

UNIVERSITY OF MALTA

**SECONDARY EDUCATION CERTIFICATE
SEC**

PHYSICAL EDUCATION

May 2012

EXAMINERS' REPORT

**MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD**



STATISTICS

Table 1 below summarises the general performance in the examination:

Table 1: Distribution of candidates' grades for the SEC Physical Education Exam - May 2012

Grade	1	2	3	4	5	6	7	U	Absent	Total
No. of Candidates										
Option A	15	41	54	55	13	-	-	84	10	272
Option B	-	-	-	14	21	27	22	33	15	132
Total %	3.7	10.1	13.4	17.1	8.4	6.7	5.4	29	6.2	100

Paper 1:

AREA 1 GAMES

Handball

Passing (Static)

In general the candidates did well in static passing. They were well aware of the arm-leg co-ordination for the 3 passing techniques examined. However, although passing in this exercise was assessed in a static position some candidates failed to take the necessary step/s forward or to the side in order to co-ordinate better the flow/transition from catching the ball to passing the ball. Candidates also need to focus more on the trajectory of the ball when passing especially over long distances. Follow through also lacked in the passing techniques especially in the overarm pass. Arm movement, hand-eye co-ordination, wrist action were generally good.

Passing (Dynamic) & Shooting

Passing in movement seemed to be a major problem with most candidates adopting side-stepping instead of forward running towards the goal. This slowed down their run to finish the shooting action required. Most candidates were well prepared in the actual shooting technique taking the 3 steps and jumping forward just before the 6m line.

Footwork Dribble and Offensive Play

Dribbling was fine, most candidates showed a good ability of dribbling the ball forward towards the goal. As to offensive play only a handful of candidates could do body and/or ball feints in a one on one situation. Most of the time candidates simply ran and jumped into the opponent without trying to find the necessary space thus committing an offensive foul.

Defending

There is room for improvement in the performance of the defense actions. Body stance/co-ordination and leg movement was lacking most of the time and candidates were blocking offensive play late. Candidates need to follow the action of the attacker even before he/she actually receives the ball and co-ordinate a defense strategy accordingly.

Basketball

Passing (open passing)

Although generally the pass successfully arrived at the set target, the process in the performance of the pass is lacking. Candidates tend to ignore the need to show the hands to receive the ball. They also lack in the stopping on a one count or two count stop when receiving the ball and most candidates ran before passing the ball. Use of pivot was not evident and variety of passes was also restricted to the chest pass and at times bounce pass.

Passing (Against *warm* defence)

Students performed passing skills against defenders who tried to block the passing lanes. candidates generally showed awareness of pass election depending on the level the defender is playing (Low, Medium or High). Some creative passing was evident; however candidates seem to travel when faced with challenging passing activities. A number of candidates showed no comprehension of using high passes when defence is low or vice versa.

Dribbling (open court)

Students are comfortable with just dribbling up and down the court using their strong hand. Variation of dribble was encouraged however this was not often shown. Through leg, behind back and crossing over the dribble were only skills shown by few basketball ball athletes. candidates are encouraged to show variations to dribbling and moving across space by dribbling ball using both hands.

Dribbling (against *warm* defence)

Students showed an overall understanding for the need to guard the ball using the body as a shield. Others showed the courage in facing defence and crossing over when faced with the defenders. Some candidates just gave their backs and kept the ball on their strong hand.

Candidates did generally keep a low dribble and showed an understanding of the concept of guarding the ball.

Shooting (the set shot)

Generally candidates showed competence in the posture and posture in the performance of the set shot. Position of feet, posture of shooting hand and supporting hand and also extension of elbow were generally seen. Some candidates were not prepared and failed to show adequate shooting form. Only one hand shoots the ball. At times candidates used both hands to shoot thus affecting the follow through and the overall performance of the technical components.

Shooting (the lay up shot)

Most candidates showed competency in taking the lay up shot on their strong hand. The steps leading to the lay up were performed correctly and only minor faults in final posture of the shot were noted. Some candidates failed to recognise the need to join the dribble and the steps as one skill. Failure to link these brings about a travelling violation. Some candidates simply ran up to the basket to shoot the lay up without even dribbling the ball.

