

GCSE 2004

June Series



Report on the Examination

Physical Education

Specification B

- Full Course
- Short Course

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Specification B

Coursework

General Comments

AQA would like to thank all centres, teachers, moderators and team leaders for the immense amount of work that has been completed to support candidates taking part in the 2004 examinations for both the full and short courses. All must be thanked for their patience and professionalism in handling the paperwork, which this year was much better administered by all parties involved.

Standards in the majority of centres continue to be high and this year more centres showed a consistent use of the marking criteria. Again there was some outstanding work across the country and there are some very talented students out there. Well done!

The majority of moderation days are generally well run, well planned and well organised. However, some centres still do not provide identification or a progressive programme. In a minority of cases the purpose of the day is not expressed to the candidates and this is reflected in their attitude to the process.

Some centres are still prevented from showing certain activities because of pressure on indoor space being taken for exams etc. This is an ongoing problem but, where possible, the moderation should show at least two different activity areas.

Centres must remember that the moderation day is a great opportunity for centres to demonstrate good practice and celebrate achievement. Standardisation is still a key issue in the raising of standards. Best practice involves all members of staff who teach the GCSE courses being involved in the moderation process.

Generally the Analytical Investigations were much improved. However, there are still centres who have not attended a standardising meeting and the quality of some of their AIs reflected this. Those centres that did attend have encountered fewer problems. These centres need to address this next year, not only in the candidates' interest, but for their own professional development as well.

It is essential that the information in this report is shared with all relevant staff who are involved in delivering the exam.

Over the years there have developed some excellent working relationships between the moderators and the staff in the centres. It is appreciated by the moderating teams and it is very beneficial to all concerned, but especially to the candidates.

Specifically centres need to consider the following:-

- Attendance at teacher standardisation is essential for all centres new to the specification and for those that experienced problems with the practical or coursework in 2004.
- Rank orders should be prepared for the moderation process.
- If one member of the department attends the standardisation meeting he/she should then feed information back to the other members.
- The specification should be used at all times and teachers should always check that they have covered all aspects and requirements.
- All coursework should be internally standardised.

- The coursework adviser should be contacted over any issues with regard to the practical activities, AIs or PIPs.
- The correct paperwork should be used and completed.
NB A new Candidate Record Form that combines the Practical and AI/PIP will be used for 2005 and is available on the AQA website.

Practical component

In both the full and short courses this was the most competently-handled component, with some outstanding performances by students across the country. This year a wider range of activities was seen by the moderators and standards were generally improved.

It was felt that the grid, which was designed for making the marking easier for the centres, had made an impact in enabling centres to apply the practical marking criteria better and hence improve the level of success. However, some centres are still reluctant to give the appropriate marks when clearly the students have matched the criteria. This needs to be addressed so that **all** students are able to realise their maximum potential. Centres need to remember that each candidate individually should be assessed against the marking criteria and not against the centre's best performer in that activity.

More centres are aware of the need to reflect the full range of candidates' abilities and more are using an inclusive approach towards the activities, i.e. modification of physical activities where appropriate for the candidate(s).

New to the specification in 2003 on the practical side was the health and safety section. Centres generally showed clearly the health and safety section of the marks; however, this is still an area which needs to be further discussed at support meetings and standardisation meetings.

This year saw a change to only two activity areas, enabling candidates to demonstrate their strengths in certain areas and giving them the opportunity to achieve high marks by playing to those strengths. The changes to the Cross Country and Swimming criteria were much appreciated by the centres and benefited many students. Candidates are answering questions well on the day of moderation and are showing excellent leadership skills in leading warm-up sessions and officiating.

Analytical Investigation and Performance Improvement Programme

This year has seen an improvement in the AIs. However, there is still work to be done on the *audit* and the *evaluation* sections.

The new format seemed to help centres to apply the marking criteria and give the less able student accessibility to more marks. This year the standardisation meetings made use of exemplars with clear indication of why the marks had been awarded. These proved to be useful in helping centres to apply the marking criteria and to direct their students in their planning.

