



GCSE **Physical Education**

8582/2

Report on the examination

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General Comments

Overall students covered the full range of questions. The quality and size of the handwriting was once again an extremely difficult issue to deal with for examiners. This was exacerbated when students had written their responses in very light blue pen. This meant that when this was scanned for marking it was very faint and very difficult to read. Students should be reminded to write in black ink as is requested on the paper instructions.

A number of students wrote outside of the lines allocated for a response and often did not indicate where this was continued. Students need to be reminded to do this so that examiners can easily find all of their work.

The extra space at the back of the exam booklet was used to continue responses which made marking of these significantly easier and these were numbered correctly in the majority of cases. This is something that centres need to stress to students so that they do not miss out on marks available to them as a small number of students did not number their extra work or used an incorrect question number.

Multiple Choice Questions (1-5)

On this unit, questions 1 to 5 were multiple choice questions in this series. Questions 1, 2 and 5 were the questions best answered with a success rate of over 90%. Whilst question 4 was the least well answered.

QUESTION 6

The majority of students accurately drew the inverted-U curve and labelled the axes correctly to gain both marks. Students who did not gain the full two marks on offer either labelled the axes incorrectly or did not label the axes at all.

QUESTION 7.1

The majority of students were able to correctly define that ability was an inherited trait. Other common acceptable answers referred to it being inherited from their parents or passed down through the genes from their parents. The majority of incorrect responses referred to 'having a lot of skill at something,' 'being skilful' or 'being highly skilled.' A small number of students read the question wrong and defined agility rather than ability.

QUESTION 7.2

Students used a wide range of complex skills from different sports. The most common responses were triple jump and pole vault from athletics and rugby or football tackle. The common justification for these skills were the number of decisions that needed to be made and that practice was needed or that they were learned over time. If students did not qualify how long that it had be learned it was not credited as all skills are learned. Students often described the actions and movements rather than just say it was the coordination of several movements

but that was still credited. A small number of students incorrectly stated a sport e.g. tennis rather than a particular skill which was asked for in the question. These responses received no credit at all due to a skill not being given.

QUESTION 7.3

A greater number of students in this question just gave a sport such as darts or archery rather than giving a skill which was asked for in the question which resulted in them gaining zero marks. Dart throw or golf putt were by far the most common correct responses for the example amongst students. Where a correct example was given the vast majority of students did gain further marks by correctly identifying was completed using small muscle groups and precise movements.

QUESTION 8.1

This question was answered well with students explaining that there was an increase in red blood cells resulting in more oxygen being delivered to the working muscles which meant that the swimmer could swim for longer without tiring. Some students lost the second mark because they just said more oxygen or more blood being transported around the body which were not accepted. A small number of students described the process of blood doping rather than how it would improve performance which was not creditworthy.

QUESTION 8.2

This question proved problematic for students. Many students gave a wide variety of advantages of taking PEDs. However, far too many of these were linked to improved chance of success which was in the question so could not be credited. Examples such as 'gain more strength/speed,' 'reduce nerves,' or 'make them more aggressive' as a result gained zero marks. The most common correct responses were increased fame and increased wealth or sponsorship. Fewer students achieved the third mark by saying to feel as if they were on a level playing field.

QUESTION 8.3

Most students were able to state three negative effects on a performer being caught taking PEDs. The most common responses were being banned or disqualified, receiving a fine, damaging their reputation or losing sponsorship. Some students misinterpreted the question and identified negative physical effects of taking PEDs which did not link to being caught taking them.

QUESTION 8.4

Many students were able to identify two prohibited substances with the most common responses being anabolic agents, beta blockers and stimulants. A small number of students identified blood doping which was not creditworthy as it is not a prohibited substance. Students were often able to describe what the substance did but did not always identify how that would improve performance which resulted in the extra mark not being awarded.

QUESTION 9.1

This question was answered well by most students with a lot achieving maximum marks. The most common responses of positive effects of sponsorship on a performer were more money, free clothing, free equipment and increased popularity. Some students did identify positive effects for the sport or the sponsor rather than the performer which gained zero marks.

QUESTION 9.2

The vast majority of students were able to access at least one mark on this question with most common responses being increased pressure on the officials, officials being subjected to criticism or online abuse and a decline in reputation. A number of students referred to the negative effects on the players or sport rather than the officials.

QUESTION 9.3

Similar to 9.2 most students were able to identify at least one positive effect of the media on officials. The most common responses where it can make the official famous, provide the technology to help them make decisions and highlight good decisions the officials make. Once again though a number of students incorrectly linked their response to performers or sport rather than officials.

