



GCE EXAMINERS' REPORTS

**GCE
PHYSICAL EDUCATION
AS/Advanced**

SUMMER 2023

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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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PHYSICAL EDUCATION

General Certificate of Education

Summer 2023

Advanced Subsidiary/Advanced

UNIT 1: EXPLORING PHYSICAL EDUCATION

General Comments

The percentage of attempts was high throughout the questions. This is the trend you would expect from an AS qualification.

The facility factor was fairly stable around 50% apart from a few odd questions which were the multiple choice and data driven questions.

In general, the levers question was answered poorly. The Marking Scheme was opened up to allow more access to the Marking Scheme.

When use of examples was needed, they were generally poorly used.

Most of the marks are awarded on the second half of this paper.

Comments on individual questions/sections

- Q1**
- (a)** Excellent success rate.
 - (b)** Excellent success rate.
 - (c)** This question was poorly answered. Many candidates did not know what time motion analysis was. The responses were very much generic towards analysis. Benefits were generally answered using the team selection response. Limitations seemed to focus on expense rather than the more detailed limitations of the package. Most discussion remained in the 1 or 2 marks that were given for a one-sided response.
- Q2**
- (a)** Joint action was fairly successful. Agonists was poorly answered. Type of contraction was well answered.
 - (b)** Nearly all candidates could identify the type of fibre used on the rings. Many could explain how they aided performance. Few could relate these to the characteristics. If they did it was for the fibre size rather than any of the others.
 - (c)** The Marking Scheme was adapted to suit the question asked. The question was not detailed enough to isolate one type of lever so had to be either 1 or 2. This, in general, was answered with a good spread from candidates. Many could not accurately analyse the mechanical advantage, but many had a good knowledge of the component parts of a lever.

- Q3**
- (a)** Excellent success rate.
 - (b)** A good spread of knowledge from many candidates. The AO1 marks for describing the characteristics were strong. Most answers used 'strong need to succeed' and 'highly stressed.' Sporting examples were weaker from candidates and at times not attempted even though the question specifically asked for them.
 - (c)** A good spread of responses from many candidates. The AO3 marks were mainly for a competitive edge (Eustress) and nervousness and somatic symptoms for distress. Distress seemed to be answered with more success. Examples were not commonly used to aid the discussion on the impact on sporting performance.
- Q4**
- (a)** A well answered question in terms of AO1's with a high success rate for these. Candidates commonly had a good understanding of the basic use of protein and carbohydrates and the need for them. Cool down seemed to be brushed over a little more. The explanation of how they are needed was slightly weaker and at times they did not address both nutrition and cool down. Nutrition seemed to be the more favoured topic.
 - (b)** This was an AO1, 2 and 3 question. Many candidates could easily answer the Band 1 responses and at times they hit Band 2. There were few occasions where Band 3 AO3 was achieved. Candidates could not link energy systems with the development of a training programme in terms of fitness level, intensity, and duration. They seemed to keep it very AO1 based with knowledge of what the energy systems are. They did not respond to the question asked.
- Q5**
- (a)** Understanding of the types of guidance was good. The relationship to the stage of learning was also solid although the cognitive stage of learning was better than the autonomous. AO3 content was also stronger than the AO2. The AO2 required examples, and this was poorly undertaken by many.
 - (b)** A poorly answered question. Some candidates did not have a clear idea of what massed practice was. Their interpretation of it was a long session rather than that stated in the Marking Scheme. The explanation was generally focused on basic fitness development points rather than any other information.
- Q6** This question needed a socio-cultural and political emphasis on modern sport. This was, in general, poorly answered.

Many could give basic points on gender and discrimination. Many gave a one-sided response. Many candidates used valid examples of political factors that have made a huge impact on modern sport; however, they did not relate this to the impact it made on sport but just listed moments in time. Some candidates went to the public schools and listed information about the 3 stages. This, at times, was made relevant to the question, but not often. It became a story telling response rather than a concise and accurate relationship to the question asked, which was the influence in a positive and negative way.

Very few entered into Band 3.

Summary of key points

Candidates need to ensure they read questions and break down what is required of them in their response. Understanding command words should aid this. Candidates should make a plan for the extended writing questions and ensure they use sporting examples when they are required to support their answer.

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UNIT 2: IMPROVING PERFORMANCE IN PHYSICAL EDUCATION

General Comments

In 2023, most centres had live practical moderation days. Some centres with small numbers opted for remote moderation and used video evidence for moderation.

