



GCSE EXAMINERS' REPORTS

**GCSE
PHYSICAL EDUCATION (FULL COURSE)
SUMMER 2023**

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

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

GCSE

Summer 2023

UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION

General Comments

The attempt rate was high throughout the paper without a noticeable drop off towards the end of the paper, suggesting accessibility was high all the way through the paper. Question 2(f) was the lowest attempted with 76.8% (EM – 74.8, WM – 85.9), with Question 4(d) the next worst attempted with an 88.3% attempted rate.

The questions with the lowest Facility factors (FF) were: 3(b)(iii) – 28.2 FF (mean 1.1 out of 4, SD 1.1 and attempt rate of 90.9%); 2(d) – 33.9 FF (mean 1.4 out of 4, SD 1.3 and a 98.6% attempt rate); 1d(i) – 34.6 FF (mean 0.7 out of 2, SD 0.8 and a 95% attempt rate.)

Questions 2(b), (c), and (d) all had a low FF; this demonstrated a lack of knowledge and understanding within this section of the specification.

Comments on individual questions/sections

Good AO2 responses provided an example to show deep understanding of the field in question, therefore, providing amplification.

The Item level Data shows that the mean mark for 4 mark AO2 questions is around 50%, suggesting candidates need to provide more amplified responses, and in many cases more than one example.

Candidates gaining the top band in AO3 responses were able to look at the advantages and disadvantages of the topic in question (3(d) and 5 (c).) To get to Band 3 on 'Discussion' questions, candidates need to provide the knowledge and understanding of AO1, and then provide the advantages and disadvantages. By only giving one view, candidates could only achieve Band 2 AO3.

Question 3(d) had a mean mark of 3.1 out of 6 and a SD of 1.4, with an FF of 52.3 and attempt rate of 98.2.

Question 4(a) had a mean mark of 3.3 out of 6 and a SD of 1.5, with an FF of 54.8 and an attempt rate of 98.

Question 4(d) had a lower attempt rate of 88.3, with a mean of 3 out of 6 and a SD of 1.8 and an FF of 50.2.

- Q.1 (a) (i)** Generally well answered with the majority providing Sagittal as the correct response.
- (ii)** Generally well answered with the majority answering Quadriceps and hamstrings.

- Q.1**
- (a)**
 - (iii)** Majority could name the type of muscular contraction (isometric), however, some candidates ticked both isotonic concentric/isotonic eccentric.
 - (b)**
 - (i)** Well answered.
 - (ii)** Candidates that gained 3 marks could assess by giving examples of the use of frequency, intensity, and duration to provide overload.
 - (c)** The candidates that gained 4 marks were able to distinguish between different barriers by not giving, for example, 2 barriers within 'opportunities.' Many used lack of snow/location as an environmental barrier, and cost of equipment/travelling to the resort/cost of holiday for Economic status.
 - (d)**
 - (i)** To gain the full marks, intensity and duration was needed – it was well answered.
 - (ii)** Varied response, however, most candidates could identify Carbohydrates as the main energy source.
 - (e)** Varied responses, with some unsure of the difference between deviance and gamesmanship.
 - (f)** Well answered, with most candidates being able to provide a detailed explanation of predominantly "the need to maintain success" as their response.
- Q.2**
- (a)** Two responses were accepted here D – mechanical, and B – verbal, and was generally well answered.
 - (b)** Candidates are understanding this area generally well, and were able to provide examples relating to climbing, however, only giving 1 basic response in most cases.
 - (c)** As the question states 'why the climber is in the autonomous stage of learning', examples needed to be given from the clip to gain the full 4 marks. By only listing the different characteristics e.g., fluid movements, good at decision making, candidates couldn't gain marks for applying the characteristic to climbing.
 - (d)** Following on from a AO3 question in previous series, candidates were able to describe in basic terms how a climber could mentally prepare for a climb, with the candidates gaining the full marks providing a detailed description. Candidates were answering using imagery and visualisation predominantly, with the description for mental preparation the weakest area of response.
 - (e)** Candidates' main responses were to provide effective feedback, help set goals and be role models. Some candidates used negative impacts, which were also credited.
 - (f)** Generally well answered, with candidates providing specific examples. Any sporting examples were credited.

- Q.3 (a)** A – 1st or 3rd class lever credited – candidates still unsure of the type of levers
 B – flexion – candidates were able to name the movement successfully
 C – Femur – generally well answered – axis of movement in the right knee – Frontal – mixed responses
- (b) (i)** Well answered.
- (ii)** Most candidates answered the Illinois agility test. Some gave the T test and 5/10/5 as their responses, which were credited.
- (iii)** Poorly answered – timing/distance was needed to differentiate from other tests. ‘Run around cones placed on the floor’ was an answer that was given by some candidates, therefore, no specific detail about the Test in question. This question had the lowest Facility factor at 28.2.
- (iv)** Generally well answered questions.
- (c)** Generally well answered, with detailed responses stating that the test measures what it’s meant to measure, for example, the MSFT to measure Cardiovascular endurance, therefore, data can be used effectively by the coach.
- (d)** The MS allowed the candidates to explore all aspects of the impact of technology on the sporting experience, with candidates writing in part detail about the Spectator, Officials and Performer. Most candidates focused on VAR and its fairness, but also counter arguing with the fact that it does take away the importance of the official if they get decisions incorrect and that it takes time to come to a decision. To reach Band 3, candidates need to provide advantages/disadvantages of the topic in the question.
- Q.4 (a)** Candidates were able to generally write about the possible reasons for the increase in girls’ football, however, specific examples were very basic. Opportunities, provisions or respect could be a focus of answering this type of question and using specific examples. Candidates were responding with ‘more role models’ but not amplifying how more role models has an impact on the girls’ game.
- (b)** Generally well answered. Candidates were able to apply their understanding of the two training methods and provide an assessment of how it benefits a games player.
- (c)** Generally well answered, with majority using ‘ice baths’ and ‘eating protein/carbohydrates’. The candidates gaining the higher marks were able to explain how it speeds up recovery.
- (d)** This question was poorly answered. Candidates were unable to evaluate fully the role of extrinsic/intrinsic motivation to becoming a successful performer. Candidates were able to provide knowledge of what the types of motivation were.
- Q.5 (a) (i)** Well answered.
- (ii)** Well answered.

