



**General Certificate of Secondary Education  
June 2011**

**Physical Education 48903**

**(Specification 4890)**

**Unit 3: Knowledge and Understanding for the  
Active Participant (Full Course and Double  
Award)**

***Report on the Examination***

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## **Physical Education (48903)**

### **General comments**

The paper enabled candidates to achieve marks across the full range and had good coverage of the specification. 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 11**

- (a) This question was generally answered well by candidates and indicated a sound knowledge base. Many candidates based their responses on the elements of health, physical, social and mental wellbeing.
- (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 12**

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. Science and Food Technology were the most popular subject choices. Fewer candidates accessed the third mark because they did not make the link back to Physical Education.

#### **Question 13**

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 14**

This question covered the newest content in the specification and on the whole was poorly answered.

- (a) Candidates did not give specific information about the number of hours.
- (b) A large number of candidates did not attempt this question. Many candidates did not identify specific strands and the descriptions of content were brief. There was evidence that some candidates mistakenly referred to the Healthy Schools Programme.

#### **Question 15**

This question was often misread by candidates, who referred to the benefits to performers or a specific sport rather than to London as was asked in the question. Those candidates that did answer it well related their answers to tourism, increased revenue and the legacy of facilities.

### Question 16

- (a) This question was generally answered well using football and rugby boots as an example. Weaker candidates repeated the question by referring to 'correct footwear' but did not describe it. Some candidates used examples of inappropriate footwear which were not credited.
- (b) Most candidates answered the question well with responses referring to rules in football or rugby related to tackling.

### Question 17

Most candidates were able to identify a type of media, with television 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 18

- (a) This question was answered well with some good descriptions of the impact of fatigue on performance in Rachel's activities. Some candidates lost marks because they did not give enough detail on what fatigue was.
- (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, though some did identify aspects of psychological fitness rather than physical fitness and were therefore not awarded marks. 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) Most candidates were able to identify and add some description of a suitable training method and either stated the principle of overload or the FIT/FID principles. Level 2 answers identified and justified the training method with more detail on the FIT/FID principles. Level 3 answers were detailed and showed clear application of the FIT/FID principles to the chosen training method and linked to Rachel's activities.

### Question 19

- (a) Candidates showed good use of the scenario and were able to identify two social groups and explain how they had influenced Rachel's participation.
- (b) Most candidates were able to explain what a role model was but the weaker candidates struggled to explain the influence on participation. Some candidates just stated that participation was affected but did not identify if this was a positive or negative effect. Stronger candidates used actual role models to explain their answer fully.

- (c) Most candidates could describe the physical characteristics of a mesomorph, though weaker candidates used vague descriptions such as ‘too thin’ or ‘skinny’. More able candidates could then explain how these characteristics were beneficial to Rachel’s activities.
- (d) Most candidates were able to give two or more examples of advances in technology. There was evidence that candidates were familiar with software packages such as Dartfish and Kandle and they were able to explain how they could be used effectively to improve Rachel’s performance. Explanations of improved clothing and footwear and how they could aid performance were also evident. Weaker candidates found it more difficult to explain the link to improving performance and just gave a list. Some candidates gave inappropriate examples of types of technology, such as washing machines, with no link to improving performance or they gave examples of technologies that are not used in Rachel’s activities such as ‘Hawkeye’.

Candidates found questions 18(d) and 19(d) the most challenging but the full range of marks was awarded for both questions. In many cases it was evident that candidates had prepared well and had spent time analysing the scenario for potential topics. There were few instances where candidates referred to activities or sports that were not identified in the scenario.

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 questions as these questions assess candidates on their ability to use good English, organise information clearly and use specialist vocabulary where appropriate.

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

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