

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE PHYSICAL EDUCATION 2024

PAPER 1: WRITTEN THEORY

General Comments

The purpose of this report is to give Centres general overview on what transpired during the 2024 marking cycle. It is hoped that Centres will use the information contained in this report to improve their performance. The report gives the Centres general feedback on how each of the items were handled by candidates.

Comments on Individual Questions

- 1 (a) The question was poorly done. Most of the candidates were giving Professions instead of Professionals e.g. Refereeing instead of Referee while some thought it was a Coach.
(b) The part question was well done, most of the candidates gave correct responses and there were those who were giving role of the Profession.
(c) Most of the candidates were stating the technological devices without stating the effects they have on the referee.
- 2 (a) Most of the candidates did well across all Centres as they gave recreation as the answer instead of Play or Sport like others did.
(b) The item was poorly addressed by most of the candidates across the Centres as they either defined Recreation or gave characteristics of Recreational activities without using the picture given.
- 3 **Most of the candidates managed to get 1 out of 2 because they explained long term effects of**
- 4 It was poorly done, most responded by giving the importance of the Circulatory system in physical activity instead of the Respiratory system.
- 5 Most candidates did well, they gave correct answers such as Heart rate increases, some were giving long term effects of exercise e.g. the lungs become big and strong.
- 6 (a) Most candidates responded well to the question except a few who gave components of Skill Related Fitness.
(b) It was poorly answered by most candidates as they defined the component given at 6(a).
- 7 (a) Well answered by majority of candidates, they gave correct Health Related Fitness components e.g. Cardiovascular Endurance etc. Those who got it wrong gave Skill Related Fitness components e.g. Speed, agility etc.
(b) Most candidates did well on the item by giving factors that affect Physical fitness even though a few mentioned Gender which is a factor that affects participation not fitness

- 8 Most candidates did very well by giving the use of surgical gloves and covering open wounds. Those who got it wrong gave answers such as, not sharing needles, not engaging in sexual intercourse etc.
- 9 The item was poorly done. Most candidates addressed the performer being the Sprinter instead of the 200 m activity, where they were to justify why 200m sprint is a high intensity exercise.
- 10 (a) Most of the candidates answered the question well, they gave answers such as poor diet and lack of exercise
- (b) Most of the candidates addressed the structure of the training program instead of giving the activity.
- 11 (a) Most of the candidates answered it well by giving relevant activities that develop Muscular Strength others wrote irrelevant activities such as jogging etc.
- (b) The item was fairly done by most candidates; they only showed the adaptation of the muscles due to the activity and failed to show the effect of the activity on the muscle leading to 1 mark instead of 2 Marks
- 12 (a) Well answered by majority of candidates as they clearly outlined the steps on how the traditional game is played. Those who got it wrong came up with activities of their own and ignored the one shown in the picture.
- (b) It was fairly done but some candidates mentioned a bottle despite the statement that said " Apart from the bottle". Some were giving irrelevant pieces of equipment used for playing the game.
- (c) Most of the candidates failed to show understanding of the question which required them to explain how the game develops teamwork, they just listed social skills e.g cooperation. It was poorly done.
- 13 It was well answered by most candidates; they were able to identify components of Physical Education. Those who got it wrong gave components of Physical Fitness.
- 14 Most of the candidates failed to give benefits of Physical Education as a subject rather they gave benefits of participating in Physical activities.
- 15 Most of the candidates failed this item; they gave answers such as storerooms and other irrelevant answers like careers instead of ICT gadgets.
- 16 Most of the candidates did well as they identified ways of improving elderly participation in recreational activities. Those who got it wrong were addressing a wrong group such as Disabled people, women etc. instead of elders.
- 17 Instead of stating one stage of a training session most candidates stated principles of training and method of training.

Section B

- 19** (a) Activities were identified by most of the candidates
- (b) Most of the candidates were able to identify the risks
- (c) Safety measures to be put in place to address the risks were correctly given by most of the candidates
- (d) Most of the candidates managed to give correct answers; they showed knowledge on how the environment can be negatively affected by visitors, those who got it wrong gave answers which address how dangerous the environment can be to visitors
- (e) Most of the candidates managed to show how the environment can be sustained except for those who were giving effects of users on the environment.
- (f) Most of the candidates managed to identify the challenges but failed to show how to overcome them.
- 20** (a) The item was well addressed by most candidates, but a few candidates gave fracture as the answer.
- (b) Most of the candidates did well, they gave correct signs of the injury some wrote the causes of the injury.
- (c) Most of the candidates did not do well as they gave types of bones and any other bones other than the ones shown in the picture.
- (d) The item was fairly done even though some candidates could not pick certain variables from the RICE treatment.
- (e) Most of the candidates answered the question correctly.

PAPER 2: COURSEWORK

Spot Checks

Spot Checks were done during the week of the 11th October to the 16th October 2024 covering 9 regions of the country on sampled Centres. This was to check on the availability of Individual mark sheets, summary mark sheets, video evidence, workbooks and attendance registers from those Centres. This was to also check if work from the sampled Centres was done to expected standard. Majority of the Centres did what was expected by BEC though the timing of doing the task was too late at times and also doing it when majority of staff members were busy with the JCE external examinations and also the national elections made it a bit difficult to get all what was expected.

In-house Validation

The in-house validation exercise commenced on the 11th of November to the 16th of November 2024 at Botswana Examinations Council in Gaborone. The exercise started with establishing what all Centres taking Physical Education did submit as coursework material. This included the external hard drives, summary marksheets, individual marksheets, attendance registers and accompanying notes. The warehouse register and contents from Centre packages were used to confirm all these. The way Centres packaged their work this year combining different subjects in one box resulted in a lot of Centre work missing. Some packages were seen late, while others were never found.

A number of Centres had incomplete packages which made it difficult for the validators to conclude validating. Some Centres delivered packages without summary marksheets, others did not have video evidence, some were missing individual marksheets. Centres are advised to follow packaging instructions from Botswana Examinations Council.

During interaction with the work from Centres the validators realised that ; most of the Centres did submit both the folios and the video evidence to validate the scores they awarded to their candidates, however it was evident that in most of the Centres, candidates had good work done though it was not visible on the candidates scores as candidates were awarded marks without following the assessment criterion and Centre teachers in most instances were too lenient in allocating candidates the marks. Marks of similar characteristics from the same Centre were different showing lack or no Centre standardisation before Centre moderation. Improper was also evident in most Centres as candidates of similar characteristics were sampled to represent different scores. Generally, candidates were awarded marks without following criteria and this is mainly due to the fact that teacher do not know coursework requirements, standards and expectations. This now means the scores submitted for validation are nor reliable and valid to be used to judge the candidates correctly.