

# PHYSICAL EDUCATION

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Paper 0413/11

Paper 1

## Key Messages

The use of examples in answers can provide clarification when a point may not be very clearly described; however, there were numerous cases of candidates giving examples that did not support their answers. Many of the examples given were not sport based and included cooking, playing the piano, etc. Candidates should recognise that examples need to be sport related and include the sports that are listed in the specification.

Candidates seemed to score well in the longer questions in the three **Section B** units and generally less well in **Section A** and the shorter questions in the other units. There were examples of candidates providing answers that were not fully developed and lacked detail. This was particularly true when single word or short responses were given to questions that required a description.

## General Comments

Most candidates answered the paper fully; there was no evidence of there being insufficient time for the completion of the paper. The vast majority of candidates were able to attempt all of the questions.

There were some difficulties caused by candidates not using additional sheets on which to continue their answers, but choosing instead to write their answers on parts of the paper without indicating where this was located. It would help if Centres encouraged candidates to only write in the space provided and, if there is insufficient space or an answer needs to be rewritten, this should be done on additional sheets.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

Most candidates gained credit with responses relating to injuries to teeth, gums or mouth. As the question gave quite a specific piece of safety equipment, the answer needed to reflect this; therefore, answers that gave a general comment regarding safety were not given credit.

#### **Question 2**

A well answered question, most candidates gave a response that identified television as providing greater understanding or awareness of a sport.

#### **Question 3**

Most candidates gained credit by identifying that a tendon attaches muscles to bone. The only common error made was confusing the role of the tendon with that of a ligament.

#### **Question 4**

Although most candidates were able to give a definition or description of strength, many did not answer the question, which required this understanding to be identified within an activity.

### Question 5

Candidates did not generally demonstrate an understanding of the role of a Chairperson in a club, the incorrect responses included the coaching of players.

### Question 6

Generally well answered, most candidates identified the cause as falling or coming into contact with an opponent. However, some candidates illustrated their response by giving examples that related to cutting themselves when preparing food in the kitchen. The vast majority gave the correct treatment of cleaning or washing the cut. The most common error was using RICE as the treatment for a cut.

### Question 7

A well answered question, in general. The most common error made by candidates was repeating the example of the advantages of speed in an activity by using different sports, such as beating an opponent in football and in rugby.

### Question 8

Many candidates gained at least some credit, however the question was generally not well answered as candidates often gave responses that compared the different ages of people and, in doing so, often repeated the same point. For example, a response stating that an older person may not have high levels of energy but a younger individual may have lots of energy to take part in strenuous activities, gives different aspects of the same point, that being energy levels, and gains only partial credit.

### Question 9

A well answered question, frequent responses included a younger person being more active or taking part in more active sports and a younger person still growing and developing. Some candidates gave responses that identified the reasons why older people need less food intake rather than why young people need a high food intake, and thus did not answer the question.

### Question 10

Most candidates gained at least partial credit by giving examples that described different types of stretching activities. Other frequent responses included activities that raised the heart rate and using skills activities. There was some repetition in the answers with candidates giving different types of stretching activities. There were also a number of examples of candidates not giving a description but providing single word responses, which did not give sufficient detail.

### Question 11

Candidates found it difficult to give responses that clearly identified the role of intrinsic feedback. To gain credit there was a need to identify the specific nature of this type of feedback rather than give responses that generally identified the role of feedback in developing a performer's skills.

### Question 12

A well answered question, most candidates gained credit and gave a wide range of responses, indicating a good understanding of the topic. Typical correct responses were the difficulties in breathing through the reduction in lung capacity, smokers developing lung cancer and smoking becoming addictive.

**Section B1: Factors affecting performance**

**B1a**

Most candidates gained some credit by identifying the role of the skeleton as giving shape and supporting internal organs. A common error was to use other functions of the skeleton to answer this question.

**B1b**

Candidates generally found it difficult to provide a description of a fine motor skill, often giving a description of an open or closed skill. The examples given were equally difficult to give credit as they were frequently not sport related and included activities such as playing the piano or chess.

