them included the relays and one individual event in their answers. This question required an awareness of current affairs in sport and general attention to the major sporting achievements of regional athletes.

Question 2

In this question, candidates were asked to state two of the Olympic ideals by which the Olympic Games are guided. Candidates were required to show familiarity with Olympic as a pillar of sport history. Very few candidates named 'sport as education' and 'personal excellence' in their responses. The teaching of Olympic as an aspect of the history of Physical Education and Sport should not be restricted to information on the rings and the flag alone but must include critical areas such as the Olympic ideals.

Question 3

For Part (a), candidates were asked to describe briefly the muscle action involved in lifting and lowering the dumbbell. Responses were fairly good as candidates explained how in lifting the dumbbell the biceps contract

while shortening and the triceps relaxing while lengthening. In lowering, candidates explained that the biceps relax while the triceps contract. Other responses were accepted such as the use of the terms 'concentric contraction' when lifting the dumbbell and 'eccentric contraction' while lowering the dumbbell. This question allowed candidates to demonstrate their abilities and skills in analysis of movement.

In Part (b), candidates were asked to name the two types of tissue that make up the skeletal system. The expected response was *bone and cartilage* but many candidates had ligaments and tendons which were accepted.

Overall, although candidates appeared to be familiar with the topics tested, only a small number scored full marks.

Question 4

Candidates were asked to copy and complete Table 1 in their answer booklet, namely hypermobility, shin splint and condyloid joint. They were then required to complete Column B by selecting from the list given the best definition of each term listed in Column A, namely

- pain in the front of the tibia
- one bone slides on top of the other
- the ability to extend the knee, elbow, thumb or wrist joint past a straight line
- allows movement in two planes (directions)

Candidates demonstrated moderate knowledge of the skeletal system and its articulation.

Question 5

Candidates were asked to copy the terms Force, Mass and Inertia in their answer booklets. They were then required to match the definition of each term by writing the correct number of the definition next to the term.

Definitions were taken from the following:

1. The ability to exercise the entire body for long periods of time
2. Tendency of the body to remain at rest
3. The body's ability to start or stop, or alter the state of motion, and is proportional to the body's mass
4. The amount of material of which an object is made

Responses were satisfactory.

Question 6

In Part (a), candidates were asked to name one food high in fibre. Most of the responses showed that candidates possessed a good knowledge of foods high in fibre. They provided responses such as *whole wheat, brown and rye wheat*.

For Part (b), candidates were asked to give two benefits of fibre in an athlete's diet. Popular responses included *fibre being an essential aid to digestion; fibre controls movement or prevents constipation*. Candidates also highlighted other important benefits in their responses by stating that *fibre makes you feel full and prevents people from having to overeat as it provides bulk*.

A few candidates suggested that fibre is related to a low incidence of coronary heart disease, stroke and some form of cancer. This was accepted.

Question 7

In Part 7(i), candidates were asked to identify one food that is high in saturated fats. The majority of candidates gave good examples namely *red meat, dairy products, eggs and animal products*.

For Part 7(ii), candidates were required to name one food high in unsaturated fats: Examples given came from soya beans, corn oil, olive oil, mackerel and mainly plant products. In this part responses were good.

Question 8

In this question candidates were required to name the nutrient that is responsible for tissue repair for which they gave *protein* as their response. Candidates who responded by naming amino acids were given the mark. Performance on this question was good.

Question 9

Allen Stanford's 20/20 cricket competition had an impact on cricket in the Caribbean. Candidates were asked to identify two possible effects that resulted from this competition. Most candidates stated that *this competition gave the countries who participated great exposure and increased tourism to the various countries*. Others mentioned *more crowd participation and more opportunities for players*. A few candidates suggested that it had brought back international rivalry. This was also accepted. It is suggested that more research be done on current sporting events in the Caribbean.

Question 10

For this question, candidates were required to state two contributions that governments can make towards the development of sport in small communities. Many candidates responded favourably and received full marks. Good responses varied from *building sporting facilities to promoting sport for all so as to reduce health problems, crime and violence*. Other contributions that the government could make were *subsidizing equipment and providing financial aid to athletes who are in training*.

Question 11

Candidates were asked to give one benefit that a country may gain from hosting the summer Olympic Games. The most popular responses were that *the host country would gain worldwide publicity* or that *the country would enjoy popularity or prestige and the improvement of sporting facilities*. Candidates showed mastery of the content in response to this question. Improving reading and comprehension skills could help candidates avoid incorrect answers.

Question 12

Candidates responded very positively when asked to name one of the two sisters who have dominated the sport of tennis worldwide over the last decade. The majority of candidates named *Venus or Serena*. Other accepted responses were *Williams or one of the Williams sisters*. For those candidates who did not respond appropriately, it is suggested that they improve on their reading and comprehension skills and pay attention to news on international sport.

Section B

Question 13

In Part (a), candidates were required to examine the Renaissance period between 1300 and 1600 AD and show its impact on physical education. This question proved very challenging for candidates as textbooks in this area

are generally not available. Candidates seemed to be more knowledgeable about the Ancient and Modern period. They were not able to speak about physical education being good for discipline or state the importance of having daily physical education. A good response could have been:

- *The theory that the body and the soul are inseparable, that they are indivisible, and that one is necessary for the optimal functioning of the other*
- *Good physical education helped persons learn other subject matter better.*

Responses were generally weak with candidates providing responses that were more appropriate for Ancient times; some candidates focused more on modern developments to the exclusion of the Renaissance period.

For Part (b), candidates were asked to discuss three factors that can facilitate or help persons to achieve excellence in sport. Very good responses were given which included *coaching so as to produce qualified coaches, training of the young, the provision facilities such as of sports academies and research centres*. All these are factors that can help to achieve excellence in sport.