Defensive skills (marking the player without the ball)

In this test most candidates failed to position themselves in the right position when guarding their player in accordance with the position of the ball, basket and player they are marking. Most candidates performed mirroring rather than triangular positioning and denying the pass. Inappropriate positioning led to lack of vision of the player marked and thus easier passes handed to the offensive students

Football

General level of candidates was quite good. Being a skill based assessment, exercises were quite straightforward. Level was fairly reasonable in 'ball control' and 'short passing' exercises. Lower marks were obtained in 'dribbling', 'long passes and 'shooting'.

Ball Control

Overall level was somewhat satisfactory. The main difficulties were:

- Approaching the ball too leniently
- Not aligning the body in relation to the flight of the approaching ball.
- Not absorbing the ball, resulting in lack of ball control.
- Controlling the ball sufficiently well to be able to perform a good pass back to technician.

Inside Short Passing

Generally the level was good. Candidates seemed well aware of the teaching cues asked from them. One main difficulty one could observe was that a number of candidates weren't comfortable when it came to using both right and left.

Long Passes

Students were asked to perform 2 different types of long passes: a strong low pass and a high lofted pass. The main difficulties observed:

- Approaching the ball softly
- Position of upper body and use of arms for obtaining best body alignment.
- Some candidates lacked strength and power in their legs to strike the ball strongly enough to reach other side of the playing field.
- Lack of precision.
- Students not being able to use instep of their foot to give a **strong low pass** (a number of candidates used the inside of their foot to execute the skill, however this wasn't what wasn't asked from them).
- Students not being able to strike the ball in the correct position to perform the **high lofted pass**.

Dribbling

General level was overall quite good. Main difficulties observed:

- Performing the circuit too slowly
- Not being able to switch feet rapidly
- Dribbling facing downwards.

Shooting

Overall level was satisfactory. Main difficulties observed:

- Not being able to shoot with both feet.
- Not enough dynamism in approaching the ball.
- Not using the instep of foot.

Netball

In general, static passing was performed well, although in some cases follow through and clear weight transference was lacking. However, passing 'on the move' was very often weak, with complete disregard of the footwork rule.

Pivoting also was generally weak with some candidates turning in the air before landing or else facing a new direction moving both feet or not lifting any foot whatsoever.

Generally candidates did not show understanding of single and double landings and did not distinguish between the two.

Dodging did not show a clear tactic i.e. sprint and stop, feint and dodge, sprint and go etc.

Shooting in general was good however, in certain cases it lacked flow. Although candidates could shoot from anywhere inside the shooting circle, the vast majority still insisted in attempting all shots from the same spot.

An improvement from previous sessions was however evident.

AREA 2: GYM AND DANCE

Gym

Floor work: The number of male candidates choosing this option this year increased considerably. However overall standard was very low. The majority of candidates worked at well below the stipulated time, some performing for just 20 seconds. Many repeated the same phrases, just changing direction, resulting in poor floor pattern and no change of rhythm. Overall execution was also poor in the basic skills and linking movements were totally absent. In some cases, females, who were overall better prepared, used music just as a background.

Vaulting: The majority of candidates opted for linear or combination vaults. Very few adjusted the springboard placement, leaving it too close to the box, causing a brake rather than flight to the box, so preflight in most cases was non-existent. Many also did not show thrust off, landing with hands still on the box.

Attire was satisfactory.

Dance

Prior to their performance, most candidates entered the examination room prepared with a written account or verbally communicating the themes used for both dances. These have resulted in a marked improvement in Educational Dance quality and especially contrast, which carries 20% of the mark allotted to Educational Dance. One must also point out that those candidates who presented their work in writing or print, tended to present more original dance-compositions.

The core principal of spatial awareness can be further improved by including more:

- Varied travelling steps and movements in different directions
- Varied movement along different pathways

Please note that the area available for the candidate to perform is approximately 10m by 6.5m, taken lengthwise.

The Educational Dance compositions presented for this session showed good dance framework, rhythms or patterns, with a marked improvement on the importance of the motif* factor.

* MOTIF is several small movements linked together to create a movement phrase. This should include a clear starting and finishing position. Begin to communicate an idea. Be capable of repetition. Possess movement material with the potential for development and use different body parts.

