

**UNIVERSITY OF MALTA**

**SEC SECONDARY EDUCATION CERTIFICATE**

**PHYSICAL EDUCATION**

**May 2007**

**EXAMINERS' REPORT\***

**MATRICULATION AND SECONDARY EDUCATION CERTIFICATE  
EXAMINATIONS' BOARD**

**\*[NOTE: The following is a summary of the examiners' full report.  
The original can be consulted at the Matsec Office.]**

**SEC PHYSICAL EDUCATION  
May 2007 Session  
Examiner's Report**

**Table 1: Distribution of grades for SEC Physical Education – May 2007 session**

<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>I+IIA</b>	10	40	46	61	28	–	–	59	5	249
<b>I+IIB</b>	–	–	–	21	18	28	31	45	14	157
<b>Total</b>	10	40	46	82	46	28	31	104	19	406
<b>%</b>	2.46	9.85	11.33	20.20	11.33	6.90	7.64	25.62	4.68	100.00

**Paper 1: Practical examinations**

**Area 1: GAMES**

**Volleyball**

Students showed good skill in the services both underarm and overarm serves. The dig and the set/overhead pass were generally well performed. At time the overhead pass lacked height and appropriate parabola. Difficulties were evident in the following skills:

*Blocking:* Movement prior to the action of the block was uncoordinated. Hand positions were generally poorly poised.

*Spike:* Posture leading up to and finishing the spike was generally un- coordinated. The ball was generally driven to the opposite side of the court, but lacked power, direction and speed. Students showed the need to take some steps prior to the spike, however the final positioning and jump were generally taken in an uncoordinated manner.

**Handball**

**The Skills**

The level of most students was not high. Very few were to be considered as A students with a good grasp of the game. Some knew how to do certain skills on their own but when performed in a minor game situation, skills were performed with much less efficiency.

*Passing:* Static passing was performed well. Passing in motion was generally well executed, however the side pass was performed technically incorrect by a number of students.

*Shooting at target:* Most students have shown sound preparatory work in the skill of the shot and the steps taken before the shot at target. The same shot however when taken with a defender in between lacked improvisation and the adequate mastery of skill in relation to the position of the defender.

**Badminton**

Students encountered difficulty in the following skills:

*The long service:* As a general rule the students did not know where they should position themselves on the court. Furthermore they did not change their positioning regarding the flight of the shuttle, this complimented with poor technique lead to the students not being able to deliver the shuttle as far back to the court as they should. The shuttle was not hit hard enough and no follow through was performed.

*The short serve:* In most cases the students adopted the same technique they used in the long serve with less strength; this shows that most of the students did not know the proper technique for the short serve. The shuttle was most of the time hit above the waist level which in itself is a fault.

*The Clear:* Most of the candidates kept the racquet low during their ready position. Consequently, the shuttle was rarely hit at its highest point. This led the candidates not being able to deliver the shuttle high enough and deep in the court.

*The Backhand Clear:* Most of the candidates kept the racquet low during their ready position. The candidates did not prepare early enough by turning towards the side of the shuttle. The elbow was not held high enough. There were also candidates that did not know at all what is meant by backhand clear and went for the shuttle in an overhead clear manner, which although effective during a game was not what is being asked for during the exam.

*The Smash:* Most of the candidates kept the racquet low during their ready position. There was not enough turning of the body before hitting the shuttle and hence not enough power was delivered. The candidates rarely followed through with the shuttle and this led for lack of power and the shuttle trajectory to be too high.

*The Rally:* This was the part of the exam where the candidates scored well. However there was a problem with the majority returning to base, after each stroke. This led for the candidates not to be able to keep up with the pace due to the inefficiency in energy saving. More effort should have been employed by the candidates to try make the opponent move on court by delivering strokes to different parts of the court.

## **Area 2: Gymnastics**

### **Floor Routine**

1. A noted decrease in the overall number of participants in this area (boys and girls).
2. A drastic decrease in the number of girls opting for this area
3. The average duration of the boys' routine was about 35 seconds, well below the stipulated 60 – 90 seconds.
4. Quite a number of boys gave the impression that they;
  - (a) either prepared a standard routine.
  - (b) made up the routine on the spot.
5. The level of skills in the boys' routine was rather low, with none of the boys attempting a 'C' move. Overall, Form and smartness were lacking.
6. By contrast, all of the girls were well prepared and the level of difficulty incorporated 'C' moves.