CPD at the start of the year ensured that centres were aware of the protocols for both. Most centres followed correct protocol and ensured effective organisation of the live moderation days and remote moderation days respectively.

2023 also saw a return of the coaching module which had been removed as a result of the pandemic. Administration continues to improve, with very few centres missing the submission date for the PEASU2 forms. Centres are reminded that the lead moderator should, whenever possible, be informed prior to the day of candidates who are unable to participate in/attend the moderation.

Centres are also reminded of the need to film the live moderation day in its entirety and then submit this film to the moderator within a week of the moderation taking place. A small minority failed to complete this.

A small minority of centres failed to provide medical certificates for candidates unable to perform on the moderation day. Medical certificates are required for any candidate unable to participate through illness or injury. These should be presented to moderators at the start of the moderation day so that there is time to organise alternative arrangements.

Comments on individual questions/sections

Practical Performance

Assessment of practical activities continues to improve in accuracy with nearly all assessments in the correct band. The best video evidence included video footage of the candidate in a variety of Rich Tasks / competitive situations. Major games are still the most popular activities. Application of assessment criteria in these activities was largely accurate with the majority of candidates placed in the correct band. The majority of candidates were assessed as being in Band 4 or top of Band 3. Very few candidates were assessed as being in Band 2.

Coaching / Officiating

Coaching remains the more popular option for candidates. Candidates assessed as being in the top band delivered progressive sessions demonstrating excellent communication, appropriate organisational skills, and high-quality feedback.

The assessment of coaching was largely accurate with the majority of candidates being assessed at Band 3. Candidates assessed by moderators as being in the lower bands often delivered sessions that lacked progression with little intervention by the coach. Most candidates who opted for officiating officiate on a regular basis. Candidates who officiate on a regular basis were also more secure in the correct application of rules, their movement around the field of play and in the use of correct hand signals. 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

Assessment of the Personal Performance Profile (PPP) continues to improve in terms of accuracy and standardisation. The majority of work was assessed as being at the top of Band 2/bottom of Band 3. A small minority of candidates struggled to produce any quantitative data. This was often due to the nature of the sport / activity itself. Some centres overcame this issue by getting candidates to include objective data e.g., fitness/skill test results and performance analysis statistics, along with informative coach feedback. They used this information to set appropriate SMART targets which usually included at least one technical and one physical fitness target. Candidates at the top end applied the relevant theory when justifying their target selection.

The evaluation aspect continues to be the weaker area of the PPP. This is particularly the case where the evaluation of relevant quantitative data is concerned. High performing practical athletes had less issues with this type of data because of their exposure to it in a practical setting.

Summary of key points

The coaching / officiating element returned for all AS candidates. Coaching still remains the option that is chosen by the majority of candidates.

Effective organisation by centres of moderation days continues to ensure the smooth running of the day, allowing candidates to perform to the best of their ability. Medical certificates should be submitted to the lead moderator at the start of the moderation day for candidates who are unable to perform on the moderation day.

Centres are encouraged to annotate candidates' Personal Performance Profiles to highlight where marks have been awarded. Centres are also encouraged to ensure that all video evidence clearly shows where and why candidates have accessed certain marks. Including Rich Tasks / performance in competitive environments will help to facilitate this.

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UNIT 3: EVALUATING PHYSICAL EDUCATION

General Comments

Many candidates presented good examination papers and were able to display a sound level of knowledge across the range of questions. The percentage of questions attempted by all candidates was very high, with the highest attempted questions being Q1(b) (99.3%) and Q5 (99.5%), whilst the lowest attempted question was Q3(c) (90.8%) and Q4(c)(ii) (93.9%).

In general, candidates' ability to understand the requirements of a question was pleasing and they showed a good understanding of the Assessment Objectives and associated command words.

AO1 marks were awarded for candidates displaying good knowledge of the topics.

AO2 marks were awarded where candidates were able to explain and provide examples to reinforce the points made in their answer.

AO3 marks were awarded where candidates were able to analyse and discuss the topics within the question.

Where candidate answers were weaker there was a lack of detailed knowledge evident, questions had not been carefully read, answers were superficial or did not meet the criteria to, for example, analyse, discuss, describe, or explain the relevant topic. Candidates should support answers with a relevant current sporting example or refer to relevant theories where this is specifically asked for in the question.

