



# **GCSE Examiners' Report**

**Physical Education  
(Full Course)  
Summer 2024**

## Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	<a href="#">Portal by WJEC</a> or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: <a href="#">Results, Grade Boundaries and PRS (wjec.co.uk)</a>

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<sup>1</sup> Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="#">Portal by WJEC</a>
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	<a href="#">Portal by WJEC</a> or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Become an Examiner   WJEC</a>

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## **Executive Summary**

The overall qualification performed as expected, due to the stable entries (7,400). The performance in Unit 1, the written examination, produced a higher mean than that of 2019 and 2023 which demonstrated that the written paper was more accessible to candidates.

The performance in Unit 2, the non-examination assessment (NEA), was similar in mean to that of 2019 and 2023 series.

Most candidates are 16-year-old males while just over 17% are Welsh medium.

### **Unit 1**

The paper follows a similar structure from series to series. However, the Principal Examiner indicated that the paper was more accessible to candidates this year.

Many questions within the paper had a facility factor (ff) of between 80.0 and 60.0 highlighting the increased accessibility of questions. These included 1a(i), 1a(ii), 1b, 1d, 1g, 2a(iii), 2b, 3b, 3e, 4b, 4e, 4f, 5d and 5e. The challenge for candidates came from the questions with an ff of between 20.0 and 40.0. These included questions 2c, 2d, 3a, 3d, 4g, 4h and 5a.

Questions with the highest attempt rate by candidates were those where a framework was provided for the candidates' response. These included multiple-choice, tick box options and table completion format. Questions with the lowest attempt rate were 3d (principles of training), 4c (SMART targets), 4d (energy balance equation) and 4h (characteristics of muscle fibres). As often the case, responses to AO1 were well answered in comparison to AO2 and AO3 questions.

It is important for the specification content to be delivered in such a way that it can be related to specific sporting examples and contexts to enable more candidates to access AO2 and AO3 questions.

### **Unit 2**

The mean mark is stable for matched 16's and has decreased for all candidates compared to 2023 series.

There has been an increase in the number of entries made for mountain walking, rounders, and weightlifting. However, many moderators felt that centres had slightly inflated marks at the top end of the assessment criteria within these activities.

In preparation for 2025, centres must consider the importance of recording all activities shown on moderation day. The evidence should demonstrate each activity in its full competitive context with each clip being accompanied with a candidate identification sheet to support the process.

The PM reported that the Personal Fitness Programmes (PFP's) 'Monitoring' section, which was highlighted last year had been assessed accurately. However, the 'Recommendations for Future Improvement' section needs to be explored in greater depth.

Areas for improvement	Classroom resources	Brief description of resource
Examination technique	<a href="#">Exam walk through</a>  <a href="#">Past papers/ mark schemes</a>	Examination hints and tips  Past papers/ mark schemes
Assessment objectives/ command words	<a href="#">Digital resources</a>	Knowledge organisers Blended learning resources
Accurate assessment of practical activities: hill walking, weightlifting and rounders.	<a href="#">Specification</a>	Performance Skills (Appendix C specification)
Personal Fitness Programme – ‘Recommendations for Future Improvement’ section.	<a href="#">Specification</a>  <a href="#">Portal by WJEC</a>	Major Activity assessment criteria (APPENDIX A Specification)  Portal – WJEC GCSE PE CPD Material

# PHYSICAL EDUCATION (FULL COURSE)

## GCSE

Summer 2024

### UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION

#### Overview of the Unit

All five topics were assessed in this paper, providing a breadth of opportunities for candidates to achieve marks without focusing solely on one area of learning. Both video and picture stimuli were used throughout the paper, with a focus on celebrating Welsh sports.

The accessibility of the paper was evident throughout, with an attempt rate for each item in the 90%+, apart from 4c, 4d, 4h and 5c. The best performing question was 4e, which was a 1 mark AO1 question (mean=0.9). The worst performing question was 2d, which was an AO3 question that focused on the type of practice a coach could use to improve the performance of a kayaker, with a facility factor (ff) of 17.9. The worst attempted question was 4d, which was an AO2 question that focused on explaining energy balance, with a (ff) of 43.2.

AO2 responses varied throughout the paper. Question 1g was the best performing with a (ff) of 64.5 and a mean of 2.6 out of 4. Similarly, responses to AO3 questions also varied and the four 6 mark extended questions in the paper produced a mean of between 2-2.4. The best performing question here was 5a with a mean of 2.4.

AO1 questions continue to be the most accessible to candidates, whereas AO2 and AO3 questions continue to provide candidates with the most challenge. Centres would benefit from highlighting and reinforcing the associated command words when structuring answers.

