

PHYSICAL EDUCATION

Paper 0413/11

Theory

Key messages

Candidates are encouraged to pay close attention to the command words used in each question and to consider the number of marks available. This approach will help ensure that responses are appropriately focused and contain the level of detail expected.

When questions require application to a physical activity, candidates should ensure their responses go beyond theoretical explanations and clearly demonstrate applied understanding. Unapplied or generic answers may limit the opportunity to gain full credit.

The use of examples is particularly important. Candidates should select examples carefully and use them purposefully to illustrate and reinforce their understanding of key concepts.

To make the most effective use of examination time, candidates should avoid unnecessary repetition, especially restating information already provided in the question. This allows more time to develop thoughtful and relevant responses.

General comments

A significant number of candidates attempted all questions and generally achieved partial credit across a wide range of items. There was no indication that time limitations hindered performance, suggesting that candidates were well-prepared and able to manage their time effectively during the examination.

The overall quality of responses was positive. Those performing at a higher level consistently produced answers that were well-organised and clearly articulated, demonstrating both a strong understanding of the subject matter and an ability to communicate their ideas effectively.

Comments on specific questions

Question 1

Most candidates were able to identify the functions of the skeleton. However, some candidates repeated the function in the question or missed 'cell' in the blood cell production marking point.

Question 2

- (a) This was generally answered well, candidates were able to identify the components of fitness, but some did not provide the benefits.
- (b) Many candidates gained credit for this question. Weaker candidates often gave the wrong test or were not able to describe the test to gain credit.
- (c) (i) This question was answered well with most candidates gaining credit.
(ii) Candidates generally answered well but some candidates repeated answers.
- (d) This was answered well by the majority of candidates. Some weaker candidates were unable to identify appropriate exercise related to plyometrics.

(e) Most candidates gained credit. Those that did not often identified disadvantages not related to plyometrics.

Question 3

(a) Many candidates gained credit for this question.

(b) Many candidates gained credit for this question. The most common incorrect answer was 'isotonic'.

(c) This question was answered well with most candidates gaining credit.

Question 4

Only stronger candidates were able to clearly differentiate what limited provision or limited access were, many candidates were unable to suggest appropriate strategies linked to overcoming barriers.

Question 5

(a) Most candidates gained credit for identifying a phase of inhalation and exhalation, but only stronger candidates were able to identify both actions for the ribs and diaphragm to gain full credit.

(b) Most candidates gained credit for this question.

(c) Stronger candidates were able to identify the breathing volumes. Other candidates often identified incorrect blood volumes.

Question 6

The strongest candidates often gained full credit. Some candidates gained partial credit for their identification of two features of social health and wellbeing. Candidates often repeated the same response, limiting their ability to gain full credit.

Question 7

(a) Most candidates gained credit for identifying disadvantages. Some candidates repeated health implications from the question, so were unable to gain full credit.

(b) (i) Candidates were often unable to specify the appropriate type of physical activity to gain credit, and answers were too vague for credit.

 (ii) The strongest candidates were able to specify the benefits impact on cardiovascular endurance and delay to fatigue.

 (iii) Most candidates gained credit for this question.

Question 8

The majority of candidates were able to describe the differences between football as sport and play, gaining partial or full credit.

Question 9

(a) Many candidates were able to identify the forces with the strongest candidates supporting their knowledge with clearly explained effects applied to the runner.

(b) (i) The strongest candidates gained credit on this question identifying the correct lever.

 (ii) Those candidates that identified the correct lever gained credit for the diagram.

Question 10

Candidates were often unable to identify an appropriate sport from the list of approved activities. Many candidates identified archery. Stronger candidates gained credit with an appropriate activity such as swimming but rarely gave two suitable justifications of their chosen activity, often repeating the same response.