The five areas have allowed the candidate to clearly focus on each section, although there is still a need to identify clearly what is required at each section, especially the *audit*, *implementation* and *evaluation* sections. **It is the teacher's responsibility to guide the candidates in this area and to gain early advice from one of AQA's coursework advisers.**

The *audit* section was most commonly over-marked, probably through a lack of understanding of expectations. This was particularly noticeable in centres that had not attended standardisation. The *implementation* is the 'doing.' This is where centres award the marks for the candidate actually performing one of the roles; evidence of participation comes via a diary, log, photos or video. Some centres had asked students to put lesson plans in this section, whereas they should go in the planning.

The *evaluation* section was generally tackled poorly and this was where most students lost marks. Here it is necessary for candidates to evaluate the whole process in a critical way and suggest areas of improvement if they were to do the investigation again.

There were some exceptional AIs and PIPs, with much good use of ICT. However, some centres are still expecting too much of their candidates. They need to understand the criteria fully and apply them carefully. This will be an area which will continue to be addressed at standardisation meetings. Centres must continue to standardise internally in this area to ensure standards are maintained within each establishment, as well as for their own professional development.

A clearer structure of areas and requirements for the PIP is in the process of being refined and will be published as soon as possible.

Because of the size of entries across the country only a limited range of PIPs could be seen by moderators. Centres entering the short course had done well to apply the PIP criteria without specific standardisation material, but this will be addressed in the future. Some centres still allow candidates to start off approaching the PIP in the same way as an AI and then just stop it half way through. This is not good practice and centres should fully apply the PIP criteria and expectations. Guidance will be reinforced at standardisation meetings and support meetings and also through coursework advisers.

Paper 3582/W Full Course and Paper 3587/W Short Course

General

Section A devoted one question to each section of theory. Section B, having only three questions, did not have a question from “Factors Affecting Performance”.

Comments on the quality of work

The responses of candidates showed that the paper was taken by the full range of ability and that it was accessible to the majority of candidates, even though weaker candidates could not answer in the depth intended. However, the number of candidates achieving high marks has been disappointing. Many more could have scored more highly if only they had answered what was asked, if they picked up on key words and if they knew definitions from the specification. There appears to be plenty of knowledge but it has to relate to the question. This might be improved if candidates knew how to respond to questions asking why?, or how? Candidates should keep reminding themselves of the question so as to avoid going off at tangents, particularly in section B.

If candidates know the specification they will know the answers.

Candidates who choose, or are advised, to answer all section B questions may not gain the benefit they seek. To respond comprehensively there is only time to answer two.

Comments on the Paper / Questions

In general Question A1 was well answered; A2 and A3 were answered better than A4. As always there were sub-questions that were more successful than others. Notable weak questions, in terms of response, were A2(d), A3(d) and A4(d). In section B, B1 and B2 were popular, and generally well answered.

Good responses	Mixed responses	Poor responses
A1 (a) (b) (c)	A1 (di) (dii) (e)	
A2 (a)	A2 (b) (c) (e)	A2 (d)
A3 (a) (b) (e)	A3 (c)	A3 (d)
	A4 (b)(c) (e)	A4 (a) (d)
B1 (b)	B1 (a)	
B2 (a)	B2 (b)	
		B3 (a) (b)

General Comments on the Short Course

The format of the Short Course paper reflected the Full Course; that is, one question from each section of theory in Section A plus a choice in Section B. The standard of work in general was below that of the Full Course. Answers tended to be shorter, with less depth of knowledge, though there were some noticeable exceptions. When candidates in the Full Course may be scoring nine and ten marks on a particular question, it is likely that Short Course candidates will only be achieving six, seven or eight. Hence the number of higher grade passes is likely to be less in the Short Course when compared to the Full Course. Nevertheless, the 2004 paper provided a good opportunity to score high marks; since A4 from the full course was not included, nor the more difficult B3, candidates should have achieved well on the written component.

Question A1

a) Well answered.

Flexion, extension and rotation were among the most popular answers.

b) Well answered.

As expected most responses related to physical well-being. Social well-being was not a valid answer.

c) Well answered.

Candidates did not have much difficulty in giving three short-term effects of exercise, though some did not grasp the question properly and gave long-term effects. A recurring problem relates to the use of the term 'heavy breathing', which gains no marks.

d) i) Mixed responses.

