



General Certificate of Secondary Education

Physical Education 48901
Short Course

Written Paper

Report on the Examination

2010 examination – June series

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Physical Education (48901)**General**

Candidates with a range of ability seemed to have taken the paper and the full range of marks was achieved. There was no evidence to indicate that candidates struggled to complete the paper within the time allocated. This was a new style of paper with the introduction of a multiple choice section and longer answer questions based on a scenario.

Comments on individual questions**Questions 1 – 5**

The multiple choice section of the paper was answered well.

Question 6

- (a) A number of candidates confused timing either with reaction time or made reference to the use of a stopwatch to time the length of the activity. Practical examples were varied and usually consisted of a description of a games player timing their action to strike a ball.
- (b) This question was answered reasonably well with some good examples though some candidates did not use an example from a practical activity and commented on running in and out of cones. Weaker answers simply named an activity rather than relating their specific example across both parts of the question.

Question 7

- (a) This question was answered poorly and few achieved full marks. The question examined material new to the specification. Candidates knowledge of the Healthy Schools programme was limited to taking exercise and eating a balanced diet.
- (b) 'Healthy Eating' and 'Physical Activity' were the most popular themes identified by candidates but descriptions were limited. A number of candidates referred to the PESSCL strategy in error. This was generally a poorly answered question indicating a lack of knowledge of this aspect of the specification.

Question 8

Generally this question was answered well but some candidates made no attempt to answer the question at all.

Question 9

Candidates tended to focus their answers relating to bias by editing either in a positive or negative way on behalf of the director. More able candidates referred to the use of camera angles and slow motion replays to influence the viewer. Some candidates misinterpreted the question and answered how sport would be influenced instead of how sport would be seen by viewers.

Question 10

- (a) Generally answered well. Most candidates referred to earning a qualification and using it to progress into employment or onto higher education courses.
- (b) Candidates focussed their answers going into detail on how John would improve his performance levels by training to improve fitness and skills. Poorer responses made limited reference to the information given in the scenario or made reference to the Physical Activity Policy.

Question 11

- (a) Most candidates who offered a response knew how to calculate maximum heart rate. Credit was given for stating the formula.
- (b) This question required candidates to answer in continuous prose and most attempted to do this, though weaker candidates used bullet points to answer the question. This is the first time that marks for Quality of Written Communication (QWC) have been embedded into the level descriptors. A lot of candidates scored no or few marks as they did not understand the difference between a training session and a training programme. Candidates earned some marks when the principles of training were just stated but to achieve higher marks these needed to be applied to an appropriate training method. Very few candidates made use of the information on John's gender, age or physique that were included in the scenario or made any reference to a timescale for the training programme. Some candidates did earn an additional mark for the Quality of Written Communication (QWC) but in some cases were already at the top of the level so could not be raised into the next level. This question did differentiate to allow the more able candidates to achieve higher marks. Very few candidates made no attempt to answer the question at all.

Mark Ranges and Award of Grades

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