

**UNIVERSITY OF MALTA**

**THE MATRICULATION EXAMINATION**

**SEC LEVEL**

**PHYSICAL EDUCATION**

**MAY 2013**

**EXAMINERS' REPORT**

**MATRICULATION AND SECONDARY EDUCATION**

**CERTIFICATE EXAMINATIONS BOARD**

SEC PHYSICAL EDUCATION  
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**PAPER 1:**

<b>GRADE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>U</b>	<b>ABS</b>	<b>TOTAL</b>
<b>PAPER A</b>	<b>15</b>	<b>44</b>	<b>57</b>	<b>66</b>	<b>57</b>			<b>53</b>	<b>10</b>	<b>302</b>
<b>PAPER B</b>				<b>12</b>	<b>29</b>	<b>27</b>	<b>17</b>	<b>36</b>	<b>13</b>	<b>134</b>
<b>TOTAL</b>	<b>15</b>	<b>44</b>	<b>57</b>	<b>78</b>	<b>86</b>	<b>27</b>	<b>17</b>	<b>89</b>	<b>23</b>	<b>436</b>
<b>% OF TOTAL</b>	<b>3.4</b>	<b>10.1</b>	<b>13.1</b>	<b>17.9</b>	<b>19.7</b>	<b>6.2</b>	<b>3.9</b>	<b>20.4</b>	<b>5.3</b>	<b>100.0</b>

**AREA 1 GAMES**

**Volleyball**

Sets / Digs

In general, students were well prepared with regards to the technique of both setting and digging. Both male and female students fared well in static exchanges, but had more difficulty when the assistants implemented movement within the same skill of digging and setting. The most difficult area was moving backward in relation to long thrown balls, as most students were late in their assessment of the flight trajectory and hence their movement. This also resulted in bad technique, since the students did not manage to arrive before the ball and find the base position.

Underhand Services

Once again, students were quite well prepared technically with regards to the underhand service. Apart from technique, the task involved also focused on targeting, with the court being subdivided into segments. The most difficult areas were the ones closest to the net on the opposite side, as this required more skill and control. Some of the students used more their arm swing to propel the ball forwards, rather than a whole body movement, which at times resulted in loss of control over the ball's flight.

Overhand Services

With the males, this proved to be one of the favourite skills although they were very lacking in technique. The fact that boys are stronger in their shoulder and back muscles than their female counterparts resulted in the boys gaining an advantage in this skill. However, overall the skill was very lacking in technical preparation, both from the male and female groups.

Spikes

Overall, in terms of technique, both male and female were lacking in the overall skills, especially starting position, approach and flight trajectory assessment especially the latter. The boys were better prepared but their muscular disposition at times made it easier for them, being taller and having a better elevation. The approach was there, although in some cases, this came natural as walking faster rather than a full scale approach. The main problem was the flight trajectory assessment, which requires more in-depth preparation and playing experience.

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**Blocks**

This was perhaps the most difficult skill of all, in terms of lack of preparation, as more often than not they were starting too far away from the net and using the spike approach. A further demonstration helped, but it was evident that they had little knowledge about the skill. Again, the male counterparts were better off, with better elevation and reaching higher above the net. However, on the whole, this skill is being perhaps the least technically prepared for in comparison with the other skills mentioned before.

**Badminton**

The candidates can be divided in three categories. There were very few which were exceptional, obviously those who train the sport. Then there were the majority which were good and it was evident that they practiced to reach a good level even though they do not train the sport on a regular basis. Lastly there were a few which were not prepared for the exam and we're not even familiar with the terms used in badminton.

As regards the service most candidates knew their task and did quite well. As I said before some were not adequately trained and were even not hitting the shuttle when trying to play the serve.

Generally the forehand clear was executed quite well by most candidates. The backhand was more problematic because most students were not positioned correctly to play the backhand.

The smash was the hardest part for most students as only the best students managed to reach the desired criteria. Most of the students were not doing a smash - some were even missing the shuttle completely.

Drop shots and net shots were executed quite well by a good number of students. Very few seemed to find it hard to okay a drop shot.

When playing the rally most students concentrated mainly on hitting the shuttle and getting it over the net. Very few attacked or played intelligently. Most of the time the shuttle was returned in the middle of the court, thus showing no offensive tactic awareness

It was evident that some students were not adequately prepared or only practiced in the last few before the practical test because they were stiff and slow in their movements.

**Hockey**

**Dribbling around obstacles**

Students found turning around obstacles very difficult. Their body stance was very high and this did not help their flow. The ball was kept too close to their body which made it difficult to see where they were going. Very few students adopted a low stance.