### **Vaulting**

1. The overall level of technique was rather low.
2. Most of the students gave the impression that they;
  - (a) Had very little experience on the box
  - (b) Never did any vaulting at all.
3. Most of the vaults attempted were linear.
4. The most common fault in the rotational vaults was lack of leg extension.
5. Other students lost marks because there was no distinction between the Head spring and the Hand spring.
6. Lack of experience on the box is compromising safety in this area.

### **Dance**

An improvement in the candidate's understanding of the technical components required for an educational dance routine, as opposed to any dance routine in comparison to the last exam sitting was evident. Contrast between dances needs to be further emphasized. Candidates are still not giving enough importance to achieving a complete contrast between one dance and the other.

- Often candidates incorrectly used or misused implements. Some simply used it as an accessory or disregarded it during the dance itself.
- CDs used were re-writable as opposed to recordable. Candidates at time presented badly damaged and/or over used CDs.
- Home made CDs not being processed in wave file

### **Area 3: ATHLETICS**

#### **Running events**

##### **Sprints (100 metres)**

Students showed knowledge in the competencies needed in the starting positions and posture of the event. Nearly all candidates used an appropriate crouched start on or off the blocks. Students generally showed good form and knowledge about the posture, upper and lower limb movement. Some candidates lacked the appropriate form in the 'set' call where they raised their backs too high.

Students showed lack of skill in the following:

Appropriate knee lifts accompanied by an extension of the lower limb. Students used minimal knee lifts and inappropriate extensions resulting in a number of students landing on the heels rather than balls of the foot.

Forward lean at the end of the event. Although some students did carry out a minimal lean towards the end, this skill was generally missing.

Lack of drive off the blocks (when used). Some candidates used the blocks for the first time on the day of the exam.

##### **Middle distance event (800metres)**

Generally students were physically prepared for this examination. The overall times were satisfactory, however tactical and technical qualities were lacking. Application of the breaking rule and tactical pacing of the run with acceleration towards the end were generally missing. Some students paced the run using a relatively slow pace so as to have the energies to sprint the final 200 metres. The change of speed and level of endurance shown indicated that the overall speed of the initial 3 laps could have been increased slightly. A minimal number of candidates were totally unprepared for an 800 metre event. These stopped during the run or were totally exhausted to the verge of collapsing after the run.

#### **Throwing events**

##### **Discus**

Most of the candidates seemed at a loss and most were asking what to do. There was no preparation and most of the grips were wrong, simply because they did not turn and could not use the momentum in their turns and the discus was falling out of their hands before they even start. There was no power in the throws. Majority of students showed fairly good standard (average mark 10 to 13) with only just a few reaching the 15 or 16 mark (out of a total of 20).

A number of students seem quite prepared technically but their over-all performance in this event was somewhat deficient.

Quite a few students also opted to take a standing throw which resulted in a reduced mark in both skill and distance thrown.

The technical components in which an overall lack of preparation was evident are:

- (a) swing
- (b) turn
- (c) throwing at shoulder height
- (d) recovery.

### **Putting the Shot**

Most of the candidates did not prepare for the throw, used the wrong grip and had no idea of the power position and the different stages while performing the throw. A good majority of them did not travel much across the circle and did not use the circle either. Most of them had no idea of what angle to throw the shot at and most of the projectiles were too short and high resulting in throws with no speed or power. Those who did perform it well were very few.

*Preparation:* Some candidates did not place the shot in the neck and omitted to raise the elbow.

*Throwing action:* Movement lacked speed, good rhythm and timing. Candidates lacked correct feet movement and placement.

*Release and Recovery:* Few candidates reached front of circle in correct throwing position. Powerful hip drive was generally lacking. Angle of release was satisfactory.

*General:* Awareness of safety and good knowledge of rules was lacking in some cases especially the 'no throw' rule and the exit from the circle. It was evident that a few candidates did not have any previous experience of the shot put prior to the exam.

### **Jumping events**

#### **High Jump**

*Run up:* Few candidates showed an accurate approach, speed and good rhythm.