**B1c**

Many candidates seemed to find it difficult to distinguish between factors that may temporarily affect a performance such as illness or injury and factors that may affect the development of a skill. There was also a considerable number of candidates who gave gender as a factor in developing skill, with the majority describing males as being stronger or bigger, and did not recognise the factors that are required for the development of skill within any performer.

**B1d**

Some candidates gave a very full description about the effects of beta blockers and were able to give a number of effects to gain full credit. Typical responses included the lowering of heart rate and blood pressure. There were a significant number of candidates who were unable to give the negative effects of beta blockers and seemed to confuse them with the effects of steroids.

**B1e**

A very well answered question, most candidates scored well with good descriptions of the body types and the advantages with appropriate examples. Most candidates gave descriptions of an endomorph with the activity of a sumo wrestler. The advantages and description of a an ectomorph sometimes proved to be a little too vague with a few candidates giving an example of running without any further information and, as a result, were not given credit.

**B1f**

A very well answered question, with most candidates gaining some credit and many maximum credit. Generally there was demonstration of a good understanding of this topic. Those that did not answer the question well either gave long-term benefits of exercise rather than short-term effects or described the respiratory system and as a result did not gain any credit.

**B1g**

The vast majority of candidates displayed a good understanding of this topic, the few who misinterpreted the question confused motivation with different types of feedback. There were also a small number of candidates who correctly gave two different types of motivation and good examples to gain credit, but then provided a poor description, usually either repeating the example given, or gave more examples.

**Section B2: Health, safety and training**

**B2a**

Very few candidates were able to give an accurate description of the cause of tendonitis or an appropriate treatment. From the name most understood that the term related to a tendon injury, the common misconception being that it was a tear to the tendon, and then used RICE as a form of treatment.

**B2b**

Most candidates gained full credit for the question; typical correct responses included the benefits of exercise being stress relief, feeling happy and gaining greater confidence.

**B2c**

- (i) Most candidates gained credit for recognising that there would be an increase in body weight.
- (ii) Many candidates gained full credit with responses such as water will help control body temperature, prevent dehydration and provide hydration.

**B2d**

Most candidates gained credit: there was generally a good understanding of the topic with typical responses that respiration takes place without oxygen, glucose is used to provide a short term energy source and lactic acid is produced in muscles. Credit was also given to candidates who provided the equation for anaerobic respiration.

**B2e**

A well answered question, most candidates described the need to ensure the security of the equipment, the surface of the performing area should contain mats to provide a safe landing area and the area should be clean and clear of obstacles. Candidates also noted the need to wear appropriate clothing and have support at the event in the form of first aid personnel and spotters at equipment.

**B2f**

- (i) Generally quite well answered, responses ranged from the flexibility of interval training to be adapted to a variety of sports, the effectiveness of this type of training to burn fat and that it improves different types of fitness. The frequent error made in answering this question was for candidates to list the physiological benefits that result from any form of training and not make their answer specific to interval training.
- (ii) Most candidates were able to identify two ways that overload could be applied through reducing the rest period, increasing the time exercising and increasing the intensity of the activity. Most candidates showed a good understanding of the topic.

**Section B3: Reasons and opportunities for participation in physical education**

**B3a**

Most candidates answered the question well with responses such as reducing costs, greater advertisement of the centre and the activities available, increasing the variety of activities and organise competitions or events. Candidates need to recognise that when answering this type of question it has to reflect what can be done within the existing building: some candidates answered by moving the centre to a more popular area, adding a swimming pool and providing transport to the centre, all of which are rather impracticable solutions to resolving the problem set by the question.

**B3b**

To answer this question well, candidates needed to concentrate on the reasons why an older person might not participate in sport rather than the reasons why a teenager might participate or indeed draw comparison between the two groups. Responses that gained credit included the lack of fitness or reduction in fitness levels that results as people get older, older people being more prone to injury and illness and older people being generally less inclined to take risks.

**B3c**

Most candidates gained some credit, although there was little variety in the type of response. Most gained credit for the funding that comes from sponsors but, rather than look at other benefits for the event, many candidates gave a list of equipment, clothing, etc. that could be funded by the sponsor. A few candidates gave answers that were applicable to the benefits to an individual performer from having a sponsor and did not gain credit for their answers as it did not reflect the benefits to an event.