Question 11

- (a) This was generally answered well. The majority of candidates were able to gain at least partial credit for the correct identification of the features of the heart.
- (b) Most candidates gained full credit for this question.
- (c) The majority of candidates gained credit for this question with stronger candidate gaining full credit.
- (d) Most candidates gained partial credit for this question.

Question 12

- (a) This was generally answered well with the majority of candidate able to correctly identify the food source. The strongest candidates were able to differentiate between the longer-term and shorter-term energy sources of fats and carbohydrates.
- (b) Most candidates were able to gain credit through the identification of hydration and body temperature regulation. Stronger candidates identified the removal of waste products for full credit.

Question 13

- (a) Candidates were able to achieve credit for identifying a skill, but the majority of candidates were unable to explain the chosen skill.
- (b) Most candidates gained partial credit for this question.
- (c) Most candidates gained partial credit for the identification of a relaxation technique with the strongest candidates able to describe the technique.

Question 14

- (a) Most candidates gained full credit for this question.
- (b) Most candidates gained credit for this question.
- (c) The majority of candidates were able to identify the role of the tendons attaching muscle to bone to gain partial credit with the strongest able to apply their knowledge of tendons to movement at the knee.
- (d) Many candidates gained maximum credit for this question.
- (e) The strongest candidates were able to describe a benefit for both rest and compression. Weaker candidates were not able to describe the benefits.

PHYSICAL EDUCATION

Paper 0413/12

Theory

Key messages

Candidates are reminded of the importance of noting the number of marks allocated to each question. This serves as a clear indicator of the expected depth and breadth of the response. Providing answers that are proportionate to the mark allocation is essential for demonstrating a full understanding of the topic.

Where questions require candidates to apply their understanding to a specific physical activity, careful consideration should be given to the choice of activity before beginning the response. Candidates are advised to avoid generic or overly broad descriptions, as these do not sufficiently demonstrate applied knowledge. Once an activity or skill has been selected, candidates should maintain consistency throughout their response and refrain from switching to a different activity or skill mid-answer, as this can disrupt the clarity and coherence of the response.

Candidates should also pay close attention to the command word used in each question such as *explain*, *describe*, *suggest*, *state*, or *identify* as this determines the level of detail and type of response required. Misinterpreting these key terms can lead to underdeveloped or inappropriate answers.

Additionally, candidates are encouraged to avoid simply repeating or rephrasing parts of the question in their answers. Instead, responses should be focused, original, and clearly demonstrate the candidate's understanding of the subject matter.

General comments

The vast majority of candidates attempted all questions on the paper, and there was no indication that time constraints adversely affected performance. This suggests that candidates were well-prepared for the structure and timing of the examination.

Overall, the standard of responses was encouraging. Many candidates demonstrated a clear understanding of the subject matter, and answers were often well-structured and thoughtfully presented. In particular, stronger responses showed logical progression, appropriate use of terminology, and a clear focus on the demands of each question.

Comments on specific questions

Question 1

Most candidates were able to correctly identify the movements at the ankle.

Question 2

- (a) A number of candidates were able to gain full credit. The most common errors were naming bone **A** as the skull rather the cranium and classifying **B** as small rather than short bone.
- (b) (i) Most candidates correctly identified the hinge joint.
- (ii) Several candidates gave different types of synovial joints and examples of them. The question asked candidates to give types of joint other than synovial with appropriate examples.

Question 3

- (a) The majority of candidates gave responses such as an increase in motivation, confidence and allowing the performer to be calm. A common error was to describe the physical benefits rather than the cognitive benefits of a warm up.
- (b) Generally, this question was answered well. Most candidates gained credit with responses relating to the crowd/spectators watching, fear of losing and being intimidated by other runners.
- (c) (i) Candidates who gave answers relating to money, medals, and winning a trophy gained credit.
(ii) Most candidates showed an understanding of the topic and were able to identify the features of intrinsic motivation.

Question 4

The question required candidates to name types of guidance, and most candidates were able to do this. The question then required candidates to use examples of this method of guidance being used. A significant number of candidates gave a generic description which did not relate to the chosen activity.