**Speed Dribble**

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The majority of students did well in this activity. Some of them kept their head down which was a problem but most of them were able to do the turn well.

Passing and Receiving

Most of the candidates did well in this activity. Once again the majority of them adopted a very upright stance which did not help their execution. Very few students did the follow through to the knee position. Students found it difficult controlling the ball using the reverse side of the stick.

Pass Selection

The majority of the students waited for the correct moment to pass the ball. The choice of pass was also correct however they found the execution of the pass very difficult. Few passes had the desired pace and many were blocked. A small percentage of the passes were completed successfully.

Shooting

In this exercise only a handful of students were able to perform different shooting skills. The majority of the students limited themselves to the push shot. A number of students showed inexperience in receiving the ball and turning their body quickly to be able to shoot.

**AREA 2: GYM AND DANCE**

As per syllabus 2013 all candidates presented a written account or verbally communicated the themes used for both dances which further enhanced the quality and contrast in the dances. This has contributed to a higher level of dance compositions with a good variety of dance steps.

Educational Dance compositions with *effective use of dynamics* made performances especially interesting to look at and in turn resulted in higher scores. On the other hand one must again point out the *limited use of space* as a recurring short coming, bearing in mind the size of the floor space available (10mts by 6.5mts) for the candidate to perform.

The Educational Dance compositions presented for this session showed suitable use of the dance framework, rhythms and patterns as well as the appropriate use 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 be aware that the candidates are to present themselves either in appropriate footwear for dance (jazz shoes, ballet shoes, gym shoes, jazz pumps), OR wearing non-slip socks OR barefoot.

**Gymnastics**

Floor Sequence:

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Total no. of candidates registered	- 77
Present	- 60
Absent (1 candidate opted not to perform floor sequence)	- 17
Male candidates	- 69 (53 present, 16 absent)
Female candidates	- 8 (7 present, 1 absent)

Vaulting:

Total no. of candidates	- 77
Present	- 61
Absent	- 16
Male candidates	- 69 (54 present, 15 absent)
Female candidates	- 8 (7 present, 1 absent)

**Results**

	<b>FLOOR MALE</b>	<b>FEMALE</b>	<b>VAULTS MALE</b>	<b>FEMALE</b>	<b>TOTAL MARKS MALE</b>	<b>FEMALE</b>
LEVEL 5 (0-6)	0	0	7	1	1	0
LEVEL 4 (7-12)	24	0	36	1	36	0
LEVEL 3 (13-18)	27	1	7	1	13	3
LEVEL 2 (19-24)	2	2	1	3	4	2
LEVEL 1 (25-30)	0	4	3	1	0	2
<b>TOTALS</b>	<b>53</b>	<b>7</b>	<b>54</b>	<b>7</b>	<b>54</b>	<b>7</b>

This year the number of candidates choosing this option decreased by twenty, though the number of candidates sitting for SEC PE increased.

Students presented the right attire, were very disciplined and warmed up for their sequences.

Floor work: Overall, apart from most female and a few male candidates, the standard remains poor.

Composition: Many used repetitive moves and/or pattern of movements, and still worked below the stipulated time. The sequences lacked creativity, consisted of stereotyped movements and were dotted with forward rolls (most in fact started the sequence with a forward roll). Only very few students demonstrated skills of a higher level such as backflip, half twist, aerial or one hand cartwheel, backward

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layout to handstand, head/hand springs, or somersaults. Connecting movements were lacking, and many just walked to a new spot to create the floor pattern.

Execution: Many candidates did not demonstrate a starting or finishing position. Many hesitated between moves, breaking the general flow of the sequence. Lack of extension was also evident and most jumps lacked power and therefore satisfactory elevation.

VAULTING: Overall, students showed adequate preparation, though the majority performed linear jumps. The run up showed improvement over previous years, though the springboard was still placed too close to the box, causing difficulty in flight control to the box. Candidates also showed poor thrust off and a clear, defined body shape during the flight phase of the vault.

### **AREA 3 - ATHLETICS**

#### **Runs**

##### 100 meters

The fundamental techniques of the sprint are generally evident. Students were moving through the starting cues progressively and in a way which showed the difference between each phase. Some carelessness in the position of the fingers behind the start line and the lack of, or exaggerated seat lift on the set position were at times evident. It was good to see students who not only focused on the block start posture and progression but also showed an awareness in the gradual climbing posture in the initial phase of the sprint. Most students fail to finish the sprint with a torso lean when coming over the finish line. Most marks were lost here.