**B3d**

The question required candidates to give a variety of media and identify how they provide different types of coverage of sport. The most common answers were the role of radio in providing live commentary, the Internet in streaming matches and newspapers providing articles or results. A number of candidates gave a list of different media and a list of how they cover sports but did not make a specific link between the two. Some candidates gave the variety of media and then gave the same means by which they provided coverage.

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A well answered question, most candidates gained credit and showed a good understanding of the topic. The most typical correct responses were the building of new facilities, the increase in tourism and responses that related to the benefits to the economy.

# PHYSICAL EDUCATION

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Paper 0413/12

Paper 1

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**B1a**

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# PHYSICAL EDUCATION

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Paper 0413/13

Paper 1

## Key messages

Whilst candidates should be encouraged to use examples to illustrate their answers, care needs to be taken to ensure that the example given is appropriate. In **Question B1b** the examples given were frequently poor, with sports being named rather than aspects of the sport given. For example, many candidates gave basketball as an example rather than identifying a free throw as a closed skill within a game that has situations that are largely open. Also, care needs to be given that the examples are sports based and are appropriate sports which should be drawn from those listed within the exam specification.

Centres should be aware of the differences that occur between the texts being used to teach the course and the specification; in **Question B1c** it appears that there were factors that have been included in some texts but not others and, in some cases, these differ from those listed in the specification.

## General comments

Most candidates scored in all areas of the paper although candidates generally found it more difficult to gain credit when answering the shorter questions of **Section A** rather than the longer questions in **Section B**. There was no indication that candidates did not have sufficient time to complete the paper.

Written responses were of good quality in the vast majority of cases. Considering that for some this paper was not answered in their first language, candidates should be given great credit.

There were some difficulties caused by candidates not using additional sheets on which to continue their answers, but choosing instead to write their answers on parts of the paper without indicating where this was located. It would help if Centres encouraged candidates to only write in the space provided and, if there is insufficient space or an answer needs to be rewritten, this should be done on additional sheets.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

Most candidates gained credit by identifying post protection as helping to protect players in the event of a collision. A small number of candidates did not recognise that the padding could not stop a player hitting the post but only provided protection when this happened.

#### **Question 2**

A well answered question, most candidates gave a response that indicated a radio would provide greater awareness of a sport.

#### **Question 3**

Most candidates gained credit for the response that a ligament joins bones to other bones; a few confused the role of a ligament with that of a tendon.

#### **Question 4**

Candidates needed to apply their answer to an incident or a benefit in an activity. There were frequent responses and examples that described a player beating an opponent to the ball or to win a sprint race that gained credit.

#### **Question 5**

A great number of candidates seemed to confuse the role of a club secretary with that of a business secretary and as a result many did not gain credit for this question. Those who correctly identified the role of a club secretary within meetings gained credit.

#### **Question 6**

A very well answered question, few candidates failed to gain at least partial credit; most described some form of collision as the reason for a bruise and the use of ice as a treatment. The most common error occurred with candidates using RICE as the treatment without giving an explanation of what RICE is: in this case there needed to be recognition of the question asking for a description.

#### **Question 7**

Candidates generally demonstrated an understanding of the term flexibility; a few confused the term by giving examples of instances that required agility rather than flexibility. Most candidates described a gymnastic movement or described a player reaching for a ball, e.g. a goalkeeper. When faced with this type of question candidates should recognise that there is a need for a specific movement to be provided as an example, rather than simply naming a sport, and also that they should not repeat the same point by using the same example in a different sport.

#### **Question 8**

Most candidates recognised the difference between a person's social circumstances and the social benefits gained from participation in sport. Most candidates gained credit by giving responses such as the amount of money they have available, where a person lives in relation to a sports facility and having friends that also participate in sports.

#### **Question 9**

Generally a well answered question, the majority of candidates gained full credit by giving examples of athletes and the different dietary requirements they may have, the most common responses being a distance runner requiring long term energy through carbohydrates and a weight lifter or shot putter needing greater amounts of protein to build and repair muscle tissue.