Question 5

- (a) Most candidates gained credit for this question. However, some candidates gave carbohydrates as providing long term energy supply rather than fat.
- (b) (i) This question was generally answered well. Most candidates recognised that glucose is the result of carbohydrates breaking down. Fewer candidates were able to identify glycogen and liver or muscles.
(ii) The majority of candidates were able to correctly identify the reasons why males require more energy. A common error was to describe the reason for more energy as being stronger or having more muscles.

Question 6

- (a) (i) Answers needed to describe that power required strength movements to be completed at speed. Many candidates gave either strength or speed but did not link the two factors. Answers relating to muscular endurance needed to state that muscles needed to work over a long period of time without tiring. Some candidates gained only partial credit here.
(ii) There was considerable confusion over tests for muscular endurance with tests for cardiovascular endurance/stamina given. Those candidates who identified the test named in the syllabus often included time limits rather than stating that it is a maximal test. Some candidates named a test that related to muscular endurance, but they were not recognised or standardised so could not be accepted as appropriate.
- (b) Most candidates gained credit for identifying the components of fitness but there were some responses that gave power and muscular endurance which were not given credit as they were both given in the question. Cardiovascular was not accepted as the question focused on a sprint hurdler rather than an endurance athlete.

Question 7

- (a) Several candidates gave one part of a continuum as their first named example then gave the other part of the same continuum as their second example. In such cases partial credit was awarded if both parts formed a correct continuum.
- (b) Most candidates gave a correct response for output, that being when the candidate shoots the ball. The response for input needed to say how the senses allow the performer to gather information. Responses for feedback required a description that if successful the skill should be repeated or if unsuccessful adjustments needed to be made. Some candidates introduced the skill of dribbling or passing which did not answer the question.

Question 8

- (a) There were some excellent responses from candidates who identified appropriate legacy implications for a nation. Typical responses included using stadia for community activities or hosting future events, increasing tourism and helping to continue boosting the economy.
- (b) Most candidates gained credit with typical responses being the increase in tourism and the increase in the economy from the tourist.

Question 9

- (a) This question was answered well, with many candidates achieving full credit. The most typical responses were increase in strength, muscular endurance, muscle mass and power.
- (b) Most candidates were able to name principles of overload. However, some candidates named the principles of training. The question asked candidates to apply their understanding to weight training by giving examples. A number of candidates gave generic responses or did not give examples.
- (c) Many candidates answered this very well. The most common responses were wearing appropriate clothing, which included footwear, having a spotter, using the correct technique when lifting and warming up. The only common error was to include carrying weights which was part of the question.

Question 10

- (a) This question was generally answered well. The most common correct response for social health suggested mixing with others, including taking part in team games and having friends. The responses relating to mental health were less strong with some responses being repeated, for example feeling good and increased self-esteem.
- (b) Most candidates described health and fitness but did not explain the relationship between them. Stronger responses correctly linked the two features through the ability to maintain exercise or the effects of being unable to exercise.

Question 11

- (a) Correct answers gave oxygen rather than air and stated that oxygen is consumed or used rather than just inhaled.
- (b) This question was answered well and most candidates gained full credit.

Question 12

- (a) Most candidates were able to identify the muscle fibre type. The justification was slightly less well answered but many candidates achieved full credit.
- (b) Many candidates correctly suggested that warming up reduces risk of injury. Stronger responses included increasing blood and oxygen to muscles. A number of candidates gave responses that were too vague suggesting that warming prevented injury and that blood and oxygen goes to the muscle.