## Comments on individual questions/sections

**Q.1** Questions 1a(i), 1a(ii), 1b, 1d and 1g were well answered with (ff) of between 60-80. Questions 1c and 1f included the AO2 command words explain and justify, while 1c involved analysing at AO3. Both of which proved to be more problematic for candidates.

- (c) This was the second weakest answered item within question 1, with a mean of 2.1 out of 4 and a (ff) of 53.7. This AO3 question asked candidates to analyse the effectiveness of weight training for a gymnast. It required them to identify what weightlifting does to the body, and then acknowledge how it affected the gymnast. The best answers provided a detailed explanation of what weight training does to the body, along with a detailed explanation of how that adaptation impacts the performance within gymnastics.

(c) Analyse the effectiveness of weight training for a gymnast. [4]

When weight training is effective for a gymnast as they often need to be strong to be able to carry their own body weight to flip and pull themselves up. Weight training is also effective as it can make their legs ~~stronger~~ stronger which is really important to a gymnast as when they land at ~~high~~ <sup>a fast</sup> pace from height a lot of pressure is put onto their legs so they need strong legs and joints to deal with the pressure which weight training would provide.

- (e) This was the worst answered item within question 1 with a mean of just 0.9 out of 2 and a (ff) of 45.2. This type of justification question has been asked in the past for AO2 and in the more developed answers, candidates were able to give detailed reasons why the vault was placed towards the closed end of the continuum.
- (f) Despite a high attempt rate (98.3%) this AO2 question only produced a (ff) of 58.3 and a mean of 2.3 out of 4. To gain 4 marks in this question, candidates needed to specifically explain how technology benefits the performer. Some candidates merely gave a list of types of technology in sport, without developing how it benefits the performer. The better candidates were able to identify a form of technology, e.g. video analysis, and where then able to explain how it benefits the performer.

(f) Explain the benefits of using technology for a performer. [4]

Can make it easier to track progress as is a video is taken as the performance it helps identify strengths + weaknesses.

Can make it easier to diet as you can track certain foods on apps/devices allowing you to cater to your sport more efficiently.

- (g) Although this question was well attempted (98.4%) and it achieved a relatively high (ff) of 64.5, it is important to note the trend from candidates at AO2 again here. The benefits to the performer were needed to gain 3-4 marks. Giving examples of sponsorship would only gain the candidate 1-2 marks. With explain AO2 questions, giving the 'what and the why' is an effective method of answering.

**Q.2** Questions 2a(iii) (ff=85.9) and 2b (ff=68.8) facilitated the best outcomes for candidates.

- (a) (i),(ii) both achieved a (ff) of less than 45. Many candidates failed to relate their knowledge of flexibility to the kayaker as asked in the question. Many candidates also found it difficult to identify a type of stretching and instead listed a variety of general body stretches.
- (c) The mean for this question was just 1.6 out of 4 and most candidates lost marks for providing general characteristics of a skilled performer, as a list only. Linking these characteristics specifically to kayaking provided a more detailed evaluation and therefore 3-4 marks. The below response gained 4 marks as the candidate offers a thorough evaluation, using appropriate examples of where the kayaker is showing the characteristics of a skilled performer.

(c) Evaluate why the kayaker in the clip could be described as a skilled performer. [4]	Examiner only
The kayaker shows great control, showing his skill when performing as he adapts to conditions. His technique is good, showing good balance and direction in tough conditions. The kayaker is effective performing desired skill well providing no loss of control, staying strong. Finally the kayaker's performance is aesthetic, it is pleasing to watch as the performer keeps a good rhythm and excellent skill.	●● ●●


- (d) This was the worst performing question on the paper with a mean of 0.4 out of 2 and a (ff) of just 17.9. Only one type of practice was required, however, to gain 2 marks an analysis was needed such as 'why' that type of practice could be used to improve performance. Many candidates misinterpreted the question and used verbal guidance rather than a type of practice. This was a common theme in this question and highlights some potential misunderstanding between practice and guidance and the need for candidates to read the question carefully.

**Q.3** Questions 3b and 3e produced the best outcomes for candidates. Notably, 3e, which was an 8 mark (AO1 outline) question achieved a mean of 5.8 and a high (ff) of 72.5.

- (a) This question produced a mean of just 2.6 out of 6. Marks were awarded for the information processing model (through diagrams or words) up to 2 marks (AO1). To access Band 3 candidates needed to assess the differences, and not similarities. Most candidates did focus upon the input and decision-making element, including how to process and what to do as an outcome. The response below achieved 6 marks, as the candidate had assessed in detail the differences between elite athletes and beginners. The predominant aspects of the model were assessed (input and decision making) and appropriate examples were provided to support the response.

