



General Certificate of Secondary Education

**Physical Education**

*Specification A and Games*

**Examiners' Report**

*2005 examination - June series*

- 3581 Physical Education Full Course
- 3583 Games Full Course
- 3586 Physical Education Short Course
- 3588 Games Short Course

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*Dr Michael Cresswell Director General.*

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## Coursework

Moderators would like to thank all centres and teachers for the hard work they have put in when supporting candidates taking the full and short courses in 2005.

Moderation visits continue to be well planned and to ensure that the best possible use is made of the time available. Tasks set by teachers have been appropriate and have enabled candidates to demonstrate the full range of their ability.

The majority of centres have offered alternative dates and times for moderation visits to take place. It is pleasing to note that an increasing number of centres have had a prior practice run-through of the programme for the visit. This has resulted in the candidates being familiar with the process and has both expedited the visit and maximised efficiency and effectiveness. A number of centres are making the run-through more formalised and using it as an opportunity to carry out internal standardisation of marking. This is beneficial to the staff and to the candidates, who get used to being watched by different members of staff. It has also resulted in the candidates being more relaxed, as the activities have not been entirely new to them and have thus enabled them to concentrate on displaying themselves in the best possible light.

As centres become increasingly confident with the requirements of the moderation visit the whole process becomes more beneficial to both staff and students. Many centres enable all staff to be present and involved in the marking of candidates, or they rotate staff for each activity or they ensure that different members of staff are involved in subsequent visits. The centre benefits when as many staff as possible are involved in the proceedings.

Teacher Support Meetings have proved invaluable to teachers as they provide an opportunity to discuss and understand procedures, clarify issues or ask questions.

An increasing number of centres have provided written coursework for Skill Areas C and D, as well as making the HRF programmes available at the time of the visit. This has been well received by moderators and has helped centres in clarifying the awarding of marks and the expected standard of work. Moderators have either looked at the work on site or taken it with them and returned it to the centre when they have standardised the marking. Moderators will be asking centres for the dates on which the HRF programmes are being carried out, as this will be a focus area to clarify the awarding of marks for candidates' practical performance.

Some centres have been unsure how to award marks for minority activities offered by a few of their students. If this is the case they should get video evidence of the students fulfilling the various criteria and then contact AQA. They will then be directed to a coursework adviser who will feed back the mark awarded for the performance seen on the video. Centres should note that video evidence is a requirement for assessment-only activities.

In summary, moderators reported that the organisation and running of the majority of visits ranged from good to excellent and that candidates acquitted themselves extremely well. The rapport between staff and moderators continues to grow and to be a factor in ensuring maximum gain from the moderation visits. The standard of performances seen in centres continues to impress moderators and reflects the hard work and dedication of staff.

### ***Administration***

Centres were generally prompt in returning paperwork to moderators and there were fewer errors than in previous years. However, the administration process can seem complex and moderators are often asked about procedures. In order to facilitate the role of the moderator dealing with some common misunderstandings and to inform those new to the teaching of GCSE Physical Education, it seems appropriate to direct attention to pertinent parts of the most recent version of the document CAW/INST(GCSE/ELC) entitled “Instructions to Teachers for submitting marks and samples.” The following sections should be consulted as they illustrate points that are problematic or that moderators are frequently asked to clarify.

### ***Completing the Centre Mark Sheets (CMS)***

Candidates who have changed course should be marked as ‘withdrawn’ on the CMS and a supplementary form completed. AQA must be informed of any changes to candidate entries to ensure that the candidates are provided with the correct examination paper.

### ***Checking the CMS***

The mark recorded for each candidate on the CMS must be identical to the total mark out of 480 (or 280 in the case of Short Courses) shown on the Candidate Record Form.

### ***Checking the Candidate Record Forms (CRF)***

It is helpful if the CRFs are sent to the moderator arranged in the order in which the candidates appear on the Centre Mark Sheet. Any supporting information (eg summative comments or explanatory notes, details of additional assistance) should have been given in the spaces provided. There was some concern among moderators that one or two centres may have been over-enthusiastic with the amount of direction they gave to their candidates.

