GCE EXAMINERS' REPORTS

GCE (New)
PHYSICAL EDUCATION
AS/Advanced

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**Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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There were some excellent papers, whereby candidates demonstrated detailed knowledge and understanding of many topics. However, there was also a great deal of superficial answers with candidates often only achieving AO1 and on occasion AO2 marks. It is suggested that candidates are made aware of the assessment objective weightings for the paper and have a greater understanding of the command words e.g. outline/explain/discuss etc. and more importantly have the knowledge, understanding and examples to answer the requirements of the question.

1a Describe what is happening to the levels of cognitive and somatic anxiety as shown in figure 1. (3)

The majority of candidates achieved at least 2 out of 3 marks, with many achieving a maximum of 3. This was a data response question requiring interpretation of the graph.

1b Identify which of the following characteristics is associated with somatic anxiety. (1)

There were very few candidates who achieved a mark for this multiple-choice question. There was a definite lack of knowledge from many centres and it seems many candidates guessed incorrectly.

1c Using Figure 2, outline how levels of arousal can affect sporting performance. Provide examples to support your answer. (6)

The initial 3 marks for this question was for correctly interpreting the diagram of the inverted U and describing how levels of arousal can affect sporting performance, many candidates were successful in this. However, numerous candidates failed to use appropriate examples as the question demanded, hence achieving 0/3 marks for the remainder of the question. Often when examples were provided they were weak or didn’t cover all three aspects of the arousal.

2a Identify and explain one strategy a performer could use to speed up recovery after a training session or match. (2)

This question was generally well answered with centres demonstrating good knowledge and understanding of a recovery process.
2b. Discuss the use of continuous training when developing match fitness for a games player. (6)

This was generally a poorly answered question, with many candidates failing to achieve 3 marks. The majority of candidates picked up a mark for explaining a benefit of continuous training e.g. improves aerobic performance, but knowledge and understanding about intensity, duration and a discussion regarding the unsuitability for continuous training for games players were rarely seen.

2c. Discuss the types of practice a coach could use to enhance the learning of skills within a sporting activity. Justify your answer with the use of examples. (6)

As with the previous question, 2c also required more detailed knowledge and understanding because of the ‘discuss’ command word. Candidates demonstrated some knowledge of types of practice, but information provided was generally superficial in nature with many achieving 2 marks or less. Also there was often knowledge of the practice, but it was not linked to a specific skill, with little if any discussion evident.

3a. Describe one of the factors that affects the participation in sport of disadvantaged groups.

Candidates were required to select one area from opportunity, provision or esteem; disappointingly a sizable number of candidates chose elements of each and therefore were not awarded marks. Of the correct answers, the main factor chosen was ‘opportunity’ although there were only a small number of candidates achieving a maximum of 3 marks.

3b. Outline three factors that have contributed to the development of professional sports in the 19th and early 20th centuries. (3)

This question was reasonably well answered, with a large number of candidates achieving 2 marks. Some failed to read the question correctly and answered the question as if it was modern sport e.g. Sky TV money etc. and not the rise of professionalism from the 19th and early 20th century.

3c. Analyse the role played by the Public Schools and universities in the development of sports during the 19th century. (6)

This was the 3rd question with an AO3 command word (Analyse) and again the response in terms of detail was generally disappointing. Although most candidates achieved some marks, the majority failed to achieve more than 2 marks. There was some knowledge of how both public schools and universities contributed to the development of sport but there was a lack of specific detail and examples.

4a. Coaches will often use reinforcement to enhance learning. Explain, using examples from sport the different types of reinforcement. (2)

Many candidates had knowledge and understanding of positive reinforcement but less so of negative. In a large number of instances, candidates failed to provide an example as the question demanded and despite having the information correct, no example meant 0 mark.
4b. Discuss the advantages and disadvantages of the various motivational strategies a coach or teacher could use when developing sporting performance. (8)

Another question, where the majority of candidates failed to achieve half marks. There was some knowledge and understanding of the various motivational strategies, but there was limited discussion in terms of providing positive and negative aspects.

5a. Complete Table 1 identifying the articulating bones, the joint action and the type of muscular contraction occurring at the knee joint. (3)

A large number of candidates correctly identified flexion as the movement pattern, however very few were successful in identifying the articulating bones or the type of contraction.

5b. Identify which of the following characteristics is associated with fast twitch (Type II fibres) (Tick the appropriate box) (1)

Many candidates successfully identified ‘fatigue quickly’ as the correct answer.

5c. Describe a method of training likely to enhance type IIb muscle fibres (2)

For many candidates, there was basic knowledge and understanding of an anaerobic method of training. Candidates generally described a method of training but there was only basic information provided. There was some reference to intensity, time etc. but the information is superficial and lacks detail. To achieve 2 marks, specific detail in terms of % of maximum, number of sets, repetitions etc. was required.