(a) Assess how information processing differs from beginners to elite players like Sara Head. [6]

Sara Head, will immediately respond effectively to input as her decision making is better as she uses both long and short term memory to decide best conclusion. A beginner would struggle to interpret a decision from an input as their lack of knowledge will be clear, their lack of experience also only provides information from their ~~long~~ <sup>short</sup> term memory. Sara Head's output will be much more skilled and effective than a beginner as she performs at the autonomous stage. Compared to a beginner at the cognitive stage. Finally Sara's feedback will come from both intrinsic and extrinsic sources. She can provide herself with great intrinsic feedback as her knowledge allows her to see success and how the movement felt provides greater feedback, an elite performer would have a high level coach meaning she will get professional, accurate <sup>and complex</sup> feedback. A beginner would rely on extrinsic knowledge due to their lack of knowledge, and will receive simple feedback.



- (c) This question was poorly answered with a mean of 1.7 out of 4 and a (ff) of 43.5. However, candidates were credited for providing the examples of KP and KR without naming KP and KR specifically, which did increase its accessibility. Most candidates only gained 1-2 marks as they did not include a sporting example to provide the detail to the response.

- (d) This question had a slightly lower attempt rate of 90.2% and a (ff) of 38.2. Using prior knowledge of training principles from the PFP would have helped candidates here. The principles of training appeared to be well understood but responses lacked the evaluation of how a coach could then use them to improve an athlete's performance. Many candidates only gave an account of what the principles were.
- (e) Despite a high mean and (ff) here, it is important to note that some candidates did not use the information in Table A to produce the responses in Table B. Where the question states that information needs to be used from a specific area, it is vital that candidates adhere to this to gain maximum marks.

**Q.4** Three of the eight items in this question were well answered (b, e and f) and achieved a (ff) above 70.

- (a) This question asked candidates to explain how diet differs between a sprinter and an obese sedentary individual and achieved a mean of 2.3 out of 4. To gain the full 4 marks, responses needed to explain the differences between the two diets; Christian Malcolm's diet would predominantly consist of a high level of protein for muscle growth and carbohydrates for energy, where a sedentary individual would predominantly eat a diet high in fats and sugars. Using the word 'however' would open the response when asking for differences.
- (c) This AO2 explain question again produced a (ff) of less than 50. Candidates demonstrated good knowledge of what SMART targets are, however, many failed to link this to adherence.
- (d) This was the worst attempted question in the paper (75.9%). To gain 2 marks, the equation (or equivalent explanation) was required, and responses needed to show the relationship between energy in, and energy out.

(d) Explain the energy balance equation. [2]

The relationship between the amount of energy consumed and amount of energy released. The same amount of ~~energy~~ consumption and release would result in a balanced weight.

- (g) This was another poorly question with a (ff) of just 31.5. To gain the full allocation of marks two tests that measure health were needed. Many candidates provided one health related, and one skill related test. As this was an AO1 outline question, correct responses included writing what the test is and what it does, rather than a full protocol.

- (h) This was the worst performing 6 mark question on the paper (mean=2.0, ff=33.7, attempt rate 86%). To access the top band, candidates needed to analyse the characteristics of the muscle fibre found in a 100m runner. Higher level candidates correctly applied what type the sprinter would predominantly have e.g. fast twitch to produce quick/explosive movements, low fatigue resistance due to producing a lot of force over a short duration. The best answers also included reference to energy systems. Below the candidate has successfully analysed the type of muscle fibre, and its effect on performance, as well as analysing the energy system and how this affects the athlete.

(h) Analyse the characteristics of the muscle fibres you would find in an elite 100m/200m sprinter. [6]

Fast twitch

Firstly, one muscle fibre used is fast twitch, this releases energy quickly and is needed ~~for~~ to run faster. it contracts really fast.

Secondly, fast twitch muscle fibres use the anaerobic energy system because of their short duration and high intensity.

Thirdly, they have a lower lactate threshold.

**Q.5** Question 5 was generally very well answered with (ff) of between 55-87 in questions b, c, d and e.

- (a) This was the worst answered item within question 5 with a (ff) of 39.4 and a mean of just 2.4 out of 6. It was an AO3 discussion question, which required both positive and negative influences within the response. Candidates predominantly focused on only one of these, and therefore were not able to access Band 2 and 3 marks. The question was generally poorly answered. The candidate response below entered Band 2, as there was a discussion evident, with positive and negative factors. However, it's seen as an amplified list, without real examples and more negatives than positives, so therefore not a balanced answer (3/6).