### ***Authentication of Candidates’ Work and Internal Standardisation of Marking***

The moderation procedure assumes that the centre has carried out internal standardisation according to the procedure described in the specification. Failure to ensure this could well disadvantage some, if not all, candidates at the centre, as any mark adjustment thought necessary will be applied to the whole entry and not to individual teaching groups.

### ***Sample of Work for Moderation***

(a) Deadlines

Centres are reminded that the deadlines for marks to be with the moderator are 5 May (Full Courses) and 31 May (Short Courses).

(b) Despatch Guide

Centres are advised always to retain a record of their coursework marks in case of query. Work should be removed from binders/bulky folders and secured inside a manilla folder, suitably labelled, before being despatched, thereby saving both postage costs and storage space.

### ***HRF/Training Programmes***

In general the standard of the HRF/Training Programmes was much improved and an increasing number of centres are using the proforma. This enabled candidates to demonstrate their knowledge and understanding of the underlying principles clearly and concisely and resulted in more consistent marking. The main area of concern expressed by some moderators related to candidates who were not applying aspects specifically to their own programme but making generalised statements. Evaluations tended to be poorly explained and somewhat repetitive. Centres would benefit from looking at the exemplar HRF

programmes available from AQA, showing the three different levels and indicating where marks have and have not been awarded.

Teachers should indicate with ticks exactly where creditworthy points have been awarded marks. This is not always the case and the absence of clear annotation causes difficulties for moderators in checking the accuracy of marking. If they cannot see clearly where marks have been awarded it is likely that the samples of coursework will be returned to the centre so that the work can be marked clearly, with the use of ticks. This will involve an extremely quick turn-round by the centre and the moderator may additionally ask for the work of all candidates to be sent.

### ***Conclusion***

The incidence of errors on returned final marks was once again lower than has been the case in the past. Most centres clearly have a checking process in place to ensure that all documentation is duly signed and returned. Other characteristics of this good practice include:

- The correct Candidate Record Forms are fully completed, signed by candidates and are submitted in the order that the candidates' names appear on the Centre Mark Sheets for each course;
- the CRFs are accurately completed with different activity/game areas for activities/games 1 and 2;
- the activity/game for which the training programme has been carried out is indicated;
- all swimming, athletic and gymnastic activities are clearly identified;
- Supplementary Centre Mark Sheets are completed and included for those candidates who have changed course;
- Centre Declaration Sheets are all completed fully and signed for each course entered;
- pink and yellow copies of the CMS are included.

Moderators would like to express their thanks to centres that meet all deadlines and produce impeccable paperwork.

## **Physical Education Specification A (3581/W)**

### ***General***

The marks achieved on this paper were marginally lower than marks achieved last year but examiners reported seeing scripts across the full mark range. Some higher-scoring candidates wrote extended answers that they squeezed into the allocated space rather than make use of the additional lined pages at the end of the booklet.

Throughout the paper there were examples of vague and repetitive answers which did not focus in on the emboldened words in the question. This was particularly the case in questions with mark allocations of three or more marks.

The standard of Quality of Written Communication remains disappointing, with few candidates achieving beyond the lower end of intermediate performance. There was evidence that the use of text language was appearing, particularly in the lower-scoring scripts.

### **Question One**

- (a)(i) Generally answered well; candidates were able to describe a certain aspect of posture, eg a standing position, but were not always able to develop the description for the second mark by adding 'straight back' or 'head up'.
- (a)(ii) Very few candidates used the specialist terms in the mark scheme but used description instead. Most candidates achieved at least one mark by making reference to slouching.
- (a)(iii) A poorly-answered question. Many candidates could not explain muscle tone accurately. Some candidates accessed the first mark but then could not link muscle tone with how it could help good posture.
- (b)(i) A well-answered question on the whole, but some candidates did not get the mark for the example because just an activity was stated, eg gymnastics, and not a specific phase or skill. There were some good examples of dynamic rather than static balance in some scripts.
- (b)(ii) This part was not answered as well, with some candidates describing and giving examples of cooperation rather than coordination. Once again, some candidates did not get a mark for the example because just an activity was stated.
- (c)(i) Most candidates achieved two marks for this question. Those candidates who lost one mark did so because they could not identify how dehydration could be avoided or because they stated a daily recommended intake level that was too low.
- (c)(ii) The majority of candidates gained at least two marks for this question. They were able to describe the condition and state the cause but did not identify or name the problem/deficiency. Other candidates named a problem/deficiency and stated the cause but failed to describe it, eg obesity, eating too many fatty foods, but with no description of being excessively overweight.