In Part (c), candidates were asked to suggest two ways in which society can benefit from young persons being physically active. Some of the benefits given were fewer cases of health care, less stress, greater productivity, improved self-esteem, greater socialization or less deviant behaviour. A few candidates referred to families getting together more often and being more able to assist older generation.

Question 14

In Part (a), candidates were asked to describe how the femur and the pelvic girdle of the skeletal system support the lower body when a player is kicking a ball using his right foot. Candidates showed a lack of understanding of the role of the femur and the pelvic girdle in kicking actions. Many candidates gave no response.

For Part (b), candidates were required to describe four effects of exercise on the skeletal system. Candidates failed to respond appropriately. A good response could have been:

Bones will become stronger in order to deal with the stress placed on the individual, or, tendons will become thicker and more capable of withstanding greater force.

While the anatomy of the skeletal system was well handled, the suggestion is that the physiology proved to be challenging.

Question 15

In Part (a), candidates were asked to name each of the three seasons or periods of the sport training year. Candidates had difficulty naming the following: the off-season, pre-season, general-preparation period or post-season. Unfortunately, many candidates gave spring, summer and winter as their responses. The word seasons definitely created a problem for many candidates. Generally, candidates scored between three and four marks out of seven.

For Part (b), candidates were asked to state five characteristics of the trained individual who is expected to be in a better state of physical fitness than the average person. Candidates experienced difficulty in identifying the physiological characteristics of the trained individual for example; *higher VO₂Max, lower resting heart rate*. Individual components of fitness for example; strength, power and speed, were accepted although this group can be classified as fitness.

Teachers should try to cover the jargon used in physical education and have candidates understand the meanings.

Question 16

In Part (a), candidates were asked to describe three ways a balanced diet enhances fitness and health. Some of the responses given were choosing foods from each food group, explaining the importance of each food group and the need for sufficient calories so that persons will have enough energy to carry out their daily routine without fatigue. Explanations given were not enough to garner full marks.

For Part (b), candidates were asked to select two foods for breakfast, lunch and dinner for a footballer who is a strict vegetarian. Candidates' knowledge of this question was good and many scored full marks.

Question 17

In Part (a) (i), required candidates to give three factors, other than personal reasons, that influence players to become aggressive. Appropriate responses were given such as pressure or humiliation from crowds and friends, monetary gains or the tactics to "slow up" a talented player. Oppressive environmental conditions such as heat as well as harassment by media were singled out.

Part (a) (ii), candidates were asked to give three personal reasons for aggressive behaviour facing sport. Candidates gave responses such as:

- To gain attention
- Lack of respect shown to officials and to the rules
- Self-defence against blatant 'aggravation' by other players
- Substance abuse

Most candidates were able to identify and explain three reasons.

In Part (b), candidates were asked to state three ways in which a person's financial status could affect his/her choice of sport. In the stem of this question an example was given 'sailing versus football'. The majority of candidates grossly misinterpreted the question by comparing and/or contrasting the choice of sailing with the choice of football.

Some good responses could have arisen from expanding on the following items:

- unemployed people cannot afford to pay fees
- facilities non-existent or expensive
- inability to afford equipment
- distance to venue for competition far and consequently expensive.

The overall marks earned for this question were negatively affected by the weak responses given in Part (b).

Paper 02 – Practical Examination

Students seemed to have mastered the skills of their selected sports. Greater care must however be taken in submitting the requested information. Some packages had no forms enclosed. In awarding grades, there were wide disparities between the external examiners' grades and those of the teachers.

Teachers are free to seek guidance from the external examiner so that common behaviours are assessed. This can help to reduce the internal/external examiner gap and give greater validity to the scores.

Paper 03 – School-Based Assessment (SBA)

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

Teachers continue to show leniency in marking even when it is evident that students do not fully understand the requirements of the task. Final presentations were generally weak. It was evident that some teachers lacked the required content knowledge and so were not able to adequately guide students. In addition, teachers across the region have a different understanding of what the project should be. There was a weakness in schools presenting the relevant forms which were in many cases incomplete and sometimes absent from the package. Another disappointing fact was that no grades were posted in many of the projects submitted.

Teachers must ensure that students are guided in the approved methodologies and guidelines for the research. This will ensure that students understand the process and ultimately learn from the experience, in order to transfer and apply skills learnt.

RECOMMENDATIONS

1. Invigilators of this examination should remind candidates to number the questions correctly on the front cover. They should also encourage candidates to number the responses for each question legibly, especially for those questions having many parts.
2. Teachers should encourage their students to attempt every question.
3. Teachers should teach students how to answer questions. For example, the verbs *state*, *outline*, *describe* and *explain* all have different meanings and, therefore, expected answers would differ. Also it should be brought to the attention of students that the number of marks at the end of questions is an indication of the depth of answers required.
4. Teachers must continue to encourage students to use correct scientific terminology where required.
5. Students should do more reading on the History and Development of Sport in the Ancient period, the Renaissance period and the Modern period.
6. Students should learn more about what the Olympic ideals are and what the seasons of the training year mean in any sport.
7. Students should read the questions more carefully and answer specifically what is being asked.
8. Students should develop greater awareness of the selected role they are expected to carry out for the SBA. Students must select an event, choose a role to be carried out and then record the entire procedure in their portfolios for assessment.
9. Portfolios for the SBA component should reflect the individual effort of students and should show greater clarity in assigning credit to the sources of information.
10. Teachers should be more thorough in completing and submitting all different but relevant forms pertaining to Paper 02 and Paper 03.