



**General Certificate of Secondary Education  
June 2011**

**Physical Education 48905**

**(Specification 4890)**

**Unit 5: Knowledge and Understanding for the  
Involved Participant (Double Award)**

***Report on the Examination***

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## **Physical Education (48905)**

### **General comments**

The paper was generally well answered and was accessible to all candidates. There were some challenging questions which allowed for differentiation across the full ability range. Most candidates attempted every question and there were not many blank responses. There were a noticeable number of good quality responses. There was no evidence to suggest that candidates struggled to complete the paper within the allotted time.

Many candidates had a good knowledge of the specification and often wrote far more than was required, filling all available spaces and requesting additional pages. Seldom did the additional pages increase the final score as maximum marks had been awarded in the space allocated on the paper.

### **Comments on individual questions**

#### **Question 1**

- (a) This was well answered and four safety measures were easily identified.
- (b) Although extremely well answered, two common errors included:
- candidates mentioning the prevention of injury as part of the answer even though it was part of the question
  - candidates referring to 'gets the heart pumping' or 'the heart pumps oxygen around the body' rather than increases heart blood flow or increases oxygen flow to the muscles.

#### **Question 2**

This question discriminated well.

- (a) This question proved difficult for many candidates. Many were not able to define and give an example of whole practice. Some candidates did not realise that it was a method of practice for skill acquisition and they confused it with participating in a whole training session or a game.
- (b) This was the least well answered question on the paper. Those who understood what was meant by whole practice made a good attempt. Few candidates scored full marks, although many candidates gained a mark for identifying the repetition of the skill. The more able candidates referred to the feel or flow of the movement.
- (c) (i) A large number of candidates did not score a mark on this question.
- (c) (ii) Candidates that could name another type of practice generally did well, especially those who named part practice. Candidates who chose other types of practice often struggled to give explained responses and two relevant examples. A few candidates referred to open and closed skills for variable and fixed practices.

**Question 3**

- (a) This was a well answered question with candidates clearly identifying why appropriate verbal communication should be used. Most candidates also made the link to coaching beginners.
- (b) A well answered question with the majority of the candidates referring to demonstrations/videos and manual guidance in their answer. Some candidates did not gain full marks due to repetition. For example, giving two examples of demonstration; either by teacher demonstration and DVD/video.

**Question 4**

- (a) A very well answered question clearly demonstrating that candidates had a good knowledge of why people participate in physical activity. The vast majority were able to link the reason for participating and then expand on this to the benefits of participating.
- (b) The first part was very well answered with candidates mentioning 'speed play', changing pace and distance, or describing a fartlek training session. The second part was less well answered. A few candidates did not refer to a games player or did not explain why it was an effective training method, as they failed to make the connection. Those candidates that did answer the question well referred to mimicking the game or replicating the game situation. A few candidates mentioned energy systems although many described the roles of individual players and their change of pace in different situations.
- (c) Candidates knowledge and description of the stork stand test was very good. A number of candidates provided more detail in their response than was required. The second part of the question proved more challenging, although many candidates correctly used the example of a gymnast balancing on a beam. Only the more able candidates actually linked the test to how it could be used to improve performance. It was a case of applying knowledge rather than just describing the test.

**Question 5**

- (a) This question was very well answered. Only a few candidates referred to warming up (in the question) and stretching which resulted in no marks.
- (b) This question was also very well answered with candidates describing a problem if a safety precaution is not followed.
- (c) A well answered question which demonstrated candidates' knowledge and understanding of the phases of a warm-down and the reasons for doing so. The remainder of the question allowed for differentiation between candidates. Many candidates scored maximum marks displaying in-depth knowledge and application.
- (d) (i) The majority of candidates knew that hypothermia was the rapid or excessive cooling of the body or body temperature below 35°C, however, many failed to state how this condition was caused. A number of candidates referred to 'hyperthermia' which is not in the specification.
- (d) (ii) Candidates showed good knowledge and scored highly on this question. Many candidates mentioned more than the required two actions.

### Question 6

- (a) A well answered question with many candidates clearly identifying three hazards.
- (b) A very well answered question with the majority of candidates gaining full marks. Two qualities were identified and well explained. The most popular answers were organisational, leadership, time management and communication skills.
- (c) (i) Three food types were identified by the vast majority of candidates. Many candidates listed more than the required three food types.
- (c) (ii) This was a challenging question that required candidates to answer in continuous prose. More able candidates identified at least three components of a balanced diet and fully explained how each could improve an athlete's performance. There were some very detailed and applied answers which fully warranted maximum marks. Weaker candidates could either only explain one or partially explain two components of a balanced diet.
- Despite demonstrating a good knowledge of diet and nutrition, some candidates were only able to access the lower band of marks. Although these candidates could recall learnt information, they failed to answer the question and explain how a balanced diet could improve performance by applying their knowledge.
- This question differentiated well and the more able candidates gained high marks. Very few candidates did not attempt this question.
- (d) This question required candidates to write in continuous prose and in general was answered better than 6(c)(ii). Although candidates gave examples of how the athletics competition could be improved for next year, they did not always justify these examples with an explanation. Many candidates suggested extending or introducing non-athletic events to make the event more popular. In general, candidates achieving a Level 3 answer explained points regarding sponsorship, advertising, role models, entry fees, monitoring and evaluating the previous year's event.

Questions 6(c)(ii) and 6(d) required candidates to write in continuous prose. Most candidates did write in continuous prose, though weaker candidates used bullet points to write their answers. Candidates should be advised not to use bullet points when answering the continuous prose questions as these questions assess candidates on their ability to use good English, organise information clearly and use specialist vocabulary where appropriate.

### Mark Ranges and Award of Grades

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