### **Question Two**

This was a good question for a large number of candidates.

- (a) Many candidates achieved full marks. They had clearly learnt the location of bones. The main concern in this question was spelling, with a large number spelling 'humerus' incorrectly.
- (b)(i) This part was not answered well. Candidates clearly were not familiar with these joints.
- (b)(ii) Very few candidates were able to define rotation in terms of movement of a bone about its longitudinal axis, most referring to circular motion. The examples given also reflected this.  
  
Most candidates were able to define abduction but did not always give a relevant example. Those candidates who found it difficult to describe in words drew a labelled diagram which also gained marks.
- (c)(i) Many candidates achieved full marks, as the mark scheme provided plenty of options. Those candidates who did not gain full marks lost some for giving parts of the circulatory system.
- (c)(ii) Many candidates achieved full marks as they could provide details about certain stages within the respiratory process without going into detail about the whole process.



### **Question 3**

- (a)(i,ii,iii) The first part of these questions was answered well, as most candidates could state the meaning of the terms frequency, intensity and duration. A number of the weaker candidates did not explain how overload might be used effectively for each term, hence halving their marks for this part. Some of the weaker candidates did confuse frequency with intensity, describing frequency as the number of repetitions and not the number of sessions.
- (b)(i) Most students were able to give a relevant example for altitude training, although weaker candidates just referred to 'running' without specifying long distance or endurance.
- (b)(ii) This question was generally answered well. The majority of candidates made reference to the height at which training took place and then added "where there is less oxygen"
- (b)(iii) Many candidates achieved at least one mark by making reference to improved stamina or endurance. Stronger candidates referred to the increase in the number of red blood cells and oxygen-carrying capacity.
- (c)(i) Many candidates achieved at least one mark for explaining that muscular endurance was the ability to use or work muscles, but fewer candidates were able to expand on their answer with reference to the length of time or 'without getting tired'.
- (c)(ii) The majority of candidates were able to give a specific training method or way in which muscular endurance could be improved. The most popular response was weight training, which gained one mark. Fewer candidates gained the second mark by making reference to the intensity or duration of exercise.

### **Question 4**

- (a)(i) Most candidates achieved one mark for identifying an effect of regular smoking but some struggled to add the extra detail to get the second mark.
- (a)(ii) There were some well developed answers to this question, with candidates clearly linking the effect to sports performance. However, a number of candidates only achieved one mark because they listed several short-term effects rather than describe one.
- (a)(iii) There were some good answers to this question, clearly linked to the effects on performance. However, a number of candidates only achieved one mark because they listed several long-term effects rather than describe one. Liver failure was the most common response.
- (b) Many candidates achieved full marks for this question. Almost all achieved at least two marks by saying 'carry with a straight back' and 'lift by bending the knees'. Some candidates did choose to answer using activity/sport-specific examples, eg carrying a javelin, but they were definitely in the minority.
- (c)(i) This question was answered well, with good descriptions of feedback. Weaker candidates listed types of feedback, which were only awarded one mark.
- (c)(ii) Candidates were able to define motivation in simple terms and language, eg a will to succeed, but did not always develop their answer to gain a second mark by adding that they will therefore make more effort.

- (c)(iii) This was the hardest part of the question. Candidates were able to provide examples of motivation, eg internal drive, but did not then link this to the effect on skill acquisition. Some candidates chose to use negative examples, which were acceptable.