##### 800 meters

Candidates were generally aware of the breaking line and the rule associated to it. The tactical performance of candidates needs improvement as it is evident that pacing is not really demonstrating. This is evident in the sudden changes of tempo at irregular intervals across the event as well as the huge time difference between both laps. Students who showed a good stride pattern, kept the pace throughout the event and increased the tempo towards the last 200 metres of the event were rewarded. 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

The overall level of technique and result of the students who chose to be assessed in the Long Jump this year was quite low. There were very few students who reached level one with their jump; still none of them got full marks in the technique.

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The most common weak points were once again seen in the *approach phase* which is relatively the easiest part of the long jump. Very few were the students who had an idea of the checkmark which is a vital part of having a good consistent acceleration run.

The *take-off* phase was good for the majority of the students where a fast touch down and full extension of the take-off leg was obvious.

The lack of power in the take-off though, influenced negatively the *flight* phase which was quite short and flat, with not a clear style for most of the students. The free leg during this phase was kept high by many students but the take-off leg was brought too quickly forward during the flight.

The *landing* phase was once again the most problematic one. The majority of the students landed in a standing position, some even kept running on the sandpit.

Due to its complex technique, the lack of practice for this event, makes it very hard to perform well and achieve good results.

### High Jump

Approach: Those who acquired a good result measured their run up and showed good speed and rhythm. Quite a few demonstrated attack over the last three strides. Weaker candidates arrived at the bar with the wrong take off foot, and run up slackened rather than became more powerful once candidates were not comfortable with attempted height.

Take off: More emphasis should be given to driven free knee, and upper use of the body.

Flight: Unsuccessful candidates still attempted to jump across rather than over the bar. At this stage shoulders should be maintained away from the bar.

Landing: Less competent candidates landed flat on their back on their "elimination" jump, whilst emphasis should be to land on shoulders, especially when attempting the fosbury.

Overall comments: The number of candidates who chose this option and the results attained are very similar to those of last year with a small increase in female candidates and a slight decrease in male candidates.

	Candidates	Present	Absent
Males	101	90	11
Females	31	25	6
Totals	132	115	17

### **Levels Attained**

MALES	LEVEL 1	39	FEMALES	LEVEL 1	4	OVERALL TOTAL	- 43
	2	21		2	3		24
	3	15		3	7		22
	4	8		4	6		14
	5	7		5	5		12
	TOTAL	90		TOTAL	25		115

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## **Throws**

### **Shot Put**

**Preparatory Stage** - A definite improvement from previous years. Most candidates started in a 'low centre of gravity' position even though some still persist in bending from the back and not the knees. In most cases, however, the free arm is not part of the throwing action and in some cases candidates gripped the shot too tightly. In a few instances the candidates placed their hand over the shot and not behind.

**Throwing Action** - During this phase the glide is not flowing and the throw lacks power and follow through. Strength is not being transferred from the hip region to the throwing hand and very often power is dependent only on the shoulders. The angle of release still requires to be improved.

**Recovery** - Very often recovery is non-existent since candidates do not use their full power and so have no problem to recover. Some candidates still go out from the front half of the circle even though most are aware this will constitute a 'no throw'.

Very few candidates did not throw the shot from in front of the shoulders and most candidates did the glide style as opposed to a standing put. This is a definite improvement from previous years.

## **STATISTICS**

No of candidates: 271

Males: 157 present, 19 absent

Females: 87 present, 8 absent

## **Results**

Level	Male Candidates	Female Candidates
5 (0 – 4)	19	47
4 (5 – 8)	35	15
3 (9 - 12)	64	21
2 (13 -16)	37	3
1 (17 -20)	2	1
<b>TOTALS</b>	<b>157</b>	<b>87</b>

### **Discus**

The candidates for the discus were generally prepared and knew what they were supposed to be doing, but overall few executed the throw meeting most of desired criteria mentioned in the syllabus.

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Grip and preparation were generally good. Some students had problems with their body stance and positioning of the feet. Implement was generally well handled.

The preliminary swings posed more of a problem. Very few students did them correctly. Most of the candidates were very mechanical in their movements. This shows that they knew what they were supposed to be doing, but had not practiced enough to acquire the desired level of skill. Most were still in the pre –control/control phase of the skill acquisition.

The movement across the circle was stiff, the turning was slow and was not executed in a flowing way. As mentioned before, students knew what they were supposed to be doing but the movements did not help build up momentum as these were still too rigid

Throwing action was generally good, yet there were a couple of students who released the discus rotating the wrong way.