#### **Question 10**

Most candidates gained credit, although there were some errors. There was a considerable amount of repetition with candidates giving different types of stretches as their answer, which was seen as a repeated point. Also, some candidates gave examples of light aerobic activities which formed part of the question and could not be given credit. The most common responses were the use of stretching, increasing the heart rate and using skills based activities.

#### **Question 11**

Some candidates found it difficult to provide an answer that was specifically linked to extrinsic feedback rather than one that could be applied to other types of feedback. Those who gave responses that looked at identifying mistakes or developing progress often only achieved partial credit, whilst those candidates who gained full credit usually included the impact of knowledge of results and performance in their answer.

#### **Question 12**

Most candidates demonstrated an understanding of the long term effects of alcohol on a performer. The most typical responses given were its effect on coordination and reaction speed, poor decision making and the addictive nature of alcohol.

**Section B1: Factors affecting performance**

**B1a**

Although a number of candidates found it difficult to give a clear description of a joint rotational movement, the examples given were usually correct, with the most common being bowling a ball in cricket.

**B1b**

Many candidates gave an accurate description of a closed skill with it being unaffected by the environment or having set patterns and routines. However, the examples that were given were often rather vague such as basketball, which was not given credit as it is largely a sport that contains numerous instances when open skills are required to play, but those who used examples such as a free throw in basketball gained credit.

**B1c**

Many candidates found this a difficult question to answer accurately; a significant number gave gender as a response. There seemed to be some confusion over the development of a skill with candidates comparing the ability of females to play a sport against males, e.g. a male tennis player would be able to hit a ball harder than a female player, rather than describe the quality or accuracy in the execution of a skill. The majority of candidates who gained credit did so by describing the impact of a performer's age or experience in developing a skill and their access to coaching or good quality facilities.

**B1d**

A well answered question, most candidates gained credit for responses including stimulants can create an addiction, cause an increase in heart rate and cause an increase in blood pressure. There were few candidates who demonstrated a poor understanding of the topic.

**B1e**

- (i) The vast majority of candidates gained credit for identifying a mesomorph as the missing body type from the diagram.
- (ii) Most candidates could identify the physical characteristics of a mesomorph, describing the physique as having a high level of muscle, a large muscle mass or wide shoulders and a narrow waist.
- (iii) The majority of candidates were able to give both a sport and apply the advantages that a mesomorph would have in playing. The most typical correct answer named rugby as a sport and gave advantages such as the ability to run quickly, burst through tackles and have the strength to tackle well.

**B1f**

A well answered question, the majority of candidates gained some credit with a significant number being awarded full credit. The most typical correct answers were the heart becomes bigger and stronger, cardiac output increases and the resting heart rate reduces. The most common error made in answering the question was to give short term effects on the cardiovascular system, although as there is a degree of overlap some credit could be given. Also some candidates introduced the effects of exercise on the respiratory system into their answer, which did not gain credit.

**B1g**

Candidates needed to give the physiological effects of arousal and the effect on performance; a significant number of candidates gave responses that described the effects of high, optimum and low levels of arousal on performance. The most common correct responses given were the increase in heart rate providing more energy to the muscles and the increase in breathing rate providing more oxygen to the muscles.

**Section B2: Health, safety and training**

**B2a**

Most candidates gained credit for this question, the naming of the type of injury proved to be easier than the description. The emphasis of the question meant that injuries needed to be related to joints rather than to muscles. They needed to name a specific type of injury, the most common of which was a sprained ankle rather than a twisted ankle. The description of the injury needed to identify damage to ligaments in the answer.

**B2b**

A very well answered question, most candidates gained at least partial credit with many gaining maximum credit. The most common correct responses included a person would make friends or develop social or communication skills.

**B2c**

Most candidates demonstrated an understanding of the importance of fat in a diet and gave responses such as provides an energy source, protects organs and acts as insulation to provide warmth or maintain body temperature. Some candidates gave a list of illnesses that result from either too much or too little fat: whilst these were awarded credit, the list of illnesses was seen as a single point.

**B2d**

Candidates needed to name the three remaining principles of training having been given Specificity in the question. Many were unable to name all three principles often using the FITT principles to answer the question. The quality of definitions was in some cases poor; this was particularly true when candidates tried to describe overload, often describing this as doing too much exercise and injuring yourself or exercising until exhausted, not giving any indication of a planned programme of exercise.

