



**General Certificate of Secondary Education
June 2012**

Physical Education

48905

(Specification 4890)

**Unit 5: Knowledge and Understanding for the
Involved Participant (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 (48905)

General comments

This is the second year of this examination and the standard of responses was very similar to last year. Generally, the paper was well answered and was accessible to all students. The continuous prose questions were the more challenging, however, this allowed for more differentiation across the full ability range. Very few questions were unanswered and it was evident that students were generally well prepared for the examination. However, there were some examples of a lack of examination technique. This was particularly apparent on the continuous prose questions where they did not answer the specific question. There was no evidence to suggest that students did not have sufficient time to complete the examination.

Many students displayed a very good knowledge of the specification and often wrote more than was required to answer a question, filling all available spaces and requesting additional sheets. As was the case last year, this seldom increased the total mark awarded because maximum marks had already been awarded for the response on the examination paper itself.

Comments on individual questions

Question 1

- (a) This was a straightforward question and the vast majority answered it correctly. Many wrote X-ray, which was deemed a diagnosis rather than recognition.
- (b) A very well answered question with many being credited with citing lots of local/school rules, for example 'mouth guards must be worn in hockey'. The vast majority were able to explain the reasoning behind the rule.
- (c) (i) A significant number of students named an activity, as opposed to a skill. They had to include the words jump, vault or describe an action, such as landing after a basketball lay-up, volleyball spike or football header to gain the mark.
- (c) (ii) Most gained marks for describing how either technique, equipment or both helped to reduce injury. Common answers were bending knees and keeping a straight back for technique, and the use of mats to cushion or absorb impact for equipment. Several students referred to shock absorbing footwear and were not credited marks.

Question 2

- (a) The vast majority gained full marks by stating growth and repair of muscles. Other responses were credited but were in the minority. Growth and repair was only worth one mark as it was too vague.
- (b) Most students answered correctly with marathons, although a few did refer to endurance events/activities. The most common wrong answer was sprinting.

- (c) A two part question requiring both how and why in the answer. Many students lost marks by being too vague, particularly when referring to time scales. Many said, 'fill up with carbohydrates before the event' or 'one week leading up to the event'. The why part of the question was more accurately answered with responses such as 'can delay fatigue' or 'can be used throughout the event' gaining credit.

Question 3

This question proved difficult for students and a full range of marks and responses were evident. A few were confused by the question, referring to intrinsic knowledge of results or simply defining intrinsic and extrinsic. Many failed to convey the idea of how a player feels or senses they are performing. Few related it to, for example, the feeling of timing a golf shot. The extrinsic knowledge of results was answered better with the more able students referring to a coach or the crowd, and the outcome of the performance.

Question 4

- (a) This was a well answered question with many gaining full marks. The most common answers were 'to see how fit you are now', 'identify strengths and weaknesses' and 'to see how much you've improved'.
- (b) Surprisingly, this question proved to be the most difficult on the paper. Many used diagrams, but they were inaccurate or the description bore no resemblance to the test.

Question 5

- (a) There were many good responses with most students gaining two or more marks. Often it was a case of stating the benefits to gain the two marks, but then failing to explain the benefits to access higher marks.
- (b) A wealth of knowledge was evident although many students failed to apply their knowledge to the question and basically gave a definition of FIT. Those who did make the connection gained either three or four marks. Some students extended their answer to include the type of training, but were not credited any marks as it was not required by the question.
- (c) A well answered question with a full range of acceptable responses. Many students referred to specific injuries. Students needed to link specific injuries to situations to access higher marks. It is a repeat to state avoiding injury twice.

Question 6

- (a) There appeared to be a lack of understanding of the term non-verbal communication as many students included demonstrations and manual guidance as examples. The most common responses were verbal communication along with confidence, clarity and presence.

- (b) This was more readily understood and most students recognised demonstrations, signals and gestures. The explanation proved more difficult with the majority responding with 'so they can copy it' or 'so they can see what they have to do' and therefore achieved full marks.

Question 7

- (a) This was an extremely well answered question and it elicited a whole host of answers from the mark scheme. Students were able to state the reasons and give a brief explanation.
- (b) Despite only having to name four factors, the majority of students wrote quite lengthy paragraphs. A common response was 'age', although this was not credited as it was stated in the question. A wide variety of responses were evident and it was a well answered question.

Question 8

It was clear that this topic had been taught very well. Some students did not read the question carefully enough and gave a detailed account of the physiological process of warming up. It was clear that the three phases of warming up were generally well understood and the reasons for doing them were well explained. Students were also able to highlight specific injuries that may be prevented.

Question 9

- (a) This was a continuous prose question and much had been learnt from last year. Nearly all students wrote in continuous prose with only a few using bullet points. Most students were able to state three ways that James' health was being damaged and the more able student could expand upon this with a relevant explanation. There was however, an over reliance on diet in many of the responses, with students going into great detail about the benefits of all the food groups, often at the expense of other acceptable answers. Other common correct responses included 'not warming up and cooling down', 'insufficient rest' 'over-training', 'lack of sleep' and 'playing whilst injured'. There were a large number of students who referred to the lack of kit or inappropriate footwear which was not credited as it did not refer to his programme of sport or lifestyle. There were few responses worthy of a QWC mark.
- (b) Most students answered this question well with full marks being commonplace. Often there was more than one example from both football and basketball. Examples in basketball usually referred to ankle support or cushioned soles to absorb impact following a specific injury, such as shin splints or a sprained ankle. Football examples referred to studs, which would increase grip to prevent slipping over and causing a specific injury.

- (c) Many students did not read the question carefully enough and proceeded to answer why rather than how. Common answers were ‘to give himself more leisure time’ or ‘to spend time with his friends’. There were also quite a few mentions of diet. What was required was for students to identify that James needed to include a rest day into his programme and reduce the number of sports and amount of time training.
- (d) This was a challenging question and one where differentiation was very evident. The more able students were able to state two different ways that James could change his diet and importantly explain why they would be beneficial to his performance. There were some very detailed and applied answers warranting full marks. Weaker students merely stated the changes required without any explanation. Many students scored low marks despite demonstrating a detailed knowledge of diet and nutrition. Many also went through all the various food groups rather than identifying and explaining two. What students failed to do was to apply their knowledge to how the changes in diet would be beneficial to performance. This is an area teachers need to address as these questions rely on the application of knowledge to gain the higher marks, rather than a list of facts. There were more responses worthy of an additional QWC mark on this question.
- (e) The purpose of a risk assessment was clearly understood and a wide range of potential hazards were identified.

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