Some activities such as football do use anaerobic respiration, though not exclusively, and were marked correct; running was not. An accurate response was sprinting.

ii) Mixed responses

Reference to 'no oxygen' or 'a lack of oxygen' needed to be part of a correct answer. Glucose/glycogen and lactic acid featured often in the remaining marks. A very detailed description of ATP/ADP breakdown was not essential.

e) Mixed responses.

There were two parts to this question, therefore both parts had to be attempted to gain full marks. There appeared to be few answers that responded well to both parts of the question. Generally a lack of specific detail was the cause of weak answers. Few answers referred to aspects of fitness in the first part or the methods of training in the second. In place, 'being able to carry out daily tasks' and 'regular exercise' were common answers respectively. Many candidates wasted effort on aspects of a healthy/balanced diet.

Question A2

- a) Well answered.

The most popular responses were the energy-providing food-types. Not understanding the key-word 'component' led to answers such as meat or vegetables.

- b) Mixed responses.

The most popular response was probably marathon/long distance runner. Others included basketballer; where high jumper was given a second mark was not awarded for long jumper. Gymnast was a common answer but was not valid. Inevitably some candidates confused ectomorph with endomorph.

- c) Mixed responses.

Again the key-word 'component' was important to the correct answer and many candidates mixed up components of skill with components of fitness and put strength, speed, stamina etc, or a mixture of the two.

- d) Poorly answered.

Candidates knew that the air was thinner, that there was less available oxygen but they did not say how these conditions affected performance at high altitude. Consequently very few marks were awarded. Many candidates continued by explaining why training at high altitude was good for performing on a return to low altitude/sea level, but this was not the question.

- e) Mixed responses.

When referring to principles, much use was made of the abbreviations SPORT and FITT. Specification B does not refer to tedium. Correct mention of the principles in the specification gained one mark. Explanations of the principles were generally good, though 'overload' and 'progression' were sometimes muddled. However, the majority of the marks had to be gained by showing how they could be applied through circuit training. This was rarely achieved successfully.

Question A3

- a) Well answered.

Referee was the most popular answer, but the spelling ...!

- b) Well answered.

Many candidates included "listening to the radio"; this was not rewarded as the marking principle was to concentrate on spectating to mean watching.

- c) Mixed responses.

Where answers were good they included such as coaching, commentating, physiotherapy; where answers were poor they included such as spectating, umpiring, semi-professional, amateur. To be correct the vocation had to be the primary focus of a person's working life and the main source of income, therefore chairman was not accepted.

d) Poorly answered.

One mark for this question was common. Overwhelmingly candidates failed to state how role models could influence participation. They failed to provide specific examples of positive or negative behaviour that might inspire or discourage participation. Instead candidates wrote reasons why they might want to be like a particular role model.

e) Well answered.

Candidates found it relatively easy to gain five marks; in many cases they were able to answer from personal experience. The answers had to be drawn from the social aspects of the theory, and not the physical, to be correct.

Question A4**a)** Poorly answered.

Only a minority of candidates identified a department of local government. Many offered “council” or “school”.

b) Mixed responses.

Correct answers tended to refer to “improving performance” and “improving motivation”, or “try harder” and “achievement”. Wrong answers arose from interpreting award to mean ‘prize’ or ‘payment’.

c) Mixed responses.

Problems occurred when candidates answered with regard to people (eg coaches) rather than places (eg at clubs). Where candidates gave three examples of the same thing (eg 3 x national sport centres) they gained only one mark.

d) Poorly answered.

Many candidates did not know about the Countryside Agency; they did not know that it is different from sport governing bodies in its role. In general, better candidates referred to opening or promoting the countryside, while others referred to the activities that could be found in the open spaces/country, and some just guessed.

e) Mixed responses.

Two and three marks were often gained by reference to taxes, the lottery, sponsorship or grants. Gambling appeared less frequently. However, it was rare to find candidates relating the source of finance to either local or national government. A high proportion of candidates thought money was raised by a variety of fund-raising, or sponsored, events. Uninvited answers included what governments did with the money, such as how they promoted physical activities.

Question B1

Probably the second most popular section B question.

a)

Candidates understood the question and were able to identify the changes that took place in the circulatory and respiratory systems during exercise. This part of the question gave candidates the opportunity to show what they knew about basic physiology. There was scope for lots of detail and for the most part candidates who answered this question wrote extensively. However, some did ...