The recovery was the part the students found most hard to do. Except for a very few students who train the event regularly, none of the students executed the recovery in a sound way. Most students just stopped or tried to stop, their main concern being not to step out of the throwing circle.

Generally students knew the desired technique, but unfortunately few were the candidates who reached a very good level in all areas that are assessed in this discipline.

### **Swimming**

Overall the performance of this year's candidates seemed better than in previous years and very few asked to be shown which stroke was being assessed. However, during the briefing before the start of each session, it was very obvious that most did not even know what was expected of them and quite often some asked the examiner or the time-keepers how a skill should be done.

Although the performance this year has been described as better than previous years, skill analysis showed that the majority of the swimmers lacked training and preparation, as reflected in the marks. For some, their main aim was not to obtain good marks but more to survive the ordeal of swimming from one wall of the pool to the other. Starts, turns and finishes, which could have boosted the candidates' overall mark, were more of a hit and miss. Most just repeated what the previous swimmers did. This showed that either the swimmers were not well prepared or that they were not interested enough to learn how to perform the easiest of tasks which could even be observed online.

Marks allotted to the timing of each 50 meters again show fairly poor standards. There was a remarkable difference between candidates who swim frequently with a club and the ones who never did. For some untrained candidates the practical session was a daunting experience.

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Several candidates were misinformed about the strokes and correct techniques and a few had also applied to be examined on butterfly when they never trained for it and asked just before the examination how they should do it.

As a conclusion, it is very evident that candidates opting for swimming do not even have the core aquatic skills and I feel they should be guided better before submitting their options.

**PAPER 2A**

**Section A**

Q1a: reference to the term coordination was necessary. Many students mentioned the need for a lot of muscles to work together. The term coordination was necessary here.

Q1b,c: Generally answered correctly

Q2a: Generally answered correctly

Q2b: Students need to read the question carefully as a good number of answers described the athletes position on the blocks which was irrelevant. The question specifically pointed to the athletes movement coming out of the blocks

Qc: Generally answered correctly

Q3: Students who chose this question generally answered it correctly

Q4a: Generally answered correctly. Some students provided specific and technical details on positioning in man to man defence, others chose to select components relating to tactical awareness.

Q4b,c: Generally answered correctly

Q5: It is evident that students struggle to recall the correct terminology and technical words which describe the skills shown or referred to. At times students use other words which may show understanding but are not the correct technical terminology which is expected.

Q6: Generally answered correctly

Q7: Generally answered correctly. Some misinterpretations of the terms "qualities" and "critical elements".

Q8: Seldom chosen

Q9: Seldom chosen. Generally answered correctly

Q10: Again students fail to use the correct terminology and technical words related to this discipline

Q11: Generally answered correctly

Q12a,b: Generally answered correctly

12c: Students here showed a general understanding of the role of the centre in Handball. Most answers were marked as correct since these did in some way relate to the role of this player.

Q13: Generally answered correctly

### **Section B – Health-related fitness**

Q1 i) & ii) – Many candidates gave the right answer

1b-Many candidates answered this question superficially

Q2- Some students stated long term effects

Q4i &ii) - Many candidates swapped the quick and slow energy release nutrients

iii &iv)- Majority of candidates gave the right answers

Q6 - i & ii) In quite a few cases , candidates gave the same example using different words

Q8 ii) Many candidates gave an example of a sport rather than a skill.

Q9 - Overall, many candidates answered i, iii & iv correctly. Very few candidates gave the right definition for q ii.

Q10 – i ) Many candidates failed to refer to stimulus in their answer

ii) Some stated a sport, rather than an example where reaction time is important - football rather than goalkeeping in football

Q12 i & ii) – Many answered superficially or generic terms - crowds rather than supporters. Quite a few gave the same answer in different words- positive feedback – encouragement, compliments.

Q 3, 5, 7, 11 - Majority of candidates answered these questions correctly.

### **Overall comments**

Candidates are to be encouraged to read questions carefully. There was a marked difference between students who did very well and a few students who scored poorly, sometimes omitting answers altogether.

### **Body systems and performance**

Q1) Generally answered correctly

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- Q2) Generally answered correctly
- Q3) Generally answered correctly, but some respondents were not sure whether the prime mover is called agonist or antagonist.
- Q4) A good number of respondents found it difficult to describe precisely what a muscle cramp is.
- Q5) Generally answered correctly, showing that candidates were knowledgeable about blood composition and main functions.
- Q6) Very few candidates responded correctly to this answer, showing a lack of understanding of what happens during the process of inspiration, especially to the intercostal muscles and diaphragm.
- Q7) Generally answered correctly
- Q8) Generally answered correctly
- Q9) A lot of candidates did not answer the question correctly, showing a lack of understanding on the different types of training.
- Q10) A good number of candidates answered this question incorrectly
- Q11) Students showed a general lack of knowledge about the misuse of diuretics in sport.
- Q12) Generally answered correctly

**Section C – Sport in Society**

The majority of candidates who did well in the other Sections did well in this section too. However it is evident that many candidates are not giving this section its due importance, and quite a number left many questions unanswered.