Question 13

- (a) (i) Most candidates correctly identified the position of the intercostal muscle and diaphragm.
(ii) For muscle **A**, candidates needed to correctly identify the movement of the muscle (contract or relax), identify the rib-cage and the effect (moves up or down). In many cases candidates did not give all three pieces of information. For muscle **B** candidates needed to provide two pieces of information, movement of the muscle (contract or relax) and the effect (moving up or down).
- (b) Most candidates were able to gain at least partial credit here but there was some confusion between tidal volume and vital capacity. The most frequent correct response was identifying residual volume. Answers needed to include volume or capacity appropriately to gain credit.

Question 14

- (a)** This question was answered well. Most candidates demonstrated a good understanding of the topic. Typical responses were hypertrophy and increase in stroke volume. To gain credit relating to heart rate, answers needed to include reference to resting heart rate.
- (b)** Many candidates gained at least partial credit with many gaining full credit.

PHYSICAL EDUCATION

Paper 0413/13

Theory

Key messages

Candidates are advised to pay close attention to the number of marks allocated to each question, as this should guide the level of detail and depth expected in their responses. Providing concise yet thorough answers can significantly improve overall performance.

When questions require application to a physical activity, it is important that candidates move beyond general theory and demonstrate clear, contextualised understanding. Responses should be explicitly linked to relevant practical examples to ensure the application is evident.

Examples play a key role in illustrating understanding. Candidates should choose them carefully and use them purposefully to reinforce key points and support their explanations.

To maximise the effectiveness of their responses and use examination time efficiently, candidates should avoid unnecessary repetition. This includes restating information already provided in the question, which can limit the opportunity to develop more meaningful content.

General comments

A large proportion of candidates engaged with all questions on the paper, demonstrating a clear willingness to tackle the full breadth of the question paper. There was no evidence to suggest that time constraints presented a significant issue, indicating that most candidates were well-prepared in terms of exam technique and time management.

The overall standard of responses was encouraging. Many candidates produced answers that were clearly structured and logically developed, reflecting a sound understanding of the subject matter. In particular, stronger candidates consistently demonstrated clarity of expression and an ability to organise their ideas effectively, which contributed to more coherent and persuasive responses.

Comments on specific questions

Question 1

Many candidates were able to correctly describe the terms 'physical recreation' and 'leisure time' and gained full credit.

Question 2

Stronger candidates usually gained full credit by identifying the three aspects of health. Many weaker candidates gained partial credit.

Question 3

- (a) This question was answered well. The majority of candidates gained full credit for identifying the structures of the respiratory system.
- (b) Generally, stronger candidates were able to gain at least partial credit by providing sufficient detail in their descriptions of each breathing volume. Weaker candidates provided descriptions that were

too vague for credit. Many candidates gained partial credit for describing the effects of exercise on the breathing volumes.

Question 4

- (a) Many candidates gained full credit for identifying the three levels of the sports development pyramid. Generally, weaker candidates were able to identify the elite level, but often got confused with the other two levels.
- (b) Generally, only stronger candidates answered this question well.

Question 5

- (a) Many candidates gained full credit for describing an appropriate benefit of each component of fitness in the game of rugby union. Weaker candidates provided a generic description of the component of fitness, without an application to rugby union.
- (b) (i) Candidates generally found this question challenging. Stronger candidates were able to gain at least partial credit. A common issue was referring to air rather than oxygen. Only the strongest candidates were able to gain credit for the unit of measurement.
(ii) Generally, stronger candidates gained at least partial credit for this question. The explanations for lifestyle and genetics provided sufficient detail for credit, but the explanation for gender was often too vague. Weaker candidates found this question difficult.
- (c) Most candidates gained full credit for correctly naming an appropriate fitness test and providing three key descriptive points for how the test is carried out. Generally, weaker candidates gave a name for the test that was too vague.

Question 6

- (a) Many candidates gained at least partial credit for this question. Stronger candidates were able to apply their explanations to the chosen physical activity. Generally, answers from weaker candidates were not applied to a named physical activity and were therefore too vague. A common issue with the specificity principle was candidates confusing the term 'specificity' with the term 'specific' from goal-setting. 'Overload' and 'reversibility' were generally well answered.
- (b) Stronger candidates usually gained full credit for this question. A common issue for weaker candidates was reference to 'injury' rather than 'overuse injury'.

