



## **General Certificate of Secondary Education**

# **Physical Education Games 3583/W Full Course**

**Written paper**

## **Report on the Examination**

*2007 examination - June series*

Further copies of this Report are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres 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 centres 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  
*Dr Michael Cresswell Director General.*

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

### General

As in previous years there were a great number of candidates who gave extremely vague responses to many of the questions and consequently failed to achieve particularly good marks; mainly down to poor examination technique rather than pure lack of knowledge. This occurred in all parts of the question paper but was particularly common when responses required some form of description or explanation as candidates often just gave an unclear and/or vague statement but did not appear to link it to the actual question set. The general standard of QWC was poor with many candidates not capable of accurately copying the spelling of words which were contained within the question and some scripts were practically illegible which made reading them, to ascertain whether or not marks should be awarded, very difficult.

The majority of candidates were able to access the question paper and attempt to answer questions but there was clear evidence from some batches of scripts that some candidates were not fully prepared for the paper as their subject knowledge was very limited and they had little or no understanding of the specific terms used in the paper. It is still most concerning that many candidates do not know what the term 'fatigue' means but think it in some way refers to 'fat levels'.

There were far less rubric infringements from candidates referring to non game activities but this does not mean that they did not occur at times.

The format of the question paper, with questions very clearly broken down into specific parts and requirements for each part of the question being made clear, did mean that the overall standard of responses was clearly higher than in many previous papers.

### Question 1

- (a)(i) The vast majority of candidates were able to correctly state a reason for taking regular exercise (there were a worryingly large number of candidates who were not able to copy the correct spelling of exercise). Many of the candidates noted the World Health Organisation definition of health but the mark scheme did also allow for other more general statements to be accepted.
- (a)(ii) This part was less well answered as many candidates just reeled off a list of factors which categorised differences between different groups but did not link it back to the question and consider what effect this factor would have. Many just referred to 'somatotype' being a factor and identified one or more and then made sweeping generalisations about how this would affect the ability to exercise with no explanation or reasoning behind the initial statement.
- (b)(i) This part was not answered particularly well as not all candidates were able to state that power was a combination of speed and strength; there was no need to state that it should also be related to maximum levels. Some candidates attempted to answer by saying this was explosive strength but this also meant that they had not identified specifically what this was. The second part of the question was generally answered much better but there were also a large number of candidates who simply stated a sport or activity without identifying when power would be used by clarifying a phrase; for example a 'rugby scrum' rather than 'pushing in a scrum'. There were some examples of non game activities being cited in this question but as there was only one mark available no marks were deducted if this did happen.
- (b)(ii) Answered well by the majority of candidates although many did just repeat the question in their answer and did not refer to a stimulus or 'something' to be reacted to. The

examples given were generally accurate with the most popular response being to react to a starting gun.

- (c) Most candidates were able to make the link between strength and stamina affecting the ability to carry out everyday tasks and to also use an appropriate example to describe it. This was one of the questions which did also have vague responses given by some and there were also candidates who did not take note of the **everyday** reference but concentrated on sport specific examples.
- (d) The responses to part (d) were quite varied.
- (d)(i) Not many candidates were able to provide a succinct definition of good posture but they were able to adequately answer the question by using appropriate examples of good posture through the examples they chose to explain.
- (d)(ii) Less well answered as few candidates were able to identify the fact that muscle tone refers essentially to the tension remaining in the muscle or the fact that the muscles would be 'primed'. There were many repeats of the response given in part (i) and very vague references to the effect on posture which muscle tone might have.

## Question 2

- (a)(i)&(ii) Generally answered quite well but the general standard of spelling was very poor. A decision was made to give candidates the benefit of the doubt for 'tibula' and 'fibia' and positive marking was adopted for parts (i) and (ii). Bad spelling was considered when QWC marks were awarded. The majority of candidates were able to correctly identify the bones and muscles.
- (b)(i) Most candidates were able to give a basic explanation of extension but many were vague and their response could equally have applied to abduction!
- (b)(ii) Most candidates were able to give appropriate examples but these were often rather unclear with just an activity being identified as opposed to the 'sporting situation' being clearly identified.
- (b)(iii) The movement referred to was not always clarified and the benefit of the doubt was given to candidates for mentioning either the agonist or antagonist involved in the movement.
- (c) Answered with varying levels of success and proved to be a good differentiation question as the more able candidates were able to provide a fully detailed response.
- (c)(i) Generally very well answered
- (c)(ii) Not so well answered. Many candidates made very general comments regarding the pulse and that it can give indications of fitness levels but they did not link this in any way to detail of what the monitoring should be or of what a 'high' or 'low' pulse rate actually was. Many candidates were only successful in obtaining one general mark for this part of the question.

