

# PRINCIPAL EXAMINER'S REPORT



BOTSWANA  
EXAMINATIONS  
COUNCIL

## BGCSE PHYSICAL EDUCATION

**2023**



## Paper 1: Written

### Section 1: General Comments

This year's cohort work was neatly presented and legible. All sections of the questions paper were fully attempted across all Centres except for a few candidates. A significant **number** of candidates showed a lack of understanding in the Health and Fitness module. The topic on the energy systems has proven to be a challenge to candidates and application skills also proving to be a challenge to a lot of this year's cohort. This year cohort gave varied correct responses across sections but struggled in section B3 which is usually accessed by previous cohorts.

### Section 2: Comments on Individual Questions

#### Section A

- 1 The question was well accessed as majority as most were able to score two marks out of the available two. Those who did not access it responded by giving physical fitness components i.e. health and skill related fitness while some wrote game instead of games.
- 2 (a) The question was accessed majority of in the candidature as most of them were able to come up with possible injuries that might result from a twisted ankle. Most candidates got a mark out of two available. Most candidates wrongly give strain as one possible injury which suggest a widespread misconception.  
  
(b) The question was well done by most candidates were able to come up with varied correct responsible of ways of minimising injuries when participating in physical activities.
- 3 The question was well done with the candidates giving varied correct response on factors that might influence participation in sport.
- 4 Most candidates did not do well for the question as most candidates were unable to explain how television companies may control sport. The common response was that sports stars will lose their privacy and will be pressured to use drugs.
- 5 The question was not accessible to most candidates as most candidates were not able to define the term external respiration which instead they defined internal respiration or in some cases others described breathing. There is a need for centre distinguish the difference between the two concepts i.e. external respiration and internal respiration.
- 6 (a) The question was fairly done by most candidates as they were able give at one field test that is used to measure cardiovascular endurance. The common correct response was cooper's test while incorrect responses were "setup test, push up test".  
  
(b) Candidates did well in this question as they were able to come up with cardiovascular adaptations that might indicate high levels of cardiovascular endurances. adaptations that were giving were lower heart rate, and other adaptations of respiratory system.



- 7 The question was fairly done, candidates were able to come up with at least a value of physical education to an individual. Common wrong responses that candidates gave are cooperation and tolerance.
- 8 The question required candidates to give condition associated with poor nutrition. Candidates accessed the question very well as most gave varied conditions that are associated with poor nutrition.

### Section B

- B1 (a)** The question was well done, with candidates giving correct varied responses on components of health-related fitness. The question had asked candidates to state two components of health-related fitness other than cardiovascular endurance.
- (b)** The question was fairly done by candidates. Candidates were able to come up with various parts of the synovial joints. However, some candidates did not access the question because they gave the types of synovial joints instead of components/parts of synovial joints.
- (c)** The question was well done by most candidates. The question required candidates to give two types of movement possible around a hinge joint. Candidates who did not access the question gave other types of movements such as rotation, abduction, and adduction which are not permissible at the hinge joint.
- (d)** The question was fairly done by most candidates. The candidates were required to come up with two long term effects of exercise on the following: muscular system – answers like muscles grow big and strong were common. For the respiratory system- students gave the long-term effects of exercise to the circulatory system instead of the respiratory, e.g. the heart will pump more blood.
- (e) (i)** The question was fairly done by candidates as they were able to give two training principle other than other than specificity. The most common answers were overloading and individualism.
- (ii)** The question was poorly done as candidates as failed to show relevance of principle of specificity to sport. Candidates gave wrong reasons for applying the principle as specific activities needed to be specific to avoid while some gave the relevance of other principles like individualisation.
- (f) (i)** The question was poorly done by most candidates; candidates were asked to label a part of a pulmonary capillary bed. Most candidates gave wrong answer like tubes of capillary film of moisture and epithelial cells.
- (ii)** The question was fairly done by most candidates. The question had asked candidates to name gases represented by letters W and X. Candidates in most the cases swapped oxygen at W with carbon dioxide at X while others said oxygenated and deoxygenated gas.
- (g)** Candidates did not perform well in this question. Candidates were required candidates to complete the paragraph on properties of muscle fibres. They failed to give **ATP as the fuel** and labelled it as **energy** before they get **depleted** instead of before they **fatigue**.



- (h) The question was fairly done by most candidates. The question required candidates to state two functions of the skeletal system. Most candidates gave shape and support as separate points instead of a single point. Some who did not access it wrote production of white blood cells and production of minerals instead of storage of minerals.
- (l) The question was well accessed. It required candidates to name two factors that contribute to long term good health. Most responded by giving diet and exercise.
- B2 (a)** The question was fairly done by most candidates. The question required candidates to name two national sporting bodies. Most candidates were able to get at least 1 mark out of possible 2 marks. Those who could not get a mark were giving examples of international sporting bodies instead of national local bodies.
- (b) The question was well done by most candidates. The question required candidates to give two levels of sports participation. Candidates were able to give various levels of participation however some did not get it as they gave body types as levels of participation.
- (c) (i) The question was fairly done a lot of candidates as they were able to define drugs however some candidates instead defined doping and substance abuse. These misconceptions need to be addressed at centre level.
- (ii) The question was well accessed by majority of candidates; they were able to give varied responses. This question required candidates to name two drugs that are restricted to by the International Olympic Committee. Those who did not do well were giving examples of drugs e.g., marijuana, cocaine, tobacco, nicotine.
- (d) The question was fairly done by most candidates however some candidates did not understand what the question required labelling the body types on the delta. Candidates were to identify the letters representing the sprinters and marathon runners in the delta.
- (e) (i) The question was fairly done by significant number of candidates. Candidates were required to define gross motor skill. Those who did not access it responded by saying it is big movement or defined close and open skills.
- (ii) The question was well done by majority of candidates. Candidates were expected to give an example of a gross motor skills for example., catching, walking, and those who did not access it wrote examples of physical activities.
- (f) The question was well done by quite a noticeable number of candidates as they were able to come up with correct responses of ways of preventing spectator violence at a sporting event.
- (g) (i) The question was well done as majority were able to give optimal arousal or optimal level. Those who did not get it were wrote "high arousal".
- (ii) The question was fairly done with candidates able to get at least one mark out of possible 2. The question required candidate to draw a conclusion from the inverted **U** arousal graph.