Question 7

- (a) This was answered well by the majority of candidates.
- (b) Many candidates gained at least partial credit for identifying appropriate skills from their chosen physical activity. Stronger candidates generally gained full credit by providing sufficient detail in their justification.

Question 8

- (a) Many candidates gained full credit for identifying the joint, muscles, types of movement and type of muscular contraction from the diagram.
- (b) This was generally answered well, with the majority of candidates gaining at least partial credit. Many candidates gained full credit by correctly identifying the components and describing their function well.

Question 9

- (a) Most candidates were able to identify the appropriate type of PED for each situation. Stronger candidates were able to explain how each PED benefitted performance. Generally, the explanations from weaker candidates were too vague.

(b) Most candidates gained credit with many achieving full credit for suggesting three different disadvantages of using PEDs. A common issue was repetition of different health implications.

Question 10

(a) Stronger candidates usually gained full credit for correct identification of both axes. Weaker candidates usually gained partial credit for identifying the arousal axis only.

(b) Most candidates gained at least partial credit for this question. Stronger candidates generally gained full credit. Weaker candidates often gained credit for 'optimal' arousal. A common issue for weaker candidates was use of the terms 'low arousal' and 'high arousal', rather than 'underarousal' and 'overarousal'.

(c) Candidates generally found this question challenging. Answers were usually too vague. Both the cause and the effect on performance in a specific physical activity was required to gain credit. Generally, candidates described the effect on performance only without the reason why.

Question 11

(a) Most candidates gained at least partial credit for this question. Weaker candidates generally stated 'financial' and 'clothing/equipment' only.

(b) This question was generally answered well. Most candidates were able to provide appropriate disadvantages. Many stronger candidates gained full credit.

Question 12

(a) (i) Most candidates gained full credit for this question. Generally, weaker candidates identified the correct type of respiration, but the justification was too vague.

(ii) The majority of candidates gained full credit for identifying the muscle fibre types.

(iii) Stronger candidates gained full credit. Many candidates gained at least partial credit. Some weaker candidates did not provide sufficient details in their comparison of each muscle fibre type.

(b) This was generally answered well with many candidates gaining at least partial credit. Weaker candidates sometimes gave injuries which were not appropriate to either of the physical activities.

(c) Many candidates gained at least partial credit for this question by providing some descriptions of appropriate strategies. Stronger candidates generally gained full credit.

PHYSICAL EDUCATION

Paper 0413/02

Coursework

Key messages

Centres are kindly requested to use the PDF files available in the samples database. These documents should remain in their original format and must not be converted into alternative file types or altered in any way.

It is the responsibility of centre staff to produce and edit all video footage. This approach ensures consistency and helps to prevent any candidate from being disadvantaged due to a lack of editing expertise or incorrect application of the criteria outlined in the coursework guidelines booklet.

For activities such as Association Football, it is generally most effective to organise filmed evidence by activity, grouping candidates of similar ability and recording them within a single session. This method enables the simultaneous filming of multiple candidates performing at comparable levels, thereby supporting the moderation process and reducing the time required for filming each activity.

Please ensure that audio is retained in all filmed evidence; sound must not be disabled.

Order of Merit forms should be saved in the appropriate section of the Submit for Assessment platform. Prior to uploading videos and documentation, centres are advised to use clear and descriptive file names that accurately reflect the activity and include suitable identifiers to support moderation.

Order of Merit forms and logs for all candidates submitting evidence for Weight Training for Fitness and Hill Walking must be uploaded to the Submit for Assessment platform.

General comments

The filmed evidence submitted was, in general, clear and effective. Activities such as tennis were particularly well presented, with footage successfully capturing both the performers' actions and the outcomes of their skills. However, in some instances, centres included additional elements—such as background music, presentations, or warm-up routines—that were not necessary and resulted in overly elaborate films. These additions do not support the moderation process and should be avoided.

