



**General Certificate of Secondary Education (Short Course)**  
**June 2011**

**Physical Education** **48901**  
**(Specification 4891)**

**Unit 1: Knowledge and Understanding for the Active Participant (Short Course)**

***Report on the Examination***

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## Physical Education (48901)

### General comments

The paper enabled candidates to achieve marks across the full range and had good coverage of the specification. There was evidence that candidates across the ability range had taken the paper. There was no evidence to suggest that candidates struggled to complete the paper within the allotted time.

### Comments on individual questions

The multiple choice questions were answered well.

#### Question 6

- (a) This question was generally answered well by candidates and indicated a sound knowledge base. Most candidates used improved fitness or weight loss as a reason for regular exercise.
- (b) Most candidates were able to identify an individual difference for one mark. To achieve the second mark, candidates needed to refer to the amount of exercise undertaken as a result of that difference. Weaker candidates simply repeated the phrase from the question.

#### Question 7

Most candidates understood the concept of cross curricular links and identified a subject that could contribute to Physical Education and where the content of the two subjects overlapped. Fewer candidates accessed the third mark because they did not make the link back to Physical Education.

#### Question 8

The introduction of additional roles in the practical element of the course enabled candidates to identify the roles easily. However, many candidates incorrectly identified captain as a role which was not creditworthy. Weaker candidates did not describe the benefit in enough detail to be awarded the second mark; they merely described what the role was.

#### Question 9

Most candidates were able to identify a type of media, with television and newspaper by far the most popular. The descriptions of how the type of media identified had a positive effect on sport were often brief and did not gain full marks. Weaker candidates related the effect to themselves as a performer rather than the sport.

#### Question 10

- (a) Candidates found it difficult to achieve both marks for stating what fatigue is, limiting their answer to 'feeling tired'. The effects of fatigue on performance were answered well and linked to Rachel's activities.
- (b) (i) Many candidates struggled with this question. Responses often referred to names of companies or manufacturers who might provide sponsorship rather than the type of sponsorship they could provide. Other candidates tended to list different types of sponsorship so did not earn the additional mark for a description.
- (b) (ii) Many candidates used the information from the scenario to identify that Rachel was underage and gained the second mark for stating the negative effect on health.

(c) Most candidates were able to gain the two marks available for identifying two components of fitness. Weaker candidates did not gain the additional marks because they just stated the definition and did not explain how the components could improve Rachel's performance in her chosen activities.

(d) Candidates found this question the most challenging but the full range of marks was awarded and the most able candidates achieved high marks. In many cases it was evident that candidates had prepared well and had spent time analysing the scenario for potential topics.

Most candidates did write in continuous prose, though weaker candidates used bullet points to write their answers. Candidates should be advised not to use bullet points when answering the continuous prose question as this question assesses candidates on their ability to use good English, organise information clearly and use specialist vocabulary where appropriate.

Those candidates who scored no marks lacked knowledge of training methods and the principle of overload. Most candidates could correctly identify a training method but weaker responses did not attempt to describe or justify it. The principle of overload was often stated but not explained, as were the FIT/FID principles. Some responses referred to other principles of training such as specificity, progression, reversibility and tedium but these did not gain marks. In several cases, candidates wrote about more than one training method which again did not gain marks. There were very few candidates who achieved a Level 3 answer with good application of knowledge to their chosen training method.

### **Mark Ranges and Award of Grades**

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