Those who did not access the question are those who did not know that performance is dependent on arousal.

(iii) The question was well done as candidates gave varied responses of ways of minimising anxiety. Those who did not access it responded by giving motivation, warm up and cool down.

(h) The question was well done most candidates gave varied correct responses on benefits of sport in the society. The most common was creation of jobs and fitness. Those who did not access it wrote making friends and less spending on medical bills.

**B3 (a) (i)** The question was well done with majority of candidate scoring all the two marks out that were available. They were able to give varied responses on careers related to the study of physical education. However, as usually candidates did not score points as they gave professionals e.g., teacher or sports journalist. This misinterpretation ought to be addressed by Centres because it causes unnecessary loss of mark by candidates.

(ii) The question was poorly done as majority could not access two marks and a few scored a mark. The most common response was defining the duties of a sport nutritionist and not the **relevance** of sport nutrition to the study of physical education.

(b) The question was fairly done as most candidates were able to get at least a mark out of 3. Those who were not able to access the question were giving characteristics of play and game, e.g., it is played for fun and not competitive.

(c) The question was fairly done, as majority of candidates were able to score 1 mark out of two marks. The most common correct response was education while the incorrect was providing facilities or construction of facilities. The question required candidates to suggest two ways in which one would encourage participation in physical recreation.

(d) The question was fairly done with candidates getting a mark out of the possible available 2. They were able to identify technological gadgets but failed to show how the identified gadget will be used to improve performance. Those who got no mark responded by giving the general use of gadget e.g., a stopwatch is used to record time. The emphasis of the question was on how coaching can benefit from technological gadgets to improve performance not officiating.

(e) (i) The question was well done by quiet a significant number of candidates. The required candidates to give two examples of recreational activities. Candidates in the whole were able to give varied examples of recreational activities.

(ii) The question was fairly done with candidates as most were able to significantly access 1 mark out of 2. However, some candidates were partially linking geographical location to recreational activities. Those who got zero mark were responding by contradicting the geographical location with the suitable activity.



### **PAPER 2: Course Work**

This is a school-based assessment which assesses the candidate's practical performance and their ability to analyze and suggest ways to improve it. This component consists of performance and a workbook as evidence for the candidate's analytic skills.

#### **WORKBOOK**

Workbooks from most centers were neatly presented. The structure layout was followed except few centers presented other factors that might affect performance before ways of improving. Candidates were able to identify essential skills and explain when they might be used. However, the analytic part of the workbooks was a challenge to most centers. Candidates mostly focus on learning cues or put statements with no process and product on both strengths and weaknesses. Only a few candidates however handled this portion well.

#### **WAYS OF IMPROVING**

A great number of candidates proved that they have an idea of what is expected of them. They could draw training programmes but failed to prove a thorough knowledge of training principles and relevant drills to improve performance. Candidates could not come up with specific or relevant activities to address the weaknesses observed. The training programme sketches would be drawn up with no further comments to offer remedy to the stated weaknesses. The time allocated for activities in these training programmes in most cases was unrealistic.

#### **FACTORS AFFECTING PERFORMANCE**

A great number of centers do well in this part of the workbook. However, there are those who state the fitness components which end up contradicting what was mentioned on strengths and weaknesses.

#### **DISCUSSION AND RESPONSES**

Most Centres addressed this part of the workbook very well.

#### **SAMPLING**

Generally sampling was fairly done in most Centres with all categories of low, medium and high represented. However, few Centres did not do a splendid work. The samples submitted could not represent all the three categories while some Centres did not sample at all. There was evidence of inconsistency in awarding of marks which proves that the assessment criterion was not followed.

Most Centre submitted accompanying notes for sampled workbooks. However, some centers submitted notes and omit the part of writing the Centre marks. This makes it difficult for moderators to moderate the work submitted by these particular Centres.



### **PERFORMANCE**

Picture quality and identification of stamped candidates has improved in most centers. Very clear labels for example, visible numbers, letters and contrasting colours were used to identify candidates. However, some centers need to work more on attire to ensure candidates perform comfortable to the best of their ability. In gymnastics where centers have more than one group, it is advisable to clearly identify candidates in their small groups of six (6) candidates.

There was significant improvement in awarding of marks by most centers. However, there was evidence of inconsistency of awarding marks in some centers. High marks would be awarded and not matching the evidence on the video clips. Sampling was done well in most centers with all the three categories represented. However, a few centers did not do a good job as their sample did not cover all three categories. These centers would submit candidates of the same category e.g. 45,44,42,41,34,33 representing a large candidature. Therefore, would not show a true reflection of the whole center representing the three in this instance were ordered to resample.

### **CONCLUSION**

Centres are advised to always standardize their work and award marks following the assessment criterion. More drills should be used during performance to allow the candidates to show case what know and can do. Centres are also advised to bring candidates of different categories, high medium and low. All materials that are sent for moderation should be signed by the Chief Invigilator. Centres are advised to always keep a backup of video clips in case of there is a need to resubmit.