Part 1: Statistical Information

Table 1 shows the distribution of grades for the May 2008 session of the examination.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>U</th>
<th>ABS</th>
<th>TOTAL</th>
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<tr>
<td>PAPER A</td>
<td>11</td>
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<td>60</td>
<td>5</td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>% OF TOTAL</td>
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<td>8.80</td>
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Part 2: Comments on candidates’ performance

General comments

Paper 1: Practical examinations

Area 1: GAMES

HANDBALL

Generally boys were more prepared than the girls. An overall lack in skill acquisition was evident in the static passing and the jump shot.

Passing

In the static passing test, students were taking the step with the same leg of the passing hand and were keeping the elbow too close to their body. The side pass was performed better but without any follow through. In the motion passing test, the majority were passing with both hands and their feet pointing at the receiver rather than towards the direction of movement.

Shooting

The 3-step jump shot was generally performed adequately. In the offensive skills test, students were attacking the defender directly rather than opting to find the space. In defensive skills test, students were retreating and were generally static on their legs.
**SOCcer**

Generally students were prepared very well for the practical football examination. A minority lacked basic skills and showed lack of co-ordination particularly in lower limb agility and foot work.

**Passing**

A common mistake amongst students was that the non kicking foot of the player wasn't pointing towards the target. This resulted in a poor execution of the long passes.

**Dribbling**

Most students used one foot only for dribbling and at times they stood tall instead of using a more appropriate low stance.

**Platforms**

Generally ball control using the chest, thigh and instep as platforms were well executed. A minority did not cushion the ball but were too stiff and rigid in ball control. A general mistake was in the lack of use of the arms held out for balance.

**Speed dribble**

A number of students kept their head down instead of head up for better vision during dribbling skills.

**Netball**

**Passing**

The majority of students showed good skills when performing the passes. However, some lacked follow through and good preparation for the throws e.g. opposite arm and foot.

The one-handed catch was very weak in the majority of cases.

**Offensive/defensive skills**

Skills of marking and dodging when performed with an opponent showed lack of experience within a game situation. It is evident that skills are being taught in isolation and not in a game situation.
Shooting

Shooting in some cases lacked power and adequate transference.

**BASKETBALL**

Passing

Static passing was carried out well. Chest passing and bounce passing are traditionally practiced in isolation and carried out well on demand. This does not apply however to the passing in motion skills. Students tend to face the passer and receiver rather than run forward towards the direction of motion.

Dribbling

Generally students showed good acquisition of dribbling skills and a good use weight transference in the slalom dribble test. A minority of students used only the strong hand in this test, and at times used one too many dribbles in between the cones rather than one cross over dribble in between the obstacles.

Shooting

A slight improvement in the basic posture of the set shot and the lay up shot is seen. Shooting the lay up from the strong hand was generally performed with a fair understanding of the steps taken after picking up the dribble, and the execution of the right hand accompanied with the right knee. Weak hand lay up was not performed well. A good number of students showed an understanding of the shooting hand under ball, supporting hand on the side, low on the knees components in the preparatory phase. Students generally showed an understanding of the shooting motion throughout the execution phase, however the final phase lacked appropriate follow through, with shooting hand coming out in front, or sideways hence giving the ball trajectory inconsistent direction.

Offensive/defensive skills

Students showed a lack of understanding of appropriate man to man marking in relation to the position of the ball. Students face the man and simply mirror the ‘offense movements’ with total disregard of their position in court and position of the ball.
GYMNASTICS

Floor Routine

This year’s Gymnastics performance continued on the same pattern as last year. The major shortcomings were;
A noted decrease in the overall number of participants in this area (boys and girls). A drastic decrease in the number of girls opting for this area
The average duration of the boys’ routine was about 35 seconds, well below the stipulated 60 – 90 seconds.
Quite a number of boys gave the impression that they:
a) either prepared a standard school routine
b) made up the routine on the spot.

