



General Certificate of Secondary Education (Short Course)
June 2012

Physical Education **48901**

(Specification 4890)

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

Report on the Examination

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Physical Education (48901)

General comments

Students showed a good knowledge of the content of the specification and on the whole answers were well written. The students did answer the questions linked to the scenario well, with the exception of the continuous prose question. Students found it difficult to access the highest level marks due to a lack of application of knowledge when writing their answers. In particular, answers to 10(d) were very repetitive, and just stated the principles of training with explanation. Many students used additional pages to extend their answers but did not really gain any further marks.

Comments on individual questions

On this unit, questions 1 to 5 are multiple choice questions and there was a range in the mean marks. In this series, question 4 was the question which was best answered, with approximately 90% of students gaining the mark. Question 2 was the least well answered overall, with approximately 57% of students gaining the mark.

Question 6

Most students achieved one mark by referring to the expertise of staff, their ability to make lessons fun or the provision of opportunity to take part. When full marks were not achieved it was because students did not state how participation was affected or simply repeated the 'positive influence' phrase from the question.

Question 7

This question was answered well but in many cases good answers did not achieve full marks as they lacked a relevant example. Students commonly used the biceps and triceps contracting and relaxing, and working as a pair. Few students referred to origin/insertion.

Question 8

Most students accessed some marks with the most common answers being highlights programmes, such as Match of the Day, and news shows such as Sky Sports News. Some students referred to channels rather than types of programmes and therefore achieved no marks.

Question 9

Generally this question was answered well but for some students, answers were repetitive and focused on just one aspect, such as diet or taking more exercise.

Question 10

- (a) This question was generally answered well. Students who gave incorrect responses described a ladder competition.
- (b) (i) Most students were able to identify a valid type of strength with explosive strength being the most popular response. Incorrect responses included other components of fitness, such as reaction time and power.
- (b) (ii) Weaker answers did not identify the actual example of when the type of strength was used, for example explosive strength out of the blocks. Students were able to explain why improved levels of the strength would help David's performance.
- (c) Most students achieved at least some marks on this question. Common errors included the quality not being stated and described, and only one aspect being offered. Students that clearly stated and described each quality on separate lines didn't fall into the trap of repeating themselves.
- (d) Very few Level 3 answers were seen. The main reason for this was the lack of application of knowledge. Interval training description was basic and few students gave details of sets and repetitions that you would expect a sprinter to carry out. There was some confusion with fartlek training. Principles of training were sometimes described well but then not applied to David's training. Some students referred to reversibility and tedium as principles but then said how this had a negative effect on performance. Students were able to describe the anaerobic training zone. Some answers were very repetitive. There was more evidence of students writing in continuous prose than previously, which was pleasing to see.

Mark Ranges and Award of Grades

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