Finally, please take note of the syllabus changes for P.E syllabus, SEC 2013, highlighted on page 9.

AREA 3: ATHLETICS

Runs

100 meters

Starting positions are generally performed appropriately. Some refining in the position of the hands on the floor ('v' fingers just inside the start line). The knee farthest from start line should be touching floor during the initial positioning. A lack of push on the strong coiled leg is evident.

Some Candidates climb to a standing form early. Arm movement is vigorous but at times not complimenting the direction of the sprint as at times side ways swaying of the upper limbs is evident. The appropriate push on the balls of the feet is at times ignored. Only a few candidates lean towards the finish. Marks is allotted to this important final phase of the sprint

800 meters

Students were generally aware of the 800 metre rules concerning the breaking rule and the positioning on the track. A number of Candidates checked the exact position of this line before the event. Generally Candidates are more concerned about the time. This effects the tactical performance of candidates who either simply start off at a very fast pace or attack too early. Some achieved times were excellent. The marks could be further improved if appropriate pacing and management of the different phases of the run are better planned. A lack of preparation in this event is evident in the all out effort candidates make in the run and the exhausting effect this has on most of the students. Candidates need to become aware of the importance of not stopping abruptly immediately after the event but to cool down gradually and appropriately.

Jumps

Long Jump

A good number of candidates chose to be examined in the long jump. The diversity of the results achieved, from nil to full marks, showed their level of preparation.

The approach phase, which is the phase that needs to and can be practiced in every school's facilities, was characterised by lack of consistency in hitting the takeoff board. Lack of acceleration needed during this phase was quite obvious as well.

The take off phase followed by the flight were the phases in which the majority of the candidates got some good marks. A quick and powerful take off and a full stretch of the take off leg, were evident in many jumps. Raising and keeping the knee up during the flight was not so often seen.

The weakest moment of long jump for nearly all the candidates was during the landing phase. Many candidates found it hard even to try and land with their legs together. There were only a few cases where candidates managed to put their feet forward when landing and even fewer kept going forward with their hips towards the touch down point for a good landing.

Lack of facilities in schools (long jump sand pit) is the main reason for candidates losing their marks in the landing phase. Lack of practice time on the other hand, makes it even more difficult to cope with all the three areas of practical exam and their respective events.

High Jump

Approach: Very few checked run up, with many arriving too far away from bar. Many candidates did not build enough speed and lacked the necessary power.

Take off: Lack of attack and lift was evident in the poorer students. Majority did not use upper body part.

Flight: The main fault still lies in a more of a horizontal than a vertical drive, with some reaching over to the mat far too soon.

Landing: Safe, though emphasis should be on shoulders, and landing close to take off area.

General Comments

The numbers of candidates choosing this option this year decreased by ten from last year, while the number of absentees decreased by one. Attainment also shows a slight decrease at the higher levels, the increase being at level 5. Many candidates showed adequate technique at the lower levels, and then completely lost it at the next level. The number of female candidates remains very low, with none reaching level one and seven out of fourteen attaining level 5.

Throws

Putting The Shot

In the preparatory stage there were a number of cases where the hand was placed over the shot and not behind. This resulted in a weak lift and the incorrect angle when throwing – in some cases the shot was thrown straight ahead or even towards the ground. The centre of gravity was not low and weight was not being taken by the front leg. Very often the elbow was not raised sideways.

In general, the glide lacked flow, rhythm and power and the free arm was not brought into the turning action. Transference of weight was weak or not evident.

A few candidates still break the 'exit' rule even though they were all reminded of it before starting.

The vast majority of candidates perform the event without prior warm up. It is their responsibility to do so.

Discus

During this sitting a considerable improvement in the execution of the discus throw was observed when compared to past sittings. In the preparation phase of the throw most candidates performed the swings, however many still did not use the right grip. The majority of the candidates executed a full turn, however many started the turn by stepping backwards with the left foot (right-handed throwers) instead of turning on the ball of the left foot. Some candidates opted either to take two standing throws or to take one standing and one with a full rotation. In the final part of the throw, ie the release of the discus, most candidates managed to throw at shoulder height on an extended front leg.