The level of skills in the boys’ routine was generally low with just a couple of boys attempting a ‘C’ move. By contrast all the girls were well prepared, smartly attired and most of them attempted a ‘C’ move in their sequence.

Vaulting

The overall pattern for the Vaulting section was also on the same lines as last year.
The main conclusions are;
The overall level of technique was rather low.
Most of the students gave the impression that they;
(a) had very little experience on the box
(b) never did any vaulting at all.
(c) decided on the spot which vault to do.
Most of the vaults attempted were linear.
The most common fault in the rotational vaults was lack of leg extension. Other students lost marks because there was no distinction between the head spring and the Hand spring. Lack of experience on the box is compromising safety in this area.

DANCE

The level and quality of work that was presented by the candidates was of inferior quality to what has been presented for the past years. It is strongly felt that this area is lacking in preparation and resulting in poor quality performances on most of the candidate’s behalf. Candidates seem to simply rely on the fact that they are ‘good movers’. Their work does not show a clear understanding of the core principals of movement revolving round the key questions.

(a) WHAT is the body doing?
(b) HOW is the body moving?
(c) WHERE are the movements going to be performed?
(d) With what is the action performed?

Quality of recordings and cd’s was adequate.
Area 3: ATHLETICS

Running events: Sprints (100 metres)

Candidates showed knowledge in the competencies needed in the starting positions and movement throughout the calls. Candidates used a crouched start on or off the blocks. Students showed good form in posture. Generally upper and lower limb movement were appropriate. Some candidates lacked the appropriate form in the ‘set’, where the back was raised too high.

Candidates showed lack of skill in the following:

The majority of students did not perform a forward lean towards the end of the event when coming over the finish line.

Middle distance event (800metres)

An improvement in the understanding of the basic rules and application of knowledge of the middle distance event was evident. Students had a better understanding of the breaking rule, and it’s application. Pace and tactical awareness were generally lacking. Some candidates were more concerned in finishing the event by keeping a relatively slow pace and sprinting the final part, others were too eager to finish it off hence starting on a relatively fast pace. A minority of students showed good tactical awareness and ran well earning excellent timings and performance marks.

Throwing events

DISCUS

Preparation/Swings:

Nearly all candidates had a good preparatory stance for the throw, with a good grip of the discus by the pads of the fingers and with the thumbs resting against the side. During the swings, most candidates were very stiff, moving only their arm and with no trunk rotation at all.

Turn:

The main difficulty was experienced in the turn, which was only fully mastered by a few students. Most candidates did not turn on the ball of the left foot and did not swing the right leg (for right-handed throwers) across the circle into the power position. Only a few showed they are aware of the importance of the power position for a good throw.

Throw and Recovery:

The majority of the candidates performed a throw at the right height, ie at shoulder height, and at the right angle, however very few recovered after the throw. There was a general lack of speed, flow and power in most throws, resulting in poor distances thrown. Some candidates opted for a standing throw for one or both of the throws allocated. Others stepped out of the circle or threw out of the sector, thus fouling their throws, and therefore had no distance recorded.
SHOT PUT

Generally candidates performed the preparatory stage of the shot adequately although in most cases the elbow was not raised. The throw lacked power, follow through and good recovery. Some students still persist in doing the standing throw only when according to the syllabus marks are allotted for movement across circle. Some students performed the glide superficially; this did not help in increasing the distance or power of the throw.

Powerful hip drive was lacking in the majority of throws.
Knowledge of basic rules was lacking especially the exit from the circle after release. A few candidates showed evidence of no previous experience of shot putting. A small number of candidates did not warm up prior to the event.

Jumping events

Long Jump

The overall impression regarding the performance in this event suggests a slight improvement in performance.
This is mainly due to the restructuring of the marks allotment (60 % technique, 40% performance).

The relatively large number of students opting for this area, could suggest that most students are under the impression that the Long Jump is an easier option than the High Jump. This is in contrast to the fact that most schools do not have proper long jump facilities, but have High jump facilities.

