



General Certificate of Secondary Education

**Physical Education 48903
Full Course**

Written Paper

Report on the Examination

2010 examination - June series

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Physical Education (48903)

General

The paper was challenging for students across the full ability range and covered the unit specification content. There was no evidence to indicate that candidates struggled to complete the paper within the time allocated. This was a new style of paper with the introduction of a multiple choice section and longer answer questions based on a scenario.

Comments on individual questions

Questions 1 – 10

The multiple choice section of the paper was answered well.

Question 11

- (a) A number of candidates confused timing either with reaction time or made reference to the use of a stopwatch to time the length of the activity. When good practical examples were given, they usually consisted of a description of a games player timing their action/movement to strike a ball.
- (b) This question was answered reasonably well with some good examples. Weaker answers simply named an activity rather than relating their specific example across both parts of the question.

Question 12

- (a) This question was answered very well.
- (b) This question was generally answered well. Weaker candidates only identified a problem and gave the cause and did not gain a mark for a description.

Question 13

- (a) Many candidates gained at least one mark by saying rules prevented injury however, many tried to gain the second mark by giving an example which was needed in 13(b).
- (b) Some very good examples were given in this section based on football and rugby and many candidates earned full marks.

Question 14

- (a) This question was answered poorly and few achieved full marks. The question examined material new to the specification. Candidates knowledge of the Healthy Schools programme was limited to taking exercise and eating a balanced diet. A number of candidates earned one mark for stating that the programme helped to increase health and fitness.
- (b) 'Healthy Eating' and 'Physical Activity' were the most popular themes identified by candidates but descriptions were restricted to references about 2 hours of PE time and eating healthy food which achieved no marks. A number of candidates referred to the PESSCL strategy in error. This was generally a poorly answered question indicating a lack of knowledge of this aspect of the specification.

Question 15

- (a) Most candidates gained at least one mark for 'an unwritten rule', only the more able candidates achieved both marks.
- (b) Some very good examples were given and achieved full marks.

Question 16

- (a) Generally this question was answered well with most candidates stating that it was easy to organise and quick.
- (b) Candidates found this question more difficult, with many achieving only one mark for stating 'no second chances'.

Question 17

Weaker candidates scored 0 marks as they misunderstood the role of the director thinking that they could influence programme scheduling and advertising. More able candidates tended to focus their answers relating to bias by editing either in a positive or negative way on behalf of the director. Many referred to the use of camera angles and slow motion replays to influence the viewer. Some candidates misinterpreted the question and answered how sport would be influenced instead of how sport would be seen by viewers.

Question 18

- (a) Generally answered well. Most candidates referred to earning a qualification and using it to progress into employment/higher education or increased health and fitness. Some candidates were confused with John's role as an official.
- (b) Candidates focussed their answers going into detail on how John would improve his performance levels by training to improve fitness and skills but this alone did not enable them to score full marks. Poorer responses made limited reference to the information given in the scenario or made reference to the Physical Activity Policy. More able candidates did make the link to school provision and referred to core PE time, extra curricular sport, use of school facilities and links with local clubs.
- (c) Weaker answers stated what the role of the official was rather than identifying the qualities that they would need. More able candidates scored well by identifying effective communication, better knowledge and application of the rules and increased fitness to keep up with play.

Question 19

- (a) Most candidates who offered a response knew how to calculate maximum heart rate. Credit was given for stating the formula.
- (b) This question was poorly answered with a small number of candidates not attempting to give an answer and only a limited few scoring full marks. Many candidates answered by referring to the principles of training and different training methods. Candidates did not appear confident with this part of the specification.

- (c) This question required candidates to answer in continuous prose and most attempted to do this, though weaker candidates used bullet points to answer the question. This is the first time that marks for Quality of Written Communication (QWC) have been embedded into the level descriptors. A lot of candidates scored no or few marks as they did not understand the difference between a training session and a training programme. Candidates earned some marks when the principles of training, SPORT and FIT were just stated but to achieve higher marks these needed to be applied to an appropriate training method. Very few candidates made use of the information on John's gender, age or physique that were included in the scenario or made any reference to a timescale for the training programme. Some candidates did earn an additional mark for the Quality of Written Communication (QWC) but in some cases were already at the top of the level so could not be raised into the next level. This question did differentiate to allow the more able candidates to achieve higher marks. Very few candidates made no attempt to answer the question at all.
- (d) This question also asked candidates to write in continuous prose and many found it easier in this question. The question was generally answered well with many candidates achieving Level 3. Weaker candidates restricted their answers to just identifying different aspects of general safety and not explaining why they are important. More able candidates also referred to the need for a warm up, the need for fluid intake and activity specific examples. A few candidates did refer to safety needed to take part in the activity rather than training and to safety considerations after the activity.

Mark Ranges and Award of Grades

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