### **Question 5**

- (a)(i) This question was answered well, with many candidates able to give lots of examples of how schools promote participation. Some candidates chose to develop fewer examples but still achieved full marks. The most popular responses referred to the fact that schools provided a range of activities and that PE was compulsory.
- (a)(ii) Most candidates knew that extra-curricular activities took place outside the school timetable and achieved one mark. Not all candidates were then able to access the second mark because they referred to outside clubs and organisations, eg Sunday league football clubs.
- (b) This question was answered reasonably well but most candidates gained more marks for being aware of how attitudes have changed in terms of women's participation than they did for the awareness of the opportunities for women in the role of an official or in management.
- (c)(i) Some candidates misinterpreted this question and gave answers as to why leisure time was important and therefore did not achieve any marks. However, there were some well developed answers which gave good examples of why leisure time has increased, the most popular responses referring to improved technology and a shorter working week.
- (c)(ii) This was answered well and many candidates achieved full marks by describing the increased demand for leisure and the subsequent increase in profits.
- (d)(i) This question produced the weakest responses. The best answers were those that used an example from the outdoor and adventurous group, eg rock climbing representing a mental challenge because of the height of the climb. The stronger candidates were able to gain full marks using other activities as examples.
- (d)(ii) Many candidates lost marks here through an inappropriate activity example. Some did gain one mark but many failed to develop their point. There was a surprising lack of understanding of this section of the specification.

### **Question 6**

- (a)(i) This question was answered well. Candidates had a sound knowledge of different situations involving sponsorship. The increased flexibility of the mark scheme allowing one situation and two examples or two situations and one example helped candidates achieve full marks.
- (a)(ii) Again this was answered well, although weaker candidates tended to give the opposite of their answer to part (i).
- (b) Generally a well answered question. The majority of students were able to identify different officials and outline their responsibilities. Some candidates did not understand the question and provided the names of officials who would officiate at a game, eg umpire or linesman, which received no marks.
- (c)(i)(ii) This part of the question was poorly answered, with candidates lacking the detail needed for full marks and failing to link their answers to the effect on participation and interest. Weaker candidates achieved two marks in each part. They were able to name an effect and provide an

example of media effects but did not develop this. Some candidates did not link their example to their initially stated effect, hence not achieving full marks.

## **Physical Education (Games) (3583/W)**

### **General**

The marks achieved on this paper were marginally lower than marks achieved last year but examiners reported seeing scripts across the full mark range. Some higher-scoring candidates wrote extended answers that they squeezed into the allocated space rather than make use of the additional lined pages at the end of the booklet.

Throughout the paper there were examples of vague and repetitive answers which did not focus in on the emboldened words in the question. This was particularly the case in questions with mark allocations of three or more marks.

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- (a)(ii) Very few candidates used the specialist terms in the mark scheme but used description instead. Most candidates achieved at least one mark by making reference to slouching.
- (a)(iii) A poorly-answered question. Many candidates could not explain muscle tone accurately. Some candidates accessed the first mark but then could not link muscle tone with how it could help good posture.
- (b)(i) This was a question where some candidates failed to meet the rubric of the question by not using a games activity. Failure to use a games activity resulted in candidates achieving a maximum of one mark in this question. This was a well answered question on the whole but some candidates did not get the mark for the example because just an activity was stated, eg football, and not a specific phase or skill. There were some good examples of dynamic rather than static balance in some scripts.
- (b)(ii) This was a question where some candidates failed to meet the rubric of the question by not using a games activity. Failure to use a games activity resulted in candidates achieving a maximum of one mark in this question. This part was not answered as well, with some candidates describing and giving examples of cooperation rather than coordination. Once again, some candidates did not get a mark for the example because just an activity was stated.
- (c)(i) Most candidates achieved two marks for this question. Those candidates who lost one mark did so because they could not identify how dehydration could be avoided or because they stated a daily recommended intake level that was too low.

- (c)(ii) The majority of candidates gained at least two marks for this question. They were able to describe the condition and state the cause but did not identify or name the problem/deficiency. Other candidates named a problem/deficiency and stated the cause but failed to describe it, eg obesity, eating too many fatty foods, but with no description of being excessively overweight.

### **Question Two**

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- (b)(i) This part was not answered well. Candidates clearly were not familiar with these joints.
- (b)(ii) Very few candidates were able to define rotation in terms of movement of a bone about its longitudinal axis, most referring to circular motion. The examples given also reflected this.
- Most candidates were able to define abduction but did not always give a relevant example. Those candidates who found it difficult to describe in words drew a labelled diagram which also gained marks.
- (c)(i) Many candidates achieved full marks, as the mark scheme provided plenty of options. Those candidates who did not gain full marks lost some for giving parts of the circulatory system.
- (c)(ii) Many candidates achieved full marks as they could provide details about certain stages within the respiratory process without going into detail about the whole process.