**B2e**

Generally a well answered question, most candidates demonstrated a good understanding of how a performer can keep themselves safe whilst participating in sport. Typical correct responses included following the rules of the game, wearing appropriate clothing and warming up before the activity.

**B2f**

- (i) There was some confusion by candidates in that many answered the second part of the question in this section and then repeated their answer in part (ii). Candidates need to read the whole of the question and in that way they can plan an answer that is not repetitive. The first part of the question required candidates to look at the specific benefits of using this type of training, Those who gained credit did so for responses such as the ease with which it can be used, the ease that it can be adapted to different sports and the ease that it can be both recorded or overloaded.
- (ii) This was a well answered part of the question, most candidates gained credit. Typical responses included an increase in muscle size and strength, improvements in muscle tone and an improvement in muscle endurance.

**Section B3: Reasons and opportunities for participation in physical education**

**B3a**

This proved to be a question where many candidates found it difficult to define specific user groups and as a result there were a number of inappropriate responses. The typically correct groups that were identified were groups with disabilities, older people, trained athletes and young children.

**B3b**

Most candidates gained credit for their answers to this question by using examples such as the use of advertising through shirt sponsorship, and the sponsoring of an event or competition which would increase people's awareness of the company. Also, many candidates gave examples of high profile sports stars that are sponsored and promote different products.

**B3c**

Generally a well answered question, most candidates gained credit with responses including geographical factors, e.g. in mountainous regions there are more opportunities for skiing. Some countries have cultural or traditional links to certain sports, e.g. rugby in New Zealand. There were a number of instances when candidates gave a number of examples of the same point and in doing so did not develop their answer fully.

**B3d**

This was a well answered question with many responses given about the media spreading rumours about a performer but, whilst this was given credit, on occasions candidates went on to give a number of examples of such instances which did not gain further credit. In these cases, candidates often then failed to explore other ways in which the media can have a negative impact on sport. Candidates who gained credit, in a number of cases maximum credit, did so using examples such as the media changing times and rules of events, the effect on sports that receive little media coverage and the over exposure of sports that creates boredom for viewers.

# PHYSICAL EDUCATION

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**Paper 0413/02**

**Coursework**

## **Key Messages**

1. Objectively assessed criteria (Swimming, Track and Field, Cross Country) have minimum standards for each level. This standard places the candidate at the bottom of the level. Marks should reflect how far above this minimum the candidate achievement and other criteria place each candidate.
2. Where candidates are given high marks, the filmed evidence should show complex skills and may have very minimal coverage of basic skills.
3. Filming of warm ups should be kept very short. Only one warm up should be submitted.
4. Hill Walking evidence must support navigational skills. Candidates must be assessed as individuals even though they participate in groups.
5. Marks on the Coursework Summary Form must be rounded up/down. Part marks should not appear on the form.

## **General Comment**

The majority of Centres have submitted coursework on time with the required forms and DVD evidence completed satisfactorily. Many Centres should be congratulated on the excellent filmed DVD evidence of candidates' performances in a range of practical activities that they have provided. Clearly a great deal of time and effort has gone into providing such quality DVD evidence.

A few Centres are still finding it difficult submitting coursework according to the guidelines laid down in both the syllabus and the Coursework Guidelines Booklet. It would appear that the teachers from these Centres do not have a full grasp of the essential parts of the syllabus, including content and assessment criteria. Assessors should ensure they are fully versed in the material contained within all subject resources so that the candidates in their Centres are not subject to a disadvantage compared to those in other Centres.

The assessment of the two components of the coursework has improved greatly, although assessing Swimming events, Athletic events and Cross Country Running events still presents problems for some teachers. However, the new assessment forms requiring verification of marks have helped enormously.

The Analysing and Improving tasks vary considerably from Centre to Centre. Some Centres are inclined to award inflated marks for work which is very short and lacking in content.

## **Assessment of Practical Activities**

Centres have generally marked the practical activities in line with the criteria.

One concern which has previously been reported has been the inaccuracy of some of the times and distances submitted by certain Centres for Athletics, Cross Country Running and Swimming events. Although this problem still continues, there has been an improvement this year. Most Centres verified the marks with a second signature.