(a) Discuss factors that could influence participation in sports such as football. [6]

Socio-Economic issues can effect participation as many don't have the disposable income to pay for kit, equipment, club fees and transport. Ethnicity issues can effect participation as racism has a large impact effecting individuals mentally preventing them from participating. Family and friends can influence participation this can be both positively and negatively depending on their views as they could inspire an individual but also discourage. ~~The~~ A factor effecting many is gender as there are stereotypical views about crossing certain genders and sport, girls participation also decreased due to body image. Education can influence positively increasing and encouraging participation in and outside curriculum.

An effective method of gaining marks in similar discussion questions would be to include the words 'however' or 'but' to stipulate both sides. This opens Band 2, while Band 3 marks could also be accessed by going into greater depth and giving a balanced account of the factors that influence participation in the discussion.

## PHYSICAL EDUCATION (FULL COURSE)

### GCSE

Summer 2024

#### UNIT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

##### Overview of the Unit

This unit is marked out of 100 and is worth 50% of the qualification. The assessment is of:

- **One major** activity which will include the personal fitness programme which is worth 44 marks (22%) and is linked to A04 and AO2 (28 marks practical and 16 marks PFP).
- **Two minor** activities which are worth 56 marks (28%) and is linked to AO4.

A wide range of activities were demonstrated by candidates and there had been an increase in entries for activities such as mountain walking, rounders, and weightlifting. Many moderators felt that centres had slightly inflated marks at the top end when assessing these activities. However, overall, centres had been largely consistent with their marking across all practical activities.

Centres are reminded of the requirement to film the live moderation day in its entirety and then submit this film within a week of the moderation taking place

##### Tasks

##### Comments on tasks/questions relating to candidate performance/meeting assessment criteria

##### Practical performance

Continuing from the 2023 series, we have seen further developments in the quality of the performance tasks demonstrated in 2024. The development of these performance skills has facilitated a smooth moderation process, which has enabled candidates to access the assessment criteria within their performance.

In 2023 we saw an increase in the number of candidates choosing rounders and personal survival. Throughout the 2024 series this trend continues, along with mountain walking and weightlifting which have also been popular.

##### Rounders

This activity was recommended in 2023 and it must continue to be a focus as there has been limited development in 2024. The performance skills state that candidates offering rounders must perform as a fielder or backstop **and** as a batter or bowler. The performance task must allow for candidates to demonstrate their ability within these roles and the assessment should be based on the fulfilment of each role and not just the strongest aspect. It is suggested that the candidate's choices of performance are clearly identified on the WJPE2 forms.

Video recording of rounders also still requires attention, as in most instances, the capture is not showing the full perspective of the game. The camera should be positioned to allow for clear identification of candidates, as well as evidence of the full game. Most of the evidence viewed highlights the batting and bowling squares but does not always follow the ball into the open field. Therefore, limiting the opportunity to make a judgment on those candidates in the field.

## **Personal Survival**

Moderators have reported that they are still seeing isolated skills (timed/ distance swims, treading water etc) during the performance task. Although this evidences the candidate's skills and techniques, the level of challenge is limited and therefore does not provide candidates the opportunity to show physical characteristics or use skills in a pressurised or competitive situation. It is recommended for 2025 that centres consider developing scenarios that adequately challenge candidates and clearly show their ability to demonstrate appropriate skills, techniques and strategies whilst under pressure.

## **Weightlifting**

This activity has been a popular addition to candidate practical profile during the 2024 series. Most centres that are offering this activity show the performance task in a safe and competitive context. Centres should be reminded that candidates should perform two lifts, a 'snatch' and 'clean and jerk' and both should be shown in the context of a competition. This will provide candidates with the opportunity to show physical characteristic and the skills and techniques used in each lift. The competition should allow candidates to demonstrate their strategic and tactical awareness. There have been reports during this series of candidates only offering one lift and some concerns have been raised with regards to the safety of lifts and incorrect techniques used. Weightlifting is a specialist activity, and centres should consider this when offering as a practical activity.

## **Mountain walking**

Good examples of mountain walking have evidenced candidates demonstrating their ability to apply a wide range of skills, techniques, strategies and tactics in challenging/ competitive situations. Candidates must perform in events of at least 10km in distance and demonstrate effective planning, pacing, recognising risks and decision making. Video evidence must be provided which demonstrates the characteristics outlined in the performance skills. Duke of Edinburgh evidence is not enough to access the Rich Task. Accurate assessment must be based on the video evidence available, and centres should operate robust internal standardisation procedures to ensure fairness and consistency for all candidates.