### Question 3

- (a)(i) Answered quite well by the majority of candidates. But many struggled to answer without just re-using the term specific and going on to clarify exactly what was meant by the term.
- (a)(ii) There were quite a large number of candidates who considered 'overload' to be 'overuse' and therefore something to be avoided. Candidates seemed to find it difficult to provide focused enough answers to attain both of the marks available for both parts of this question.
- (b)(i)&(ii) Answered well and candidates were able to clearly give the advantages for part (i) and disadvantages for part (ii). No explanation was required but candidates did need to be clear with their response rather than just using one word answers.
- (c)(i)&(ii) Candidates found part (c) to be quite challenging and did not always include sufficient detail in their responses to attain both of the marks. This was more common in part (ii) where many candidates made references to 'increasing training' which could have applied to strength as opposed to endurance in particular. There were also references to just 'doing more' or 'carrying on for longer'.
- (d)(i)&(ii) Few candidates were able to attain full marks as examples were given but they were not 'described' as the question requested. Most candidates just made vague responses to stretches performed whilst keeping still for static and performed whilst moving about for active and there was no real indication that they were really aware of what the terms actually meant.

### Question 4

- (a) The majority of candidates were aware of what RICE stood for but there were a few centres where none of the candidates were familiar with the term. Some candidates did consider that the E stood for evaluation rather than elevation.
- (b)(i) Most candidates were able to state what was meant by the term fatigue.
- (b)(ii) Not all candidates fully explained their answer by considering the effect on performance of their particularly identified activity. There were still an alarmingly high number of candidates who thought that fatigue did in some way refer to 'fat levels' or even body composition despite the fact that this point has been made in several past feedback reports. There were some rubric infringements on this question but if a non game activity was used to answer part (ii) and the rest of the response was correct a maximum of one mark was deducted.
- (c) Answered well by the majority of candidates but not all were able to either fully develop their answer or consider at least three separate factors in order to attain the full three marks available. Some candidates chose to consider the carrying of particular items, such as a javelin, and full credit was given for this when the response was a correct one.
- (d)(i) Responses were generally good although some candidates did not consider the short-term effects but went on to consider longer term ones.
- (d)(ii) This part was answered slightly less well as many candidates dwelt on the long-term effect but did not then go on to consider the effect this was likely to have on the sports performer.

### Question 5

- (a) Many candidates gave extremely general groups such as 'women' or referred to particular age groups such as 'young' or 'old' without being any more specific. In this instance a maximum of one mark was awarded.
- (b) The three parts of (b) were generally answered well.
  - (b)(i) Generally answered the best of the three sections.
  - (b)(ii) Many candidates failed to consider the importance of the school links with the sports clubs but merely considered the benefits which clubs may have to offer.
- (c)(i) The majority of candidates chose to refer to the Olympics as the major international sporting event but there were also some candidates who just named an activity such as 'football' and some others who did not take into account the need for the reference to be to an 'international event' but stated the Premier league for soccer.
- (c)(i)&(ii) Generally answered well but there were some candidates who struggled to think of three different advantages or disadvantages and began to repeat responses already made. Also some candidates failed to 'describe' but merely listed points such as 'terrorism' or 'debt' with no accompanying explanation at all.
- (d) Not answered particularly well, especially part (ii). Most candidates had a general idea of what a Centre of Excellence was but there were a great many very vague reasons given as to why they are used by national teams.

### Question 6

- (a)(i) The majority of candidates were aware of what etiquette was although there were still some candidates who did not seem aware of the term.
- (a)(ii) Examples given were generally good and the candidates did seem well capable of describing the example in sufficient detail to attain both of the marks available.
- (b)(i) Generally answered well by most candidates and quite a good variety of responses were given. Despite being told not to in the lead in to the question some candidates still considered transport and the provision of cars in their responses.
- (b)(ii) Also answered well with alcohol and tobacco being the most common forms identified but there were also references made to fast food providers which were also credited.
- (c)(i)&(ii) Answered very well by the majority of candidates who were clearly able to identify both the benefits and possible problems of having spectators at events in parts (i) and (ii).
- (d) Some candidates found this part more challenging as they became confused at times with the three essential elements required for a complete answer i.e. correctly identifying the event, correctly identifying the issue involved and then the further mark for correctly describing exactly what happened. The more able candidates were able to provide detailed and correct answers but the less able often wrote very confused and muddled responses with events, issues and facts being very confused.

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

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA website [www.aqa.org.uk/over/stat](http://www.aqa.org.uk/over/stat)