### **Question Three**

- (a)(i,ii,iii) The first part of these questions was answered well, as most candidates could state the meaning of the terms frequency, intensity and duration. A number of the weaker candidates did not explain how overload might be used effectively for each term, hence halving their marks for this part. Some of the weaker candidates did confuse frequency with intensity, describing frequency as the number of repetitions and not the number of sessions.
- (b)(i) Most candidates were able to give a relevant example for altitude training, although weaker candidates just referred to 'running' without specifying long distance or endurance.
- (b)(ii) This question was generally answered well. The majority of candidates made reference to the height at which training took place and then added 'where there is less oxygen'
- (b)(iii) Many candidates achieved at least one mark by making reference to improved stamina or endurance. Stronger candidates referred to the increase in the number of red blood cells and oxygen-carrying capacity.
- (c)(i) Many candidates achieved at least one mark for explaining that muscular endurance was the ability to use or work muscles, but fewer candidates were able to expand on their answer with reference to the length of time or 'without getting tired'.
- (c)(ii) The majority of students were able to give a specific training method or way in which muscular endurance could be improved. The most popular response was weight training, which gained one mark. Fewer candidates gained the second mark by making reference to the intensity or duration of exercise.

#### **Question 4**

- (a)(i) Most candidates achieved one mark for identifying an effect of regular smoking but some struggled to add the extra detail to get the second mark.
- (a)(ii) There were some well developed answers to this question, with candidates clearly linking the effect to sports performance. However, a number of candidates only achieved one mark because they listed several short-term effects rather than describe one.
- (a)(iii) There were some good answers to this question, clearly linked to the effects on performance. However, a number of candidates only achieved one mark because they listed several long-term effects rather than describe one. Liver failure was the most common response.
- (b) Many candidates achieved full marks for this question. Almost all achieved at least two marks by saying 'carry with a straight back' and 'lift by bending the knees'. Some candidates did choose to answer using activity/sport-specific examples, eg carrying a javelin, but they were definitely in the minority.
- (c)(i) This question was answered well, with good descriptions of feedback. Weaker candidates listed types of feedback, which were only awarded one mark.
- (c)(ii) Candidates were able to define motivation in simple terms and language, eg a will to succeed, but did not always develop their answer to gain a second mark by adding that they will therefore make more effort.
- (c)(iii) This was the hardest part of the question. Candidates were able to provide examples of motivation, eg internal drive, but did not then link this to the effect on skill acquisition. Some candidates chose to use negative examples, which were acceptable.

#### **Question 5**

- (a)(i) This question was answered well, with many candidates able to give lots of examples of how schools promote participation. Some candidates chose to develop fewer examples but still achieved full marks. The most popular responses referred to the fact that schools provided a range of activities and that PE was compulsory.
- (a)(ii) Most candidates knew that extra-curricular activities took place outside the school timetable and achieved one mark. Not all candidates were then able to access the second mark because they referred to outside clubs and organisations, eg Sunday league football clubs.
- (b) This question was answered reasonably well but most candidates gained more marks for being aware of how attitudes have changed in terms of women's participation than they did for the awareness of the opportunities for women in the role of an official or in management.
- (c)(i) Some candidates misinterpreted this question and gave answers as to why leisure time was important and therefore did not achieve any marks. However, there were some well developed answers which gave good examples of why leisure time has increased, the most popular responses referring to improved technology and a shorter working week.
- (c)(ii) This was answered well and many candidates achieved full marks by describing the increased demand for leisure and the subsequent increase in profits.
- (d)(i) This question produced the weakest responses. The best answers were those that used an example from the outdoor and adventurous group, eg rock climbing representing a mental

challenge because of the height of the climb. The stronger candidates were able to gain full marks using other activities as examples.

- (d)(ii) Many candidates lost marks here through an inappropriate activity example. Some did gain one mark but many failed to develop their point. There was a surprising lack of understanding of this section of the specification.