## **Written NEA - Personal Fitness Programme (PFP)**

The personal fitness programme (PFP) is designed to enable candidates to draw upon appropriate theory and to collect, analyse and present data. Candidates are not assessed on whether improvement has occurred in their major activity. Rather, assessments are made on the evidence produced based on the assessment criteria.

Moderators have reported that PFP's have been of a good standard and the majority have been assessed accurately. In 2023 monitoring was one of the areas for improvement and reports suggest that this has been acted upon by centres in 2024. Moderators are however reporting that 'Recommendations for future improvement' is still an area in need of greater focus. Candidates that have attempted this area show a basic or limited knowledge and understanding of factors that affect future performance. It is recommended that centres take time exploring these factors to allow candidates to access the higher bands in 2025.

Centres should clearly annotate PFP's with detail to justify the marks awarded. The detail of annotation should take the moderators on a journey through each PFP. Moderators are still reporting that PFP's have limited annotations, and it is unclear how or where marks are awarded. It is also recommended that centres with larger cohorts internally standardise work both within and across teaching groups. Moderators have reported that there have been clear discrepancies between candidates on the same mark but have been assessed by different staff.

## **Task marking**

### **Comments on approaches to internal marking**

#### **Administration**

All WJPE1 and WJPE2 forms need to be completed and sent to the moderator by the 1<sup>st</sup> March. For moderations that take place before this date, all paperwork should be sent to the moderator 2 weeks prior to the moderation. These forms need to be clearly annotated with the appropriate activities identified.

There has been an improvement during this series where most centres are meeting the deadline, though some are still missing annotations on both forms. During this series we have also seen forms being adapted. WJPE1 forms should include six candidates in total on each page and candidate numbers placed in ascending order. WJPE2 forms should include eight candidates in total and candidate numbers placed in rank order. WJPE1 and WJPE2 forms must not be adapted in anyway.

#### **Candidate Authentication Sheet (CAS)**

Candidate Authentication Sheets (CAS) should be made available for the moderator. A CAS form must be completed for each candidate with a breakdown of their practical profile including individual marks and total. The declaration must be dated and signed by both candidate and teacher to certify that all work has been carried out under the conditions set by the WJEC.

Centres must bring to the attention of each candidate the GDPR section of the CAS which provides candidates with information regarding the use of their audio-visual/written coursework by the WJEC for training and CPD purposes.

Moderators have reported an improvement in CAS completion, with completed practical profiles and signatures, along with the GDPR section. This was a recommendation in 2023 and most moderators reported that these were completed in full and available on the day of the moderation

#### **IAMIS**

Centres must enter candidates' marks onto the IAMIS system before the 5<sup>th</sup> May. It is recommended that this is completed as close to the moderation date as possible, and consideration is taken on the transfer of data from WJPE1 to IAMIS to reduce administration errors.

There has been an improvement during the 2024 series in the efficiency of centres uploading their marks before or very close to their moderation day. Few centres are still leaving their data entry late, and, in some cases, moderators have had to chase on the day leading up to the deadline. There have been fewer errors reported in data transfer, but we are still seeing some errors when checks are made with WJPE1 and within the IAMIS system.

## Surpass

This series saw the introduction of the Surpass system. Centres who have a live moderation need to record **all** practical activities that take place on moderation day and upload this evidence to Surpass within one week of the moderation taking place. This audio-visual recording must contain all activities seen on the day. For centres involved in remote moderations, all information requested by the moderator must be uploaded prior to the pre-agreed moderation day to form part of the sample.

Feedback throughout the series is that the quality of some recordings was low in standard, and this should be a key priority for 2025. Centres should consider the importance of recording all activities shown on moderation day and the evidence should demonstrate each activity in its full competitive context (Netball 7 v 7). The quality of the video should allow for clear recognition of all candidates involved in the activity (each clip should be accompanied with a candidate identification sheet). Positioning of the camera should also be considered especially for stationary cameras in activities such as badminton. Moderators have reported difficulties identifying candidates on courts furthest away from the camera, hence making it increasingly difficult to make judgments on performance.

Although some high-quality video evidence was noted during this series, this is an increasing expectation for all centres moving into the 2025 series.

## Supporting you

### Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404271

Email: [physicaleducation@wjec.co.uk](mailto:physicaleducation@wjec.co.uk)

Qualification webpage: [GCSE Physical Education \(wjec.co.uk\)](https://www.wjec.co.uk/gcse-physical-education)

See other useful contacts here: [Useful Contacts | WJEC](#)

### CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

### WJEC Qualifications

As Wales largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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