AREA 4: SWIMMING

The overall performance of those who were assessed during the swimming examination was perceived to be slightly better than previous years. Nearly all candidates knew the names of the four strokes though there were still the odd one or two swimmers who asked others to show them what stroke they should do.

The performance and marks of the majority of the candidates reflect the level of preparation the candidates had. With regards to starts, turns and finishes the majority did not score full marks whereas marks on the stroke technique were very poor, reflecting lack of preparation.

Marks allotted on the timing of each 50 meters again show fairly poor standards. Candidates who swim with clubs stand out from miles away and the contrast between these and the other candidates is too evident.

There were also a good number of candidates who were misinformed and if they were repeating what they were told by their respective teachers they were taught the wrong things. Some even discussed amongst themselves (and later with us) what they were taught, discussions including whether one turn could be used in a stroke and not the others and whether a stroke could be swum in two different ways.

Paper (II) Written paper

Paper 2A

Section A

- 1 a (i,ii) candidates found difficulty in understanding the term ‘Continuous’ feedback.
 - b) Term ‘etiquette’ was generally misunderstood.
 - c) One word answers were given which generally did not explain what was intended
- 2 a (i,ii) A number of candidates failed to distinguish between ‘rules’ and ‘techniques’ and provided technical elements rather than rules related to the landing. Others included rules related to the overall event rather than focused on the final phase of the jump.
- 3 a) Students are not aware of the meaning of ‘technical components’. Postural characteristics were generally referred to.
 - b,c) Generally answered correctly
- 4 a (i,ii) Generally answered correctly
 - b) Students are not aware of the point scoring system in basketball
 - c) Students are not aware of the difference in scored points depending on the position from where the shot is taken
- 5 Students seem to find it hard to understand the technical terms used across this discipline. It seems that candidates could know the movement but fail to understand the question when such terms are referred to
- 6 Students generally answered correctly
- 7 Students seem to find it hard to understand the technical terms used across this discipline. It seems that candidates could know the movement but fail to understand the question when such terms are referred to

- 8a,b) Students generally did not understand the terms ‘technical components’, ‘out of bounds’
- c) Students generally answered correctly
- 9a Question generally answered correctly
- b,c) Students did not understand the terms ‘defending situations’ and ‘critical elements’
- 10 Rarely chosen. Candidates found difficulty in understanding the technical terms used
- 11 Students generally answered correctly
- 12 Generally answered appropriately. Some lack of detail in explanation was evident
- 13 Generally candidates answered correctly however some lack of detail was evident. Candidates fail to describe in depth what they intend answering.

Section B: Health Related Fitness

Question 3) – Quite a few candidates tried to give the definition of BMR only, which was not requested.

Q 4 a) A number listed cardiovascular fitness as a skill related component.

b) A few mentioned the activity, (eg. long jump) instead of the part of the activity as required.

Q 5) Many candidates answered correctly while others gave such answers as endurance, agility, power. As in Q4, some gave an example of an activity instead of a situation

Q 7 I & ii) A good number answered poorly and in generic terms, especially part ii.

Q 9) Many did not use the right terminology, but gave the meaning of the factor instead.

Q 1 2,6,8) Majority of candidates answered these questions correctly.

General Comments

Overall all questions were answered correctly by a good number of different candidates. However there was also a number who either left answers out completely or answered incorrectly. Poor English was evident in these cases.

Body Systems and Performance

- Q1) Generally answered correctly
- Q2) A number of incorrect answers were given, showing a general lack of knowledge about where white blood cells are produced
- Q3) i) Generally respondents did not answer in a correct manner what ligaments are, but answered correctly about their location
ii) Generally answered correctly
- Q4) Generally answered correctly
- Q5) A lot of respondents showed lack of knowledge regarding the two types of isotonic contractions
- Q6) Generally answered correctly
- Q7) Generally answered correctly
- Q8) A lot of candidates showed lack of knowledge of why the cool-down phase is important
- Q9) Generally answered correctly
- Q10) Generally answered correctly
- Q11) Generally answered correctly
- Q12) Very few candidates gave the correct answer

Section C: Sport in Society

Surprisingly, questions 1, 4, and 5, were either not answered or answered incorrectly by a good number of candidates, considering that these questions were elementary and straight forward.