- give lengthy descriptions of how these systems work normally;
- mix up the systems;
- refer to long term changes.

b)

Generally well answered. The responses to this part of the question relied heavily on being able to write a sufficient number of points of advice to secure 6, 7 or 8 marks without repetition or over-elaboration on any one point. The abbreviations SPORT / FITT appeared again on some scripts, but in this case the concept of tedium was valid if explained in the context of engaging in exercise that will be stimulating/enjoyable/sustainable.

[Both parts of the question had to be answered to gain the full 15 marks].

Question B2

Probably the most popular section B question.

a)

Candidates understood the question and gave in-depth answers, especially in respect of the influence of the family. The influence of friends tended to focus on peer-pressure to conform to what a group of friends approved or did. There was a temptation to repeat an answer by using the negative perspective. The most difficult answers to mark were those where candidates answered about family and friends together, rather than independently.

b)

Many of the candidates were not able to provide the depth of answer necessary to secure 6, 7 or 8 marks. Answers were often limited to media influence on popularising sports/events, creating role models or destructively bringing sport/characters into disrepute. The roles of the various arms of the media to inform, report, advise, educate and entertain were not always well explored. The phrasing of the question was (wrongly) interpreted by some candidates to mean how might their participation/performance as a player be influenced if they were under the spotlight of the media.

[Both parts of the question had to be answered to gain the full 15 marks].

Question B3

Probably the least popular question, and poorest quality answer, in section B.

a)

The stem of the question was intended to direct candidates to respond about opportunities for competition at a local level for junior and adult amateurs. However, this was not the case and marking had to take into account the opportunities for the provision of finance, facilities and coaching as well. Even so, it was poorly answered as few organisations/providers were identified, and there appeared to be little knowledge about the structures in place within the schools, youth service, leisure service and district governing bodies to provide for sports participation.

b)

Frequently this part of B3 was a repetition of part (a) as candidates could not distinguish between 'local' and 'national', or the hierarchy of performance/standards, and so answers became muddled. At best, more able candidates outlined progressive routeways for elite performers and the opportunities that are available to them in terms of finance, facilities coaching and competition – all to the highest standards in order to encourage excellence and success. Weaker candidates could not see much further than the emergence of scouts looking for new football talent and the proliferation of sponsorships.

[Both parts of the question had to be answered to gain the full 15 marks].

Mark Ranges and Award of Grades

Full Course

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3582/C Coursework	63	64	43.1	16.0
Paper 3582/P Practical Assessment	100	160	133.4	18.0
Paper 3582/W Written Paper	94	96	40.8	14.6
Overall 3582	--	320	217.3	39.6

		Max. mark	A*	A	B	C	D	E	F	G
3582/C component boundary mark	raw	63	59	54	49	44	36	29	22	15
	scaled	64	60	55	50	45	37	29	22	15
3582/P component boundary mark	raw	100	100	90	80	70	58	47	36	25
	scaled	160	160	144	128	112	93	75	58	40
3582/W component boundary mark	raw	94	78	72	66	60	50	40	30	20
	scaled	96	80	74	67	61	51	41	31	20
Scaled boundary mark		320	269	249	231	213	179	145	111	77

Provisional statistics for the award

(6587 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	8.6	22.5	38.8	55.7	80.1	93.6	98.7	99.8

Short Course

Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
Paper 3587/C Coursework	63	64	31.7	15.0
Paper 3587/P Practical Assessment	50	160	106.2	26.9
Paper 3587/W Written Paper	47	96	37.6	15.1
Overall 3587	--	320	175.5	45.3

		Max. mark	A*	A	B	C	D	E	F	G
3587/C component boundary mark	raw	63	59	54	49	44	36	28	21	14
	scaled	64	60	55	50	45	37	28	21	14
3587/P component boundary mark	raw	50	50	45	40	35	29	23	18	13
	scaled	160	160	144	128	112	93	74	58	42
3587/W component boundary mark	raw	47	40	36	32	29	24	19	15	11
	scaled	96	82	74	65	59	49	39	31	22
Scaled boundary mark		320	259	240	223	206	174	142	110	78

Provisional statistics for the award

(430 candidates)

	A*	A	B	C	D	E	F	G
Cumulative %	2.1	6.5	15.3	27.2	49.5	73.7	91.9	97.9

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).