Some centres were found to have made errors when converting times and distances into marks. It is essential that centres refer to the tables provided in the Coursework Guidelines Booklet to ensure that minimum requirements for awarding marks are correctly applied.

Centres are reminded not to speed up filmed evidence, as this can hinder accurate assessment of candidates' true performance. Compression or acceleration of footage should only be used where explicitly permitted in the Coursework Guidelines Booklet.

Candidate identifiers must be clearly provided on assessment forms for all activities. This is a vital requirement. Accurate identification enables candidates to be consistently recognised during their performances. External Moderators must be able to refer to these identifiers throughout the moderation process. Identifiers—such as numbers or letters—should be displayed on both the front and back of shirts and must be clearly visible in the filmed evidence, taking into account lighting conditions and camera distance. While some centres provided numbered shirts, it was noted that although the numbers on the back were generally clear, those on the front were often too small to be seen clearly from a distance.

When awarding marks at Level 6, candidates must demonstrate exceptional skill and technique in their chosen physical activities. For sample candidates, this must be supported by high-quality filmed evidence. In

comparison, Level 5 reflects strong and competent performance, whereas Level 6 requires a level of excellence that significantly surpasses Level 5 standards.

Centres must ensure that candidate names are consistent across all documentation, including the Centre Assessment Summary Form, Order of Merit forms, candidate logs, and filmed evidence. During moderation, moderators refer to candidate numbers rather than names, so it is essential that these identifiers are accurate and consistent.

It is imperative that moderated candidates retain the same bib number or identifier throughout each activity. If any changes occur, all identifiers must be clearly recorded on the Order of Merit form.

Comments on specific activities

Track and Field Athletics

In Track and Field Athletics, candidates must adhere strictly to the official rules governing each event. For example, the shot must be held correctly throughout the throw, and foul throws must be avoided. Timings for the 100 and 200 metres should be captured in a single, continuous shot from one angle. The use of multiple camera angles or edited clips can make it more difficult to verify times and distances accurately. Centres are also reminded that indoor throwing implements are not permitted.

Cross-Country Running

For cross-country running, centres must provide maps that include a clear scale indicating both distance and elevation gained. This is essential for enabling moderators to verify the terrain covered. Hand-drawn maps or those with minimal annotations are not sufficient. The course should be set on open terrain and must avoid artificial surfaces, roads, or footpaths, except where brief crossings are necessary. School playing fields are not considered appropriate. Centres that submitted strong evidence typically included approximately 15 minutes of footage, with the stopwatch clearly shown at both the start and finish to confirm timings.

Hill Walking

Evidence for Hill Walking must include a detailed route card and logbook that comprehensively document the planned walk. Route cards may span several pages and should clearly demonstrate the candidate's ability to apply Naismith's Rule multiple times throughout the journey. Centres aiming to award higher levels should ensure that candidates are filmed discussing their application of Naismith's Rule in an interview, as well as responding to one of the unforeseen situations outlined in the guidelines. Ideally, candidates should walk in groups of four and consistently refer to both the route card and map during the walk. Stronger candidates are expected to navigate using the map itself, rather than relying solely on a pre-drawn route.

Weight Training for Fitness

In the Weight Training for Fitness activity, marks were in some cases awarded too generously. A number of candidates focused on producing elaborate, pre-prepared presentations, which resulted in more time being spent on presentation than on demonstrating the exercises. As outlined in the Coursework Guidelines Booklet, candidates should provide brief, live, unscripted verbal explanations of each exercise on camera, demonstrating their understanding of the underlying principles. Filmed evidence should prioritise correct technique and optimal performance, rather than polished presentation. Footage of warm-ups or body preparation is not required, and running commentaries should be avoided. A complete and thorough training programme must include all sections of the log, fully completed.