An important requirement of the assessment of Hill Walking and Campcraft is that teachers must supply concrete evidence of the planning for all expeditions. Although some Centres supply filmed evidence of the expedition, there was not enough focus on filmed evidence to support the navigational skills. It is essential that planning information, route sheets, equipment lists, menus, etc. must be provided, along with candidates' written reports of the expedition, to support the marks that have been awarded.



### **Teaching and Assessment of the Analysis and Improving task**

This aspect of the coursework component is interpreted much more widely than the practical marks. Where Centres follow the guidelines and complete all the sections, the standard of work is high and assessment is accurate. Unfortunately too many Centres either apply their own interpretation of what is required or do not read the syllabus and guidance notes in sufficient detail. In such cases some candidates write a history of their chosen activity or give lengthy details of rules and regulations. Regrettably, none of this work can be credited.

Teachers are strongly advised to strictly follow the guidelines for the Analysing and Improving task that are clearly set out in both the syllabus and Coursework Guidelines Booklet. It is suggested that the different parts of the written task should be set out as sub-sections, with sub-headings, and that greater emphasis should be placed on the ways and means of improving all the identified weaknesses through training and practice. This is often the part that is least well addressed.

### **Filming of Practical Activities**

Centres continue to spend a lot of time and care over the compilation of the filmed evidence. Much of the filmed sequences are well planned by Centres, but some go to great lengths to provide captions which are not essential. Centres should ensure that all filming is largely a continuous process, without any editing. This enables the Moderator to judge the overall performance of individuals more fairly.

Identification of candidates was, in most cases good, although numbers displayed only on the back of candidates continues to be a problem with some Centres. In future, please ensure that numbers are shown both on the front and backs of candidates and when filming be aware of whether candidate's numbers can be clearly seen or not.

In many cases Centres provide background commentary which is always helpful.

The following points are made to try and further improve filmed evidence:

1. Limit the filmed evidence to one or two DVDs.
2. The DVD evidence should be one continuous film. When footage has been split into numerous short clips it is difficult to view. When 'chapters' have been inserted it makes navigation of the DVD very easy.
3. Candidate DVD identification should be written on to the Centre Order of Merit (Rank Order) sheets. Candidates speaking their own name is not helpful (dialect, sound quality, speed, can combine to make this ineffective).
4. Long coverage of warm ups is not required. It is only necessary to film one warm up routine and this should be kept very short
5. Evidence of an activity should include isolated skills, small group drills and either a small-sided or full game situation (where necessary this can be inter-school games, but please ensure identification of candidates is clear, especially if it changes from the practices).
6. Where candidates are given high marks then the filmed evidence should show complex skills and may have very minimal coverage of basic skills.
7. The angle of the camera should enable the skills and outcome to be observed (e.g. a lay-up shot in Basketball needs to show the player's movement towards the basket and whether the shot is successful or not). It is also important to see the number on the player throughout the movement. Fixing the camera point (usually with a tripod) improves filming but only if the initial position is good.

### **The Submission of Other Coursework Material**

Other material to support marks has been welcomed in some activities. Representative information, NGB awards (as long as the award syllabus is included), graded achievement (e.g. Golf handicap), expedition logs all help to support the marks. Please keep this information very brief. Many Centres have submitted very helpful information this year.

### **Range of Practical Activities**

The range of activities offered to candidates varies considerably from Centre to Centre. The more popular activities were a wide range of games, Track and Field Athletics and Swimming. In games, Football, Basketball, Badminton and Rugby are the most popular followed closely by Tennis, Hockey and Netball.

Outdoor activities were more popular this year. Hill Walking has grown in popularity. Clearly this type of activity is particularly influenced by the location of the Centre.

### **Summary**

It is quite evident that Physical Education teachers clearly want to teach to a high standard and have high expectations of their candidates. Centres should be congratulated in terms of their efforts in the teaching, assessing and filming of practical activities and the production of DVDs.

Overall, the enthusiasm of the majority of teachers is very apparent. Their effort and the obvious hard work of their candidates have clearly enabled the candidates to benefit from following the IGCSE Physical Education course.