



General Certificate of Secondary Education

Physical Education 3586/W Short Course *Specification A*

Written paper

Report on the Examination

2007 examination - June series

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Physical Education (Short Course) (3586/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'.

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'.

- (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 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 was 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'.
- (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 muscles- 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) 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) Most candidates were able to state what was meant by the term fatigue.

- (d)(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!

Question 3

- (a) The three parts of (a) were generally answered well.
- (a)(i) Generally answered the best of the three sections.
- (a)(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.
- (b)(i) The majority of candidates were able to correctly state what a role model was with the most popular response being someone, 'looked up to'.
- (b)(ii) Answered less well as not all candidates identified the need to answer the question from the viewpoint of making an activity more popular but instead just considered role models in general. Many responses were quite complex rather than just giving some very basic and straightforward reasons.
- (c) Answers were quite varied as it was clear that some candidates did not have any basic knowledge of the role of governing bodies at all. Where candidates did display some knowledge many were unable to expand their responses sufficiently to 'describe' the different responsibilities in enough detail to attain both of the marks available but just stated something which was worth a basic one mark.
- (d) Responses contained quite a large amount of repetition in both parts of the question and candidates found it difficult to come up with separate points. Again, the need to 'explain' answers resulted in many candidates not being able to attain the full marks available with many scoring between one and three marks.

Mark Ranges and Award of Grades

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