### **Question 6**

- (a)(i) This question was answered well. Candidates had a sound knowledge of different situations involving sponsorship. The increased flexibility of the mark scheme allowing one situation and two examples or two situations and one example helped candidates achieve full marks.
- (a)(ii) Again this was answered well, although weaker candidates tended to give the opposite of their answer to part (i).
- (b) Generally a well answered question. The majority of students were able to identify different officials and outline their responsibilities. Some candidates did not understand the question and provided the names of officials who would officiate at a game, eg umpire or linesman, which received no marks.
- (c)(i)(ii) This question was poorly answered, with candidates lacking the detail needed for full marks and failing to link their answers to the effect on participation and interest. Weaker candidates achieved two marks in each part. They were able to name an effect and provide an example of media effects but did not develop this. Some candidates did not link their example to their initially stated effect, hence not achieving full marks.

## **Physical Education (Short Course) (3586/W)**

There were a number of gaps in the scripts of candidates this year as no responses were made for some parts of a question. In general the standard of the quality of written communication was predominantly at threshold performance, with a few at intermediate performance level and very few demonstrating the criteria for high performance.

### **Question 1**

- (a)(i) Generally well answered, with most candidates accessing the full two marks for describing good posture, even though some candidates gave a negative answer which described poor posture. Surprisingly, some candidates did not know what posture was and wrote their whole answer about body types.
- (a)(ii) The majority of candidates were able to access at least one mark, with the most common response referring to slouching.
- (a)(iii) This was the part of the question that some candidates found the most difficult as they were not able to explain muscle tone. Those that understood and adequately explained the term were often unable to explain how it can help with good posture.
- (b)(i) A very well-answered question as candidates were able to explain the term ‘balance’ accurately. The second part was well answered but there were a number of instances where candidates failed to provide a specific example from a physical activity and merely named the latter, with the most frequent being ‘gymnastics’.

- (b)(ii) A poorly-answered question. There were a number of instances of candidates who were unable to explain coordination and many confused the term with co-operation, particularly amongst team members, and went on to describe team tactics and set plays. In the second part a number of candidates failed to give a specific example and just named a physical activity.
- (c)(i) The majority of candidates clearly understood the term 'feedback' and gained both marks even though they tended to provide a scenario rather than provide an explanation. The most popular scenario was the coach giving a player information on their performance and telling them what they need to do to improve.
- (c)(ii) Well answered, as the majority of candidates understood the term motivation and could accurately define it.
- (c)(iii) Once again well answered, with candidates being aware that the greater the motivation the more willing and determined a performer will be to practise a skill and ultimately improve their acquisition of the skill.

### ***Question 2***

- (a)(i,ii,iii) Generally a well-answered first part to the question as the majority of candidates could accurately state the meaning of each of the terms 'frequency, intensity and duration'. However, a number of candidates failed to answer the second part of the question and did not go on to explain how overload could be used effectively for each term.
- (b)(i) A large number of candidates were unable to provide suitable or precise examples, with their responses being inaccurate or too vague, eg 'running'. This was mainly due to them not knowing what altitude training was.
- (b)(ii) This was a poorly answered part as many candidates were unable to explain altitude training. Those that understood the term gave excellent explanations, with the most frequent mark being awarded for training at high altitude where the 'air is thinner' and 'there is less oxygen'.
- (b)(iii) Those candidates that understood the term were able to give accurate and comprehensive examples of the benefits gained from altitude training, the most frequent response referring to increased oxygen-carrying capacity as a result of increased number of red blood cells.

### ***Question 3***

- (a)(i) Generally well answered, with the majority of candidates able to identify correctly at least two ways in which schools promote participation through timetabled PE lessons, with the most frequent response being that it is a compulsory subject and that schools offer a variety of sports/activities.
- (a)(ii) Once again generally well answered, with most candidates aware that extra-curricular activities are those that are in addition to the normal school timetable, and usually take place at lunchtime and after school. Candidates were also able to give a correct example.
- (b) This part of the question was often well answered, with candidates fully aware of how attitudes have changed in terms of women's participation and slightly less aware of the opportunities for women in management as well as their role as officials. Surprisingly, some candidates failed to write anything in response to the question.