A few left many or all questions unanswered. It seems this section was not given it's due importance.

Majority of Candidates answered all questions more or less successfully. Further care should be given to key words in questions: *define, describe and state how*.

Paper 2B

Section A

- 1a) Candidates generally answered correctly
- b) At times candidates used examples of sportsmanship to describe etiquette
- c) Generally answered correctly
- d) Use of term linesman was generally used. candidates need to be up to date with appropriate terms. 'Assistant referee' should apply
- 2a) Students fail to focus on rule and landing, hence more general answers pertaining to the whole event were provided
- b) Generally answered correctly
- 3a) Students failed to understand terms such as 'technical components'
- b) Generally answered correctly
- 4a) Generally candidates answered correctly. The diagram helped them link to the technical components requested
- b,c) Generally answered appropriately
- 5) Students fail to understand the technical terms required in this area. Terms such as 'motif', 'factor', 'dynamics' are not familiar terms.
- 6) Generally answered correctly
- 7a) Students generally answered correctly
- b) Generally answered appropriately
- c) Generally vaguely answered but considered appropriate
- d) Generally answered correctly
- 8 a) Generally candidates failed to understand the term 'technical component'
- b,c) Generally answered correctly
- 9) Rarely chosen
- 10 a) Rarely chosen. Generally answered correctly
- b i) Generally answered correctly
- ii,iii) Terms 'plane' and 'body move' were not understood
- 11) Generally answered correctly

- 12a) Generally answered correctly
- b) Generally answered correctly
- c) Generally candidates gave the wrong distances however refereed to a marked sport in front of the keeper
- 13a,b) Generally answered correctly
- c) Students did not explain the reason why a straight elbow is important

Section B: Health Related Fitness

Question 2) Many candidates answered i) correctly and ii) incorrectly.

Q 4) Many answered correctly. Others gave an answer of how water is lost from the body.

Q 5) Many gave two different components for both i) and ii).

Q 9) Most gave relevant answers, while others just wrote such examples as bending and stretching.

Q 10) Many answered this question incorrectly.

Q 11) Many answered this question superficially.

The majority of candidates answered questions 1, 3, 6 7, 8 correctly.

General Comments

Overall there was a marked difference between candidates who answered most questions correctly and others who answered most questions incorrectly, or left questions out completely.

Candidates are to read questions carefully.

Body Systems and Performance

- Q1) i) Generally answered correctly
 - ii) A lot of incorrect answers were given, showing a general lack of knowledge regarding the type of joint found in the vertebrae
- Q2) Generally answered correctly

- Q3) i & ii – Generally answered correctly
iii & iv – A lot of candidates answered this incorrectly
- Q4) Candidates showed a general lack of understanding of what muscle atrophy is
- Q5) Generally answered correctly
- Q6) Generally answered correctly
- Q7) Generally answered correctly
- Q8) i) Generally answered correctly
ii) A good number of candidates demonstrated a lack of understanding of the principle of reversibility
- Q9) i & ii – Candidates showed a general lack of knowledge as regards weight training
- Q10) Generally answered correctly
- Q11) i & ii – Generally answered correctly
iii & iv – Answered incorrectly by a lot of candidates
- Q12) i & ii – Very few candidates gave the correct answer
- Q13) Very few candidates gave the correct answer
- Q14) A lot of candidates answered in an incorrect manner, showing lack of knowledge regarding the symptoms of concussion

Section C: Sport In Society

In general, it was felt that candidates were not prepared to answer questions in Section C. This was reflected in the low standard achieved and also on the number of questions left unanswered.

Question 1 – was mostly incorrect, some candidates disregarded the word ‘national’ even though it was in bold print

Questions 2 & 3 – these carried a very high percentage of correct answers

Question 4 – some candidates did not direct their answers towards promoting ‘sport in schools’ but answered it generally

Question 5 – it is surprising that although this is the year of the Olympic Games, this question was generally answered incorrectly

Questions 6 & 7 – these questions were generally answered correctly

Question 8 – most of the answers were correct, however, though the question required only a small degree of reasoning, a number of candidates answered incorrectly

Question 9 – only very few candidates answered correctly. The majority of candidates did not even attempt an answer.

**Chairperson
Examiners' Panel 2012**