



General Certificate of Secondary Education

Physical Education 3587

Specification B

Report on the Examination

2008 examination – June series

- 3587/W Short Course

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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. While many candidates in the full course scored nine and ten marks on a particular question, short course candidates tended to achieve six, seven or eight. Nevertheless, the 2008 paper provided a good opportunity to score high marks; and the questions on the full course paper that attracted the best responses were those that also appeared on the short course paper.

Comments on the quality of work

Candidates' responses showed that the question paper was taken by the full range of ability and that it was accessible to the majority of candidates. There was a good spread of marks and a higher 'mean' than in many of the previous years. Very few questions were left un-attempted, though some of the weaker candidates could not answer in the depth intended. The number of candidates achieving high marks has been encouraging this year. The general quality of responses has been of a good standard, but for future improvement it would help if candidates read and re-read the question, then concisely related their answer to what was asked without repetition or deviation. Writing too much can still be a problem but many candidates have not yet mastered the technique of writing in bullet points. Questions beginning with why or how are best approached by responding with "because..." and "by..."

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

As always there were sub-questions that were more successful than others. In section B, B1 was the most popular and the best answered. Some key aspects of theory were not known (eg the role of governments in sport promotion, provision and enhancement) whereas others were secure (eg first aid).

Question	Good responses	Mixed responses	Poor responses
A1	(a) (ci) (cii)	(b) (di) (e)	(dii)
A2	(a) (b)	(c) (d)	(e)
B1	(a)	(b)	
B2	(a)	(b)	

A1

- a)** Well answered.
The majority of candidates were able to identify 'tendon' as the structure attaching muscle to bone; where the answer was wrong, ligament was often the answer given.
- b)** Mixed response
The most common answers were cardiovascular and respiratory. Quite a number of candidates focused on the word "movement" and responded by offering "skeletal" and "muscular" systems instead of recognizing the key word "energy". Another response as a result of not reading the question properly was to identify 'aerobic' and 'anaerobic systems of energy production'.
- c) (i)** Well answered
The most popular response was ball & socket, a few did refer to synovial joint.
- (ii)** Well answered.
The most popular responses were flexion, extension, abduction and adduction. Less able candidates tended to use simple responses like up, down, forwards and backwards.
- d) (i)** Mixed response.
The majority of candidates realised that local muscular stamina enabled an athlete to keep going, or work for longer. However, only a few more able candidates referred to maintaining muscle contraction.
- (ii)** Poorly answered.
Candidates tended to refer to a cardio-vascular stamina based test, examples given included: Bleep Test, Step Test and the Cooper Run. Only the more able candidates were able to relate to time (how long) and reps (how many) in the performance of a specific exercise for measuring local muscular stamina.
- e)** Mixed response.
The answers required were the physiological basis of becoming tired. Candidates were able to identify that fatigue occurred due to muscles no longer working: due to a lack of oxygen and the build up of an oxygen debt; due to the build up of lactic acid; due to exhausting energy/ glycogen supplies and due to dehydration.

Where responses were mixed it was usually because circumstantial reasons were given. For example, "worked too hard", "not slept", and "not eaten".

A2

- a) Well answered.
The most popular responses were: organise fixtures/ sort paperwork out/ deal with the finances and make sure rules are followed. "Administrates" was not the answer sought.
- b) Well answered.
Candidates did not appear to have any difficulty giving reasons for watching sport. Most popular responses were: for entertainment/ for enjoyment and to learn.
- c) Mixed response
This question was about "*how*" (minority) groups such as senior citizens can be encouraged. i.e. *what* can be *done* to encourage, rather than about why they ought to be encouraged (which is about the benefits). Once this distinction was realised, answers were generally appropriate. Most popular responses were: special times/ reduced rates/ special classes/ available transport/ special equipment. Some candidates identified 'other' groups including women and children/ young people.
- d) Mixed response.
The most popular responses were: lose weight/ gain confidence/ enjoyment/ set a target/ achieve a personal goal/ get fitter/ improve performance.
- The main problem was repetition.
- e) Poorly answered.
Some candidates did not relate their answer to the question. The answers needed to explain "*how*" television increases the enjoyment of sport and physical activity. It was not about viewers enjoying TV. Once this distinction was realised, answers were generally appropriate.

The more able candidates were able to identify the different ways sport can be enjoyed through the provision of: highlights/ action replays/ interviews/ commentary/ documentaries. Answers of a very general nature were given nominated credit.

Few candidates achieved maximum marks.

B1

This was the most popular section B question.

a) Well answered.

This focused on the physiology section (9.1) of the Specification, therefore answers from another perspective (e.g. psychology or sociology) gained nominal credit.

The question gave great scope for answers and lists were common. A resultant problem is candidates' repetition within these lists. If candidates were able to produce meaningful stems plus bullet points with a verb, the problem may well be reduced.

However, in the main, candidates understood the question and were able to identify the long-term benefits of regular exercise. The most popular responses were: larger, stronger heart; increased stroke volume/ increased cardiac output/ lower BP/ lower resting heart rate/ increased vital capacity, increased VO_2 Max/ stronger muscles/ increased fitness (stamina, strength, suppleness)/ reduced chance of illness/ reduced chance of heart attack / look good/ feel good.

b) Mixed response.

Some candidates did not appear to understand this question. They did not recognise the importance of the key words "physical activity programme". If they had, perhaps they would not have focused so strongly on diet, smoking and drugs.

Main responses related to: the principles of training/ warm up & cool down/ safety issues: clothing, jewellery etc.

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

B2

a) Well answered.

As “economics” is a keyword from Section 9.3 of the Specification, candidates should have understood the basis of the question.

Candidates understood the question and were able to identify how money was essential to participation in sport for: equipment/ facilities/ transport/ coaching/ club membership, or that limited income created obstacles to participation.

b) Mixed response.

“Environment” is another keyword from the same section of the Specification, focusing on how the environment influences the opportunities for, and the access to, *participation* in a number of physical activities and brings the social environment into consideration. Whereas in section 9.2, “environment” focuses on affects on performance of physical activity, for better or worse.

Candidates were able to identify the physical structure of the land/ weather/ climate as influences on participation in specific sports. Those candidates who opted to present their response as “in town you can... whereas in the countryside you can’t...” tended to generate repetition.

There tended to be an even spread of marks across (a) and (b) up to 8, 9 or 10. Many candidates lacked the detailed knowledge needed to go beyond this in either subsection.

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

Mark Ranges and Award of Grades

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