Quite a number of candidates still gave the impression that they have never practiced on an actual sand pit. Such candidates did not make any attempt to calculate their run-up distance and on these occasions either took off on the wrong foot, preformed one or two ‘no jump’ or landed short of the sand pit.

There was only one candidate who performed the Hitch kick technique.

HIGH JUMP

Run-up: Most candidates demonstrated a good run-up. Generally however, rhythm, especially during the last three strides, was lacking.

Take off: Satisfactory. Need of improvement in vigorous leg drive and use of leading arm.

Flight: Form and controlled flight in air still lacking, especially regarding the legs.

Landing: Satisfactory.
**General:** The number of female candidates in this event seems to be diminishing. The approach and flight still seem to present problems, though there has been an improvement in both technique and height reached.

**Area 4: Swimming**

The level of swimming was better than last year’s.

Most of the candidates showed that they did not have an idea of the basic techniques in their strokes.

It was obvious that most of them were not trained at all

Some did not even know the name of the strokes and there were some that stopped in the middle of a lane to ask if they are doing the right stroke.

Most of the candidates did not know that they will be given marks on the starts, finishes, turns and style apart from the timing. Most of them were also asking what they had to do. Most of the candidates had no idea how to perform the finishes and turns of the strokes.

The level of fitness was also very low, but again it seemed to be better than the previous years. After having their first stroke timed, some asked to have their stroke assessed but not timed. Most of the candidates were fatigued after the first 15 meters.

A good number of candidates opted for a push-off start. Others performed extremely splashy starts

**Sec Projects 2008**

**Task 1 - Skill Analysis**

The initial analysis of the skill chosen was treated superficially in some cases. A considerable number of candidates did not present in-depth recommendations and re-evaluation of the skill.

**Task 2 - Scouting Report**

In a few number of cases scouting report was conducted during training sessions and not “under competitive conditions”. It would be more appropriate if statistics are presented in tabulation form. In some cases there was no clear evidence of event/activity chosen, dates of events and name of athlete chosen.

In some cases, both self and partner analysis were presented. Supportive evidence (such as photos) of attendance/on spot scouting was lacking. In some instances the scouting report was more in the form of a general commentary of the event rather than the study of the strengths and weaknesses of a particular athlete with clear statistics of the event scouted.
Task 3 - Interview

In quite a few cases, questions were rather superficial, directed towards the athlete’s personal life. Due importance should be given to training practices and skill development. It is recommended that athletes interviewed within the same school should be varied.

General

In most cases projects were well-presented demonstrating authentic students’ work. Overall candidates seem to have been well-guided to fulfill tasks requisites, however, more depth is necessary. On the other hand it is to be noted that superfluous and unnecessary downloaded material will not result in a better mark. Candidates should acknowledge bibliography, references and other sources.

Paper 2. Paper IIA

A: Movement and Physical Activities

Athletics

Most candidates failed to mention the rising of the back in the set call and focused on the position of the feet on the blocks. The breaking rule seems to be understood by most of the students who however fail to describe the meaning and its interpretation. The rest of the question was answered correctly.

Badminton

Chosen by only a small minority. Students show an overall understanding of the terms used to describe specific returns.

Basketball

Difficulties are evident in the recognition of advantages and disadvantages in man to man and zone defences. Also the way game is re-started at the start of the quarters is from the side lines and not from the base lines. Jump ball start is only practiced at the start of the game. Side line inlets are used for the rest of the game.

Netball

Generally candidates choosing this game answered questions correctly. Candidates show an understanding of the basic positioning of players at a specific time during the game.
Handball

A good number of students find difficulty in recognizing the possible formations of defensive play. The defensive formation presented on the paper was at times interpreted as an offensive tactic, hence the disadvantages could not be stated.

Soccer

Students failed to associate the rules of the free kick with the free kick itself but tended to describe rules associated with the ‘wall’ which is set up for the free kick. The other parts of the question were answered correctly.