- (c) The most popular response to this question referred to using the internet to find information and access revision sites. Many candidates answered in relation to technology rather than information technology and explained photo finishes, accurate timing and photo finish deciding the winner.
- (d) Varied responses were provided by candidates, with some not even attempting the question; others gave local or regional examples. The first part of the question concerned with activities growing in popularity was better answered, with the most frequent responses outlining the growth in the popularity of rugby following England winning the World Cup and women’s football due to Euro 2005 being held in England.

The second part of the question was not as well answered and candidates were unclear which activities are in decline. The most common answer correctly identified the decrease in popularity of boxing due to increased safety concerns and medical opinion of the inherent dangers.

## **Physical Education (Games) (Short Course) (3588/W)**

There were a number of gaps in the scripts of candidates this year as no responses were made for some parts of a question. In general the standard of the quality of written communication was predominantly at threshold performance, with a few at intermediate performance level and very few demonstrating the criteria for high performance.

### ***Question 1***

- (a)(i) Generally well answered, with most candidates accessing the full two marks for describing good posture, even though some candidates gave a negative answer which described poor posture. Surprisingly, some candidates did not know what posture was and wrote their whole answer about body types.
- (a)(ii) The majority of candidates were able to access at least one mark, with the most common response referring to slouching.
- (a)(iii) This was the part of the question that some candidates found the most difficult as they were not able to explain muscle tone. Those that understood and adequately explained the term were often unable to explain how it can help with good posture.
- (b)(i) A very well-answered question as candidates were able to explain the term ‘balance’ accurately. The second part was well answered but there were a number of instances where candidates failed to provide a specific example from a games activity and merely named the latter. Failure to use a games activity resulted in the loss of one mark.
- (b)(ii) A poorly-answered question. There were a number of instances of candidates who were unable to explain coordination and many confused the term with co-operation, particularly amongst team members, and went on to describe team tactics and set plays. In the second part a number of candidates failed to give a specific example and just named a games activity. Failure to use a games activity resulted in the loss of one mark.
- (c)(i) The majority of candidates clearly understood the term ‘feedback’ and gained both marks even though they tended to provide a scenario rather than provide an explanation. The most popular



scenario was the coach giving a player information on their performance and telling them what they need to do to improve.

- (c)(ii) Well answered, as the majority of candidates understood the term 'motivation' and could accurately define it.
- (c)(iii) Once again well answered, with candidates being aware that the greater the motivation the more willing and determined a performer will be to practise a skill and ultimately improve their acquisition of the skill.

### ***Question 2***

- (a)(i,ii,iii) Generally a well-answered first part to the question as the majority of candidates could accurately state the meaning of each of the terms 'frequency, intensity and duration'. However, a number of candidates failed to answer the second part of the question and did not go on to explain how overload could be used effectively for each term.
- (b)(i) A large number of candidates were unable to provide suitable or precise examples, with their responses being inaccurate or too vague, eg 'running'. This was mainly due to them not knowing what altitude training was.
- (b)(ii) This was a poorly answered part as many candidates were unable to explain altitude training. Those that understood the term gave excellent explanations, with the most frequent mark being awarded for training at high altitude where the 'air is thinner' and 'there is less oxygen'.
- (b)(iii) Those candidates that understood the term were able to give accurate and comprehensive examples of the benefits gained from altitude training, the most frequent response referring to increased oxygen-carrying capacity as a result of increased number of red blood cells.

### ***Question 3***

- (a)(i) Generally well answered, with the majority of candidates able to identify correctly at least two ways in which schools promote participation through timetabled PE lessons, with the most frequent response being that it is a compulsory subject and that schools offer a variety of sports/activities.
- (a)(ii) Once again generally well answered, with most candidates aware that extra-curricular activities are those that are in addition to the normal school timetable, and usually take place at lunchtime and after school. Candidates were also able to give a correct example.
- (b) This part of the question was often well answered, with candidates fully aware of how attitudes have changed in terms of women's participation and slightly less aware of the opportunities for women in management as well as their role as officials. Surprisingly, some candidates failed to write anything in response to the question.
- (c) The most popular response to this question referred to using the internet to find information and access revision sites. Many candidates answered in relation to technology rather than information technology and explained photo finishes, accurate timing and photo finish deciding the winner.