QUESTION 9.4

There was a mixed response to this question. Less successful students focused on the term the golden triangle saying that sponsorship, sport and media were linked but did not describe how they helped each other. Stronger students kept their descriptions simple but clearly focused and often gained full marks by writing as little as four sentences. Common responses were, sponsors provide sport with money and equipment, sponsors gain publicity by advertise their brand on sports kit, the media pays sport to cover it, and media shows sport and can increase viewing figures.

QUESTION 10

This question was really well answered with the vast majority of students identifying how technology helped with a sporting example. Many different examples of technology were identified including performance trackers, video replays, footage to review decisions (VAR and Hawkeye). However, in some cases students just said technology helps a performer without describing what it was.

QUESTION 11

Most students were able to correctly identify that an extrovert was better suited to basketball which meant they could then access the remaining marks. The most common responses used to justify their choice were, it is a team sport, and extroverts like to interact with others and that extroverts tend to be talkative and good at communication. A small number of students mentioned that extroverts also liked high arousal activities which is what basketball is. Other than introvert, the most common incorrect responses was when students stated extrinsic rather than extrovert or identified a body type (ectomorph) rather than a personality type.

QUESTION 12.1

Most students were able to explain manual and visual guidance accurately. With manual guidance they explained that the coach physically guides the player through the action and added the detail needed for the second mark so they could understand how the movement should feel. With visual guidance they could describe it but did not always extend their explanation to include copying it or putting it into practice for the second mark.

QUESTION 12.2

Most students were able to access a mark for identifying that a beginner may not be able to understand verbal guidance as too many instructions or that the beginner would not know specific terminology. Students struggled to gain the second mark as they linked to other forms of guidance or did not explain that this could demotivate the beginner.

QUESTION 13.1

Many students surprisingly gave the consequences of a sedentary lifestyle as their answers rather than why a 14-year-old may start to lead a sedentary lifestyle. This resulted in a high number of students scoring zero. The most popular correct responses were that friends/peers/parents did not take part in physical activity, so they did the same; increased workload at school gave them reduced time for activity; and students spending too much time online, using social media or gaming.

QUESTION 13.2

This question was answered well by the majority of students with the most common responses being diabetes, obesity, stroke and depression. Some students did give heart attack which was a repeat from the question and not accepted.

QUESTION 13.3

Most students were able to identify two positive effects of staying hydrated but did not gain the additional mark as it was not linked to the impact this had on performance. The most common positive effects identified were, temperature regulation, remaining mentally alert, blood not becoming viscous and avoiding cramp and headaches.

QUESTION 14

Students were more able to discuss the effectiveness of alcohol restrictions rather than banning orders. A common response was that alcohol was not allowed to be consumed in stadiums which led to a reduction in hooliganism. The other point commonly made was that spectators could drink elsewhere which resulted in excessive consumption which could still lead to disorder at the match. With respect to banning orders the most common response was that known hooligans who had been convicted of football related violence could be banned. A few students then went on to say that others may take their place and hooliganism may still occur. However, quite often students did not get a further mark for this part of the question.

QUESTION 15

Students answered this question well and were able to explain what aggression is and the more able could identify the difference between direct and indirect aggression.

Level 3 responses were able to give specific examples of the different types of aggression and the impact that could have on their performance. They also were able to discuss in detail the positive and negative effects of both types of aggression.

Level 1 and 2 responses tended to focus on the negative effects of aggression only. They also did not clearly identify the difference between direct and indirect aggression and discussed aggression in general.

Some students confused aggression with arousal and discussed this. Whilst a small number of students did not refer to football and talked about aggression in other activities which limited the number of marks they could access.

QUESTION 16

There were some excellent detailed responses to this 9-mark extended response question. Overall, there was less zero-mark responses and fewer examples of the students not attempting the question than in previous years.

Level 1 responses focussed on identifying what optimal arousal level was, naming different stress management techniques and what goal setting was. There was limited application to the 100m sprinter.

Level 2 responses showed more application to a 100m sprinter by explaining over arousal could lead to a false start and under arousal could lead to a slow start. Stress management techniques were explained and applied. The use of SMART targets to maximise performance was also explained. There was some analysis but often only for one or two aspects.

Level 3 responses showed detailed knowledge and application of optimal arousal levels, stress management techniques and goal setting. Level of analysis was high and well-reasoned including how training could be planned with targets to maximise performance.

Mark Ranges and Award of Grades

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