There were 14 questions in total and the mean mark was higher than 50% in 11/14 questions and lower than 50% in 3/14 questions. Q1(b) had the highest mean (66.4%) whilst the lowest mean was Q3 (c) (46.7%). The medium of entry provides interesting statistical comparisons. English medium candidates had a higher percentage attempt rate on 13/14 questions than Welsh medium candidates.

The mean mark was below 50% in 3/14 questions for English medium candidates, whilst the mean mark was below 50% in 8/14 questions for Welsh medium candidates.

Many of the questions have now moved to a more open marking system where, for example, on a 6-mark question, there would be: -

- 1-2 marks for a basic answer
- 3-4 marks for a good answer
- 5-6 marks for a detailed answer.

This format allows for a fairer potential mark allocation.

Comments on individual questions/sections

- Q1 (a)** This question required knowledge of the short-term responses that occur in both the cardiac and neuromuscular systems. There were four marks available on a 1-2 basic and 3-4 detailed and the command word 'outline' being AO1. There were some good answers, but many candidates were not able to access full marks. The main reason was that candidates did not provide responses for both systems. Answers that named cardio-respiratory responses, such as increased capillarisation in the muscles, were not awarded credit for these answers. There was also a lack of knowledge and providing examples that repeated the same point. Candidates could have accessed 4 marks by giving a detailed outline of, for example, two cardiac and one neuromuscular response.

Mean mark = 2.2 Attempt % = 98.5

- (b)** This question was very well answered by some candidates, but other candidates did not have sufficient knowledge to access the higher marks. This was in the main because the descriptions of the carbo-loading process were generic with little reference to time scale and percentage. The basic requirement for this answer was a description of the 3 phases, deplete, taper, and replenish, in the carbo-loading process.

Mean mark = 2.7 Attempt % = 99.3

- (c)** This question was, generally, well answered by a large number of candidates. These candidates were able to provide relevant comparisons of both similarities and differences for the Professional and Amateur sprinters using the data from both figure 2 and 3. The weaker answers tended to focus on either similarities or differences and tended to focus on one set of data. In the weaker answers no data at all was included to support the answer.

Mean mark = 3.7 Attempt % = 97.3

- Q2 (a)** There were 4 marks available on a 1-2 basic and 3-4 detailed format with the command word 'explain' being AO2. There was one A01 mark available for naming the three stages of the triadic model. The candidates that provided a detailed answer to this question were able to explain the three phases in detail and many candidates provided accurate examples to support their answer. The weaker answers only identified or provided an outline explanation.

Mean mark = 2.7 Attempt % = 97.6

- (b)** This was another question where detailed knowledge of the topic was vital to secure high marks. There were some answers that showed good knowledge of persuasive communication and crucially, how it could be used by a coach. A number of candidates were able to access the higher marks by referencing 'the message, persuader, recipients and situation. In addition, the better answer also included reference to Cognitive Dissonance.

Mean mark = 2.1 Attempt % = 98.8

- (c) This question was generally well answered at a basic level where a generic outline was given. Many candidates did not provide enough detailed knowledge in relation to an understanding of momentum.

Candidates needed to show how momentum is important in contact sports and relate their answers to impact.

Candidates that did not refer specifically to Rugby but were able to show how an understanding of momentum in other sports is important were awarded marks. A basic answer would require the mass momentum = mass x velocity formula.

Mean mark = 1.9 Attempt % = 97.7

- (d) There were six marks available on a 1-2 basic, 3-4 good, 5-6 detailed and the command word 'describe' being AO1.

Many candidates provided a good answer to this question. Candidates were able to describe the long-term adaptations to the cardio-respiratory system. Most of the candidates referred to the cardiac adaptations with limited reference to respiratory adaptations. The answers that only referred to one system were restricted to a good description (3-4 marks). Marks were not awarded to candidates who identified short term adaptations or adaptations that were relevant to the vascular or muscular systems.

There were some candidates who confused the effects of the adaptations with the actual adaptation itself and therefore, were not able to access all the marks available.

Mean mark = 4.0 Attempt% = 97.5

- Q3** (a) This was a question with the potential for very good marks and in general, there were a number of good responses. Many answers made reference to the credit worthy points in the Marking Scheme and also, for example, explained that memory allows us to chunk and chain information. The candidates whose answers were awarded basic marks provided a description of the either the whole or part of the model in Figure 4. This was not directly relevant to the question. Credit was given for amplification and a relevant example of the role of memory.

