



**General Certificate of Secondary Education
June 2012**

Physical Education

48903

(Specification 4890)

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

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Physical Education (48903)

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 questions. 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 18(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 10 are multiple choice questions and there was a range in the mean marks. In this series, question 8 was the question which was best answered, with approximately 99% of students gaining the mark. Question 10 was the least well answered overall, with approximately 45% of students gaining the mark.

Question 11

- (a) 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 just repeated the 'positive influence' phrase from the question.
- (b) Most students referred to poor/lack of facilities making students not want to take part. A large number of students repeated the question so did not achieve full marks.

Question 12

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 13

- (a) This question was answered well with most students describing what an amateur sports performer is. The main responses related to having no financial gain and playing for fun.
- (b) Some students did not fully identify the need to refer to sources of funding as opposed to material gain, which was not credited. Sponsorship, part-time employment and fundraising were the most common answers.

Question 14

Most students accessed some marks with the most common answers being highlight 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 15

- (a) The recognised definition of ‘the range of movement at a joint’ was the common answer. Incorrect answers just referred to ‘bendy bodies’.
- (b) This question was answered poorly. Students were not specific enough when identifying an example and just stated an activity. Students’ responses did not clearly show how movement would be improved, for example better technique or more difficult moves, and then give outcomes that related to the overall performance, for example more marks or winning.

Question 16

The majority of students answered this question well and there was a good understanding of why leisure time has increased. Students offered a variety of responses, the most popular being better technology, higher unemployment and early retirement. The students were able to gain the additional mark for identifying the effect this has had on the leisure industry.

Question 17

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 18

- (a) This question was generally answered well, with over half of the cohort obtaining the full two marks. 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 put forward. 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 the knowledge. Interval training descriptions were 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.

Question 19

- (a) (i) Most students were able to state what anxiety is.
- (a) (ii) Students found it difficult to answer without repeating the definition used above in describing how David was feeling. However, most students knew that the effect could be either positive or negative. As a result, some students gave both the positive and negative effects, but no explanation, and therefore only gained one mark.
- (b) This question was generally answered well with the most common responses referring to increased sales, raised profile and advertising.
- (c) Students were able to successfully identify three different nutrients, however, only the strongest students were able to fully explain how they may help performance.
- (d) Level 3 answers were limited. Weaker students limited their answers to talking about the cool down, with a brief description and some reasoning for it, but with little reference to the benefits. Better answers included more description and explanation of the benefits from a cool down and other aspects of the recovery process such as nutrient replenishment and ice baths/massages. A common misinterpretation of the question was with students referring to RICE. There was more evidence of students writing in continuous prose than previously, which was pleasing to see.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>

UMS conversion calculator www.aqa.org.uk/umsconversion