- (d) Varied responses were provided by candidates, with some not even attempting the question; others gave local or regional examples. The first part of the question concerned with activities growing in popularity was better answered, with the most frequent responses outlining the growth in the popularity of rugby following England winning the World Cup and women’s football due to Euro 2005 being held in England.

The second part of the question was not as well answered and candidates were unclear which activities are in decline. The most common answer correctly identified the decrease in popularity of boxing due to increased safety concerns and medical opinion of the inherent dangers.

# Mark Range and Award of Grades

## Full Course

### *Physical Education Specification A (3581)*

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3581/P Practical Assessment	480	480	371.2	59.8
Paper 3581/W Written Paper	105	320	184.9	62.4
Overall 3581	--	800	556.1	106.0

		Max. mark	A*	A	B	C	D	E	F	G
3581/P component boundary mark	raw	480	443	405	367	330	273	216	159	102
	scaled	480	443	405	367	330	273	216	159	102
3581/W component boundary mark	Raw	105	91	84	77	70	59	48	38	28
	scaled	320	277	256	235	213	180	146	116	85
Scaled boundary mark		800	689	638	587	536	449	362	275	188

Provisional statistics for the award

(26789 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	8.8	24.1	43.1	61.5	83.0	93.9	98.7	99.7

## Full Course

### Physical Education (Games) (3583)

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3583/P Practical Assessment	480	480	352.2	62.0
Paper 3583/W Written Paper	105	320	164.4	64.5
Overall 3583	--	800	516.6	109.8

		Max. mark	A*	A	B	C	D	E	F	G
3581/P component boundary mark	raw	480	443	405	367	330	273	216	159	102
	scaled	480	443	405	367	330	273	216	159	102
3581/W component boundary mark	Raw	105	90	83	76	69	58	47	37	27
	scaled	320	274	253	232	210	177	143	113	82
Scaled boundary mark		800	685	630	576	522	438	355	272	189

Provisional statistics for the award

(18352 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	4.3	15.3	32.5	51.7	76.0	90.4	97.2	99.4

## Short Course

### *Physical Education Specification A (3586)*

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3586/P Practical Assessment	280	282	181.7	38.6
Paper 3586/W Written Paper	53	188	92.8	40.6
Overall 3586	--	470	274.4	64.3

		Max. mark	A*	A	B	C	D	E	F	G
3586/P component boundary mark	raw	280	246	224	202	180	146	113	80	47
	scaled	282	248	226	203	181	147	114	81	47
3586/W component boundary mark	Raw	53	42	38	34	31	28	25	22	19
	scaled	188	149	135	121	110	99	89	78	67
Scaled boundary mark		470	374	343	313	284	242	200	159	118

Provisional statistics for the award

*(1439 candidates)*

	A*	A	B	C	D	E	F	G
Cumulative %	6.9	15.9	29.0	46.1	66.4	85.2	94.7	98.5

## Short Course

### *Physical Education (Games) (3588)*

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3588/P Practical Assessment	280	282	173.4	39.9
Paper 3588/W Written Paper	53	188	76.2	38.3
Overall 3588	--	470	249.6	65.4

		Max. mark	A*	A	B	C	D	E	F	G
3588/P component boundary mark	raw	280	246	224	202	180	146	113	80	47
	scaled	282	248	226	203	181	147	114	81	47
3588/W component boundary mark	Raw	53	41	37	33	30	27	24	21	18
	scaled	188	145	131	117	106	96	85	74	64
Scaled boundary mark		470	369	338	306	274	234	194	155	116

Provisional statistics for the award

(2596 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	3.6	9.7	22.3	37.8	60.1	79.5	91.6	97.6

## Definitions

**Boundary Mark:** the minimum (scaled) mark required by a candidate to qualify for a given grade. Although component grade boundaries are provided, these are advisory. Candidates' final grades depend only on their total marks for the subject.

**Mean Mark:** is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

**Standard Deviation:** a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidates lie in a range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).