



General Certificate of Secondary Education

Physical Education 3587

Specification B

Report on the Examination

2007 examination - June series

- 3587/W Short Course

Further copies of this Report on the Examination are available to download from the AQA Website:
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 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General.

Short Course Paper 3587/W

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 may be less in the short course when compared to the full course. Nevertheless, the 2007 paper provided a good opportunity to score high marks; the questions on the full course paper that attracted the best responses were those that also appeared on the short course paper. Candidates should have achieved well on the written component.

Comments on the paper/questions

A1

- a) Well answered.
Most candidates were able to give an acceptable response (eg the beat/ pumping of the heart) though an accurate definition was rare.
- b) Well answered.
While answers were generally good, many candidates put upper and lower body respectively which was considered too vague.
- c) Well answered.
Answers were generally good featuring most commonly ...increased heart rate and breathing rate, red face, hot and sweating. Some candidates did not think solely of the short term and in error put longer term benefits.
- d) (i) Mixed response.
Without knowing precisely what lactic acid is, many candidates were able to recognize that it related to anaerobic respiration.
- (ii) Mixed response.
Most candidates recognized that performance would be hindered and were able to score one mark by referring to '*tired*' or '*pain*'. Many achieved two or three marks in this part of the question, though '*cramp*' was often mistaken as an effect.
- e) Well answered.
Whilst there was good knowledge about the heart and the circulatory system, some candidates misread the question to mean the inclusion of the respiratory system as well. Whilst recognizing that the two are linked, answers related to lungs/ breathing and respiratory capacities were not credited. Some believed that an individual would live longer, whilst the more enlightened stated that the risk of heart attacks and strokes could be reduced.

Most candidates had little difficulty in picking up at least three marks and there were many maximums.

A2

- a)** Well answered.
No real problem with this question.
- b)** Poorly answered.
Often just one mark gained for something along the lines of '*getting paid*'. Very few candidates expanded on this.
- c)** Well answered.
There appeared to be plenty of scope for candidates to present different activities that may be possible in mountain environments. Similar answers such as skiing and snowboarding were bracketed together. Alternatively, candidates could explain the availability of natural facilities that enable activities to take place.
- d)** Well answered.
By identifying the existence of a role other than judging, together with an explanation of that role the candidate could score two marks ... therefore a repetition of the process for another role and the maximum had been scored. Both parts of the question had to be answered for full marks. A list of four roles was enough to score only three marks because both parts of the question had not been answered.
Where candidates had trouble with this question, the approach to an answer focused on explaining how judging operates, or outlining examples of judging other than in gymnastics.
- e)** Well answered.
However, many candidates read this as bringing harm as in injury to themselves or others. To be correct answers had to relate to bringing disrepute to sport and had to be focused on front-line participants rather than spectators.
There was some repetition of cheating through its various guises.

B1

Probably the least attempted section B question.

a) Poorly answered.

This was rarely answered well. Only a few candidates secured a significant number of marks. Many candidates gave accurate information on bone and muscle but irrelevant to the question. Candidates failed to identify skeletal and muscular reasons that determine suppleness. Some mention of joint types, elasticity of connective tissues (tendon and ligament) and the stretch capability of muscles were the most likely factors of the two systems to gain marks.

However... tests to measure suppleness were well known, particularly the '*sit and reach test*'. Marks for this part of the question could be gained for naming the test, describing the test procedures, how suppleness was measured, and a conclusion arising from the measurement. It was the last element that candidates most commonly failed to include.

It was possible to give more than one test of suppleness.

b) Well answered.

Generally candidates who had struggled to gain some marks in part (a) recovered with good answers to part (b). Many of the marks for B1 by weaker candidates were gained in this section.

Candidates were very knowledgeable about the benefits of good general physical fitness. It was intended that answers should focus on the benefits to a healthy/ active lifestyle and consequently answers pointing to improvements in bodily system function were restricted. This didn't prove to be a significant disadvantage to candidates.

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

B2

Probably the most popular Section B question.

a) Mixed response.

Too many candidates made the simple mistake of not reading the question correctly and began an answer *why* role models are good for encouraging participation rather than focusing on *how*. This was a question about what role models do to promote sport at a national level.

Most candidates were able to piece together three or four marks. Some candidates concentrated on the irrelevant digression of youngsters looking up to role models. Another aspect that seemed to acquire its own importance was the link between role models and commercialism, the association of famous names with branded sports goods – where in fact the promotion was geared towards the product and the trade name rather than towards sport – sport only getting the publicity by its association. Only the most able were able to distinguish this clearly.

b) Well answered.

From the general level of response to this question it was both reassuring and encouraging to know that the part school can play, and indeed is playing, in engaging the minds and bodies of young people in sport and physical activity is being effective. Across the ability range, candidates were able to respond with a range of strategies schools (PE departments in the main) use to encourage awareness and participation.

There were probably more maximum scores on this question, mainly achieved through part (b), compared to the other two.

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

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA website.