Q3 - Quite a few candidates mentioned shared facilities as a benefit, which was stated in the stem of the question.

Q4 - Only a few candidates gave the right answers for both i) & ii)

Q6 - Many gave answers such as : because London is central/a beautiful city

Q9 - This question was generally answered correctly, however some gave answers such as nurseries

Q10 - Many gave the name of cities , or left out the answer completely

Questions - 1, 2, 5, 7 & 8. The majority of candidates answered these questions correctly.

**PAPER 2B**

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**Section A**

- Q1: Some difficulties in understanding the terms 'aid' and 'closed skill' was evident.
- Q2a: Students need to understand the difference between 'rule' and 'tactic' or 'technique'. Students referred to tactics and techniques in some instances.
- Q2b,c: Generally answered correctly
- Q3: Seldom chosen and generally answered correctly
- Q4a: This question was challenging for students. Tactical and technical awareness in this question were not met.
- Q4b,c: Generally answered correctly
- Q5: Rarely chosen
- Q6: Generally answered correctly
- Q7: Seldom chosen. Difficulty in referring to the appropriate technical terms
- Q8: Seldom chosen but generally answered correctly
- Q9: Seldom selected
- Q10: Seldom selected
- Q11: Generally answered correctly
- Q12a: Generally answered correctly. Only a small percentage of students failed to understand the term 'fast break'. One student referred to this as a quick time out!
- Q12b,c: Generally answered correctly
- Q13: Generally answered correctly

**Section B - Health-related fitness**

- Q1 - Answers were mostly correct and candidates showed that they know the difference between 'fit' and 'healthy'
- Q2 & 3 - Answers were mostly correct
- Q4 a) & b) - In general candidates knew what 'dehydration' is and its effect on the body
- Q5 - The majority of students answered correctly giving appropriate examples of food

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Q6 - Few candidates got both answers correct. Mostly there were 50% correct answers as students gave components of health related fitness as answers

Q7 a) & b) - In general answers were correct

Q8 - Answers were not specific and clear. These needed to contain a reference to 'duration' of training

Q9 - Most answers were related to technique characteristics and not to physical (innate) characteristics.

Q10 - Most candidates answered this question correctly

**Body systems and performance**

Q1) Generally answered correctly

Q2) Generally answered correctly

Q3) Candidates generally showed lack of understanding regarding the differences between smooth and skeletal muscles

Q4) Generally answered correctly

Q5) Generally answered correctly

Q6) A good number of candidates were unsure as to what plateauing refers to

Q7) Although the majority of candidates knew what the type of training pictured was, they showed lack of understanding when it came to the benefits of using such a training method

Q8) Generally answered correctly, although a considerable number of candidates did not know what the Harvard step test measures

Q9) A lot of students answered this question incorrectly, showing lack of knowledge about what doping control is and why it is used

Q10) Generally answered correctly

Q11) A lot of students answered this question incorrectly

Q12) Candidates generally showed lack of knowledge in this question, especially with regards to *Strain* and *Sprain*

**Section C**

It is evident that the majority of candidates are not giving this section it's due importance. Some questions were completely unanswered while other answers demonstrated lack of

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understanding/knowledge on the part of students. Moreover, candidates need to read the questions carefully and think well before answering. Few candidates managed to obtain a pass mark in this section.

Q1 - The role of the KMS is not clear in students' minds and the role of the Education division in physical education in schools is often mixed up.

Q2 - i) mostly answers were correct ii) very few correct answers. 'Knockout' is not acceptable as an answer for a small number of teams

Q3 - Answers were mostly correct. This question only required a degree of reasoning

Q4 - i) & ii) All incorrect answers given are only a result of lack of study

Q5 & 6 - Incredibly low number of correct answers when this seemed like a very easy question requiring only an amount of general knowledge

Q7 - This was a question generally understood and answered correctly

Q8 & 9 - These seemed like easy questions but again there was a good number of incorrect answers

Q10 - This required a recall answer which further proves from the answers given that candidates are not studying for this section of the paper.

**Chairperson**

**Examiners' Panel 2013**