Mean mark = 2.0 Attempt % = 96.7

- (b) This question was well answered. Most candidates were able to identify strategies that can be used to control aggression. Punishment and controlling arousal levels were popular answers. Examples of Cognitive and Somatic strategies were also included by some candidates in the answers. Many examples from a sporting context were provided to support candidates answers.

Mean mark = 3.6 Attempt % = 97.9

- (c) This was the first of four banded questions in the paper. There were eight AO2 marks allocated with 1-2 for 'Limited' explanation, 4-6 for 'Good' explanation and 7-8 for 'Excellent' explanation. This mark allocation format allows a potential for candidates providing a good answer to achieve 6/8 marks (75% of this particular question total).

There were some good answers seen in this question by a number of candidates. However, these answers tended to be limited to Band 2. Many candidates were able, generally, to explain how a coach could use their knowledge of the theory to improve performance. The very good answers were able to access Band 3 because they showed detailed explanations of how a coach could use their knowledge of attribution theory along with an excellent understanding and examples. Some candidates were able to extend their answers to show how a coach could improve performance by attribution retraining, mastery orientation, and self-serving bias.

Mean mark = 3.7 Attempt % = 90.8

- Q.4 (a)** This was a relatively straightforward question. However, within the marking framework those candidates that mainly described the different types of feedback were limited to 1-2 marks (basic). In order to access the higher tier, 3-4 marks, candidates needed to show how a coach could use feedback to motivate a performer and describe, for example, the role of praise and error detection. The better answers also included knowledge about how a performer's stage of learning, the type of activity or performer personality could influence how feedback is used. Relevant examples always support a candidate's answer in these types of questions.

Mean mark = 2.3 Attempt % = 97.8

- (b) This was the second banded question in this paper. The AOs were split between AO1 and AO2. In Band 2 there were 2-3 marks available for AO1 and 2-3 marks also for AO2. The 7th and 8th marks were allocated to Band 3 in AO3 and were available for excellent explanations of how a coach could develop team cohesion. The answers restricted to Band 1 were done so because they had limited knowledge and explanations. There was some reference to task and social cohesion along with group faults and motivational losses from candidates who were able to access Band 2. The better answers in Band 3 included knowledge and explanations of how, for example, leadership style could be a factor. There were answers also in Band 3 that included excellent detail about factors such as Ringelmann effect and social loafing.

Mean mark = 3.8 Attempt % = 96.1

- (c) This was the third banded question in this paper. Limited answers were placed in Band 1 (1-3 marks). 'Good' analysis was able to access Band 2 and 'Excellent' analysis was able to access Band 3. In order to access Band 3, candidates needed to reference the terminology from Chelladurai's model. These answers were able to analyse how Situational characteristics, Leader characteristics and Member characteristics influenced the leader's behaviour in terms of the Required behaviour, Actual behaviour and Preferred behaviour. The use of examples and reference to a variety of leadership styles within different context was required to access the top marks. A number of candidates were able to access Band 2 but did not have the detailed knowledge or examination technique to meet the requirements needed to access Band 3.

Mean mark = 3.9 Attempt % = 93.9

- Q.5** The final banded question was, in the main, well answered by a large number of candidates. The advanced information provided to schools prior to the examination had a positive influence on the answers.

A large number of candidates had been made aware by centres that they need to present a counter argument and include terms like 'however' or 'on the other hand' in the essay in order for it to be a discussion of the topic.

Many candidates were able to access the full marks that had been allocated for AO1 (2-3 marks, Band 2) by showing good knowledge and understanding of the effects of media and commercialisation on sportsmanship.

For the AO3 mark allocation the answers were mainly restricted to Band 2 because candidates failed to discuss in depth both sides of the argument.

The candidates who were able to access Band 3 were able to do so because they discussed in detail how the media and commercialisation has influenced sportsmanship.

Crucially, Band 3 answers were able to provide current and relevant sporting examples. Answers were restricted to Band 1 if they only provided limited knowledge of either media, commercialisation or sponsorship. Some candidates were only able to discuss sponsorship and were therefore limited to Band 1.