Swimming

Chosen by a good number of candidates. Candidates show recognition of the different strokes and techniques of each stroke. Candidates are aware of the specific starting position in the backstroke and the start of the 50 metre event. Difficulty of expressing these technical competencies is felt, however recognition and awareness are evident.

Volleyball

Most candidates were not able to describe the execution phase in the volleyball spike. Recognition of the lower limb movements as a major competency in progressing towards a spike was poor. Students do know when the rotation of players takes place but found difficulty in explaining this in writing.

Educational Dance

Most candidates choosing this area did not comprehend this question. Students did not define the term ‘transition’ and only a few successfully described the meaning of ‘improvisation’. Students did not succeed in listing the words ‘slash, dab, glide and wring’ in the correct order and did not understand which scale factor this is referring to.

SECTION B - HEALTH RELATED FITNESS

General Comment

Some candidates did not show full understanding of the differentiation between the terms: explain, describe, state/name /mention.

Q1bii) Many candidates did not "describe" the activity chosen but only mentioned it. E.g. "Running" may indicate cardiovascular endurance training, but answer should have specified the duration of the activity as well.

Q1d) Some candidates did not show understanding of the term "component", and did not distinguish between health-related and skill-related components.
Q2d) Some candidates gave the explanation of the terms fatigue and motivation rather than how these affect performance.

Q3b) Most candidates failed to answer this question correctly.

Q3d) Most candidates gave the definition of anorexia rather than the cause and often gave a description of bulimia instead.

**SECTION C - SPORTS IN SOCIETY**

Q1) Only a small number of candidates gave the correct answer.

Q2) Most candidates included minor sport bodies.

Q5i) Some candidates failed to give a complete answer, i.e. students answered "steroids" instead of anabolic steroids.

Q6) Some candidates showed lack of understanding of the term Olympic ideals.

**Paper 11B**

**Section A: Movement and Physical Activities**

**Athletics**

All candidates answered this correctly

**Badminton**

A minority of candidates chose this question. Candidates find difficulty using the appropriate terms such as clear return. Difficulty in expressing themselves is evident in trying to describe the flight and path of a drop shot.

**Basketball**

Candidates do not know what a lay up shot is. Two steps are allowed after picking up the dribble and not three. The majority of candidates wrote that three steps are allowed prior to the shot. Students have no idea what ‘zone’ defence is.

**Volleyball**

Although candidates found difficulty in describing the rotation of players, an understanding of the concept was evident. Some did this by using small diagrams. Different interpretations were given to the end score of a game.
Football

Students do not know the meaning of ‘platform’ as in body platforms such as chest, thigh, head, etc. as parts of the body used to cushion the ball. Wall pass is understood but some found difficulty in describing it.

Swimming

Describing tasks seem to be a challenge for candidates. Describing bilateral breathing was too difficult for the majority.

Questions were generally answered correctly.

SECTION B - HEALTH RELATED FITNESS

General Comment

Questions were student friendly and appropriate, however it was obvious many candidates did not understand the questions, and quite a few of those who did, had difficulty in expressing the answer in an adequate manner.

Q1c) Most candidates failed to answer this question correctly.

Q2d i&ii) Most candidates gave an explanation of the terms rather than the cause obesity and anorexia and mixed up anorexia with bulimia.

BODY SYSTEMS AND PERFORMANCE

There were a significant number of candidates who left out whole questions in this section. Limitations in the language could have been one of the factors.

SECTION C - SPORTS IN SOCIETY

A good number of candidates did not attempt to answer all or most of the questions of this section.

Q1) Most candidates failed to answer this question correctly.
Q2) Most candidates failed to state the full name of both or one of KMS and KOM.
Q4) Most candidates answered this question superficially.
Q6) Some candidates showed lack of understanding of the term Olympic ideals.

Chairperson
Board of Examiners
July 2008