*Take Off:* There was evidence of lack of power at take off. In certain instances take off was either too close or too far away from the bar or else it was on two feet (double take off). Most candidates lacked a good vertical lift with vigorous leg drive assisted by the leading arm.

*Flight:* Very few candidates demonstrated a controlled flight and good shape in the air with legs raised high to complete the jump.

*Landing:* In general candidates did not land on the correct body part and finished facing the direction of run up rather than facing the bar.

The majority of candidates reached Level 3 of the syllabus

#### **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

## **Paper IIA**

The comments included below refer to those questions which presented some grade of difficulty

### **Section A: Movement and Physical Activities**

#### **Athletics**

Generally answered correctly. Some students misunderstood the first question and presented a postural element during the sprint rather than an action when coming out of the blocks.

#### **Badminton**

Chosen by a small number of students. The correct terminology as in long serve and clear were generally lacking.

#### **Basketball**

Students do not know how many players are to be around the zone before the free throw. And also how the game restarts in the second third and last quarters

#### **Educational Dance**

Students do not know the meaning of 'tactile stimuli'. Most students confused the terms unision and transition

#### **Swimming**

Chosen by most of the students. Most students answered this part correctly. They found some difficulty in the question which demanded a description kind of answer.

#### **Team Handball**

Some students did not understand the term 'counter attack'

#### **Volleyball**

Most students answered this part correctly. Most students are not knowledgeable about scoring systems and found describing this quite challenging.

### **Section B: Health Related Fitness**

General Comments: Candidates generally demonstrated a good level of knowledge. However, they need to be more specific in their answers.

Question 2 b) - Most candidates did not give a correct example of the game situation, e.g. fast break, lay up, rebound.

Question 4 - i) candidates gave a description of a 'fit' person not a 'healthy' person.

ii) Many candidates gave answers such as 'fat' 'endomorph'. These did not satisfy what was requested as an answer.

Question 5 - Rather than giving an example of use of component by gymnast candidates gave an example of a skill.

5b) A majority of candidates stated that 'agility' is one of the components of 'power'.

#### **Body Systems and Performance**

Question 8. Standing Broad Jump was confused with 'Sergeant Jump'.

Question 11 iv) - Certain sports ere mentioned which needed both fast and slow twitch fibres.

Question 12 iii) - Fracture treatment: many gave answer as 'plaster' which is correct.

### **Section C: Sports in Society**

The level of answers was generally satisfactory.

Question 2 - Candidates referred to physical dangers of drugs in general not specifically to anabolic steroids.

Question 3 - Candidates failed to refer to the city and date but did give examples of political problems.

### **Paper II B**

#### **Section A: Movement and Physical Activities**

##### **Athletics**

Generally answered correctly. Most students do not know the meaning of 'staggered'.

##### **Badminton**

Students are not aware of the changes to the rules of Badminton. One does not need to win the service to score points. Winning a rally gives you a point.

##### **Football**

Students are not familiar with the term 'forehead' as the point of contact when heading the ball

##### **Swimming**

Most students chose this question. Generally answered correctly.

#### **Section B: Health Related Fitness**

General Comments: A small number of candidates did not answer all or most of the questions. In questions which required recall of information candidates demonstrated lack of self preparation and the required depth of knowledge.

Question 1 f) & g) - Quite a few candidates understood the term 'the type of body' to refer to somatotype.

Question 2 b) - In general examples given by candidates were not accurate.

Question 4 - Answers like 'fit', 'fat', 'healthy diet', 'does not eat' are too vague.

Question 5 iv) - Co-ordination was very often confused with 'agility' or 'concentration'

#### **Body Systems and Performance**

Question 4 c) - Different areas was taken to mean either different body parts or else different training places.

Question 5 - Type of training referred to was not specified (aerobic/anaerobic).

Question 6 - Two different examples of preventive safety measures were expected. Students wrote warm-up but then included stretching or jogging as a separate answer. Cool down was not directly related to reduction of risk.

Question 11 - Rather than describing the Standing broad jump, most of the students described the Seargent jump.

**Section C: Sport in Society**

While many candidates did quite well, a few left this section completely out.

Questions 4 & 5 - Candidates need to read questions carefully as some did not distinguish between negative and positive.

**The Chairperson  
Board of Examiners  
July 2007**