Mean mark = 10.7 Attempt % = 99.5

Summary of key points

- Candidates who answered Q5 at the start of the examination performed well in this paper. The candidates who left Q5 until the end of the paper tended to rush the answer or even, some ran out of time.
- Some candidates do not answer questions as a whole and jumped from e.g., Q1 (a) to Q3 (b) and Q4 (c). There were some candidates who when taking this approach, did not answer every question. It is more difficult to keep track of which questions have been answered with this technique.

- Up to Question 3(c) in the examination paper there were 10 questions, with a total value of 50/90 marks. The remaining four questions carried 40/90 marks and were, therefore, vital for those candidates who wished to secure the higher grades. Three of these questions were banded and heavily weighted to AO2 and AO3 criteria.
- Question 4(b), 4(c) and 5 carries a total of 36/90 marks, 40% of the total for this paper.
- This Unit 3 paper carries 36% weighting of the total qualification and therefore, questions 4(b), 4(c) and 5 alone were worth 14.4% of the total qualification.
- These are examination techniques candidates need to consider in future examinations.

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UNIT 4: REFINING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

General Comments

Most centres displayed effective organisation of the moderation day which helped the moderation day to run smoothly. Their contribution continues to be greatly appreciated. Administrative procedures were generally very good, with most centres submitting the PEA4 forms to WJEC on or before the published submission date.

Centres are reminded that the moderator should be informed as early as possible of candidates who are unable to participate/attend the moderation. Official medical certificates are required for any candidate unable to participate through illness or injury.

Centres are reminded to film the entire moderation day and submit this evidence to the moderator within a week of the moderation taking place. A small number of centres failed to adhere to this process. In 2023, most centres opted for live practical moderation days. Some centres with small numbers opted for remote moderation and used video evidence for moderation. CPD at the start of the year ensured that centres were aware of the protocols for both.

Comments on individual questions/sections

Practical Performance

Most candidates chose to be examined in the role of performer. As was the case in Unit 2 there were many outstanding performers who secured marks at the highest level. Most candidates were assessed as being in Band 5 or the top of Band 4. For off-site activities, the best evidence included video footage of the candidate in a variety of competitive situations or performing Rich Tasks. Teachers' assessments were generally accurate with marking criteria correctly applied and clear evidence of improved standardisation.

Coaching / Officiating

Practical performance was the most popular option. However, a small minority of candidates elected to be assessed as coaches or officials. Generally, these candidates had been coaching or officiating for a significant amount of time and many held several qualifications to support their marks. The majority of the candidates who chose this option coach or officiate regularly, either in a school setting e.g., 5x60 activities/assisting with the coaching of school teams, or coaching / officiating activities in clubs within the wider community.

The sessions of the best candidates were well-planned, demonstrated excellent subject knowledge and were delivered effectively with excellent communication skills. Aims of the sessions were clear, organisation was effective with smooth transitions between activities and constructive feedback was given. As a result, a significant number of candidates had been assessed as being in the top of Band 4 or in Band 5 respectively.

Investigative Research

The strongest aspect of candidates' work was once again the initial self-analysis of their performance. Many candidates used a combination of fitness testing, coach feedback and performance/notational analysis to produce a sound analysis of their current performance, whilst also providing appropriate quantitative data. Many of these candidates used digital stills taken from competitive situations to highlight strengths and weaknesses in technique. A small minority of candidates still tend to evaluate their performance in fitness/skills tests as opposed to actual performance in their chosen activity.

Most candidates chose to investigate physical or technical aspects of their performance. Research should be completed using The Harvard Referencing system. The centres that provided detailed annotation of their candidates' work were generally more accurate in the application of assessment criteria. This should therefore be encouraged. A small number of centres failed to annotate candidates' work.

The majority of centres are becoming more effective at helping students to generate quantitative data. This is especially true in the case of activities where there is less of a reliance/use of quantitative data in the first instance. CPD at the start of the academic year has really helped to facilitate this improvement.

Summary of key points

Effective organisation by centres of moderation days continues to ensure smooth running of the day, allowing candidates to perform to the best of their ability.

Medical certificates should be submitted to the moderator at the start of the moderation day for candidates unable to perform on the day.

Centres are also encouraged to ensure that all video evidence clearly shows where and why candidates have accessed certain marks. Including Rich Tasks / performance in competitive environments will help to facilitate this. Centres are encouraged to annotate candidates' Investigative Research projects to highlight where candidates have accessed the assessment criteria.



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