5d. Explain why the consumption of nutrients and re-hydrating, immediately after exercise can aid the recovery process. (4)

The majority of candidates had good knowledge and understanding of how nutrients can aid the recovery process, however there was limited awareness of the benefits of re-hydrating. Hence most achieved no more than 2 marks.

6. Discuss how coaches use performance analysis to develop sports performers before, during and after competition. Provide examples where appropriate. (16)

Inevitably this question elicited the largest variation in terms of levels of response. Most candidates had knowledge and understanding of the various performance analysis techniques but lots of information was largely superficial and lacking the necessary detail. The discussion element of the question was regarding how coaches actually use the information in terms of team tactics, individual technique etc. Again many candidates failed to address this element of the question in sufficient detail, to achieve more than 2 marks of a possible 8 for AO3.
The first series of practical moderations were conducted without any major problems. Moderations were organised on a cluster basis with the majority being hosted by schools/colleges. Two cluster moderations took place in Cardiff Metropolitan University taking advantage of the excellent facilities available. Moderators and centres worked well together to ensure that moderations ran smoothly, were successful and candidates fairly treated. Many thanks to the centres who hosted moderations, facilitating smooth running days, enabling the candidates and teachers to have a positive and beneficial experience.

**Practical Performance**

A full range of activities were moderated either through ‘live’ performance on the day or through video evidence. When moderating through video evidence the candidates should be present to discuss their performance with the moderator. The majority of candidates came fully prepared and performed to the best of their ability. Some outstanding examples of practical performance were viewed, the moderation providing an opportunity for candidates to demonstrate their high levels of performance. The majority of candidates choose to be assessed in the major games of Rugby Union, Association Football, Netball and Hockey, with Gaelic Football being the most popular activity in Northern Ireland. Application of assessment criteria in these activities was largely accurate with the majority of candidates placed in the correct Band. Assessment of off-site activities was less accurate, with a tendency to be over-generous in marks awarded. A small number of candidates showing athletics and swimming candidates and assessed as being in Band 4 were unable to deliver times/distances that would justify their marks. Candidates must be assessed on their current rather than previous performance, with times/distance data being taken from performances completed within the current academic year. The quality of the video evidence was variable. Where the evidence was comprehensive i.e. showing candidates in both a practice and competitive situation along with supplementary evidence such as competition results, handicap cards etc. it supported the mark given. Staff should remind their candidates that there should be evidence of them performing at the standard required to justify their mark e.g. in adventurous activities performing more advanced techniques in the appropriate environment if the candidate has been awarded a mark within Band 4. Few centres provided evidence of collaboration with external coaches in the assessment of these activities.
Coaching/Officiating

Similarly to the Legacy specification coaching remains the more popular option for the candidates. Many candidates choosing this option are experienced coaches, who have developed their coaching skills by assisting with extra-curricular activities/5x60 sessions in their schools, or coach regularly within their sporting clubs. These candidates often delivered progressive sessions demonstrating excellent communication, appropriate organisational skills and high quality feedback. The assessment of coaching was largely accurate, however there was a tendency for schools to ‘play safe’ in this first year of this specification with many staff opting to place candidates in Band 2, where candidates demonstrated many aspects of Band 3 criteria. Candidates assessed by moderators as being in the lower bands often delivered sessions that lacked progression with little intervention by the coach. The assessment of officiating was less accurate, with a tendency to be over generous. In games activities many candidates who were placed in Band 4 failed to demonstrate excellence in use of hand signals, whistle, giving verbal instructions and appropriate movement around the field of play. However, those candidates who officiate on a regular basis were able to access all of the Band 3 criteria, showing evidence of excellent knowledge and application of rules along with appropriate officiating skills. Candidates being assessed in off-site activities should ensure that they have video evidence of their coaching/officiating to support the mark awarded.

Personal Performance Profile

The Personal Performance Profile (PPP) supports the candidates’ practical performance, encouraging candidates to analyse and evaluate their strengths and areas in need of development. Therefore the focus needs to be on the activity in which the candidate is being assessed. A small number of candidates had completed their PPP in a different practical activity. In the assessment of the ‘analysis of performance’ the two aspects that failed to meet the criteria to achieve Band 3 tended to be in the candidates’ self-analysis and the critical analysis of relevant theory and its application to effects on performance. To achieve Band 3 in self-analysis there needs to be both subjective and objective analysis of performance i.e. fitness testing, skills testing, performance analysis and coach feedback. Most candidates made reference to appropriate theory but failed to critically analyse its application to their performance. Similarly in the ‘evaluation’ aspect most candidates struggled to satisfy the criteria of evaluating the underpinning theory and giving detailed and realistic recommendation to improving future performance. Evaluations were generally too descriptive and needed further in-depth discussion to achieve the top band. Performance analysis allows candidates to gather more meaningful data relating to their performance. Quantitative analysis was heavily reliant on data derived from fitness testing. The majority of candidates scored more highly in the analysis of performance as opposed to the evaluation aspect.