- Q.5 (a) (iii)** Candidates were in most parts able to provide a basic explanation of how the adaptations benefits the performer, with the candidates gaining the full marks developing their answer, predominantly using 'more O₂ can be delivered to the working muscles and therefore, taking longer to reach their anaerobic thresholds' as their main response.
- (b)** This question was poorly answered. Candidates were able to apply knowledge that it 'stops you becoming dehydrated', but they were not able to further the response by explaining the effect on the body and therefore, performance in physical activity.
- (c)** This question opened up the specification to allow candidates to fully show understanding of the subject in question. Candidates could write about the different types of commercialisations. They could be credited for local responses e.g., sponsorship of school kits and its effects on sport or look more global and mention professional teams. As this was a discussion question, once again to gain band 3, candidates need to provide the positive/negative effects of commercialisation. Candidates were able to provide examples of the positive effects but lacked the negative effects.

Summary of key points

Candidates should be aware of the relevance of the command word in the question and the marks available for the question.

In Question 1 and Question 2, the relevant information is predominantly seen in the clip, therefore, candidates should make sure they take advantage of this.

With AO2 questions, basic responses will only access 1 or 2 marks depending on the marks available, therefore, to gain the full marks, amplification is needed. 'What' and 'Why' is once again a general rule of thumb when responding to AO2 command words.

With discussion questions, candidates use examples of both positive and negative/advantages/disadvantages within their answers.

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UNIT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

General Comments

A successful moderation process is based on:

- A significant sample to make an informed judgement.
- Articulating the process based on Rich Tasks and Assessment Criteria.
- Evidence of work that supports the report.

The moderation visit is to assess the centre's ability to assess accurately and consistently.

All activities seen on the moderation day **must** be clearly identified on the moderation report. This allows moderators and centres to be transparent in the process.

Feedback to centres will be provided through the Moderator's Report which will be available through IAMIS. No feedback will be provided by moderators on the moderation day.

The WJEC, **not** the moderator, make the final decision on mark adjustments. This will be based on the Moderator's Report, recommendations, and the identification of trends in the annotation of the WJPE1 & WJPE2 forms.

Comments on individual questions/sections

Administration

WJPE1 and WJPE2 forms

All WJPE1 and WJPE2 forms need to be completed and sent to the moderator by the 1st of 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 are still centres not meeting this deadline and providing forms which are not appropriately annotated.**

WJPE1 and WJPE2 forms are being submitted with too many errors, including, transferring totals, missing candidates, too many activities, incorrect combinations, specific events within activities e.g., Athletics 100m.

These recommendations were also made in the 2022 report, but centres are still not meeting the deadline and annotating forms.

Candidate Authentication Sheet (CAS)

Candidate Authentication Sheets (CAS) should be submitted to the moderator with the WJPE forms. 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 WJEC/Eduqas for training and CPD purposes.

Moderators have reported an improvement in CAS completion with completed practical profiles and signatures.

The **GDPR section** is still not completed in full, or CAS forms have been photocopied without the GDPR section. Centres must make sure that both sections of the form are completed in full and available for the moderator on the day of the moderation.

IAMIS

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

The moderation process has been held up during this series due to late mark entries by centres into the system. Moderators have had to contact centres and reminders are having to be sent out to encourage input of data. Errors in data transfer of marks have also been highlighted and many moderators have highlighted the error within the IAMIS system.

Video Evidence – Candidate Activities

Video evidence is required for those activities that do not take place at the school/college and where it would be difficult to moderate live on the moderation day (page 17 of the specification). For centres showing a large amount of evidence through video it is recommended that this evidence is sent to the moderator prior to the moderation (a secure YouTube channel is a suggested way of sharing video clips).

Moderators have reported an improvement in the quality of video evidence seen within centres which support the marks awarded by centres. As part of the internal standardisation process centres are reminded that although external coaches/leaders may provide a recommended mark for a candidate the centre is responsible for making sure that these marks fall in line with the overall assessment of the centre which will allow for consistency in assessment across the range of activities offered by the centre.

Video Evidence – Moderation Day

It is a regulatory requirement that centres make an audio-visual recording of the moderation day. This recording must then be submitted to the visiting moderator within one week of the moderation. This evidence must be submitted on disc/pen drive/memory card and not via a hyperlink.

Moderators have reported that audio-visual recordings have been made and that centres are meeting the requirements set out by the WJEC. Centres are reminded that evidence should be sent to the moderators **within 1 week of the moderation**. Moderators have reported that they are having to chase centres for their evidence.

Moderation day activities

Moderators have once again reported that they have seen an improvement in the quality of the Rich Task performed on the day which is allowing candidates to show the performance skills for each activity resulting in a smooth moderation process.

We have seen an increase in the number of candidates choosing Rounders and Personal Survival as part of their profiles. Moderators have reported the following for each activity:

Rounders – it is important that centres are aware of the performance skills outlined on Page 52-53. Candidates offering rounders must perform as a fielder or backstop **and** as a batter or bowler. The Rich 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 in the moderators' handbooks used on the day.

Video recording of Rounders also needs consideration. The camera perspective should be positioned to allow for clear identification of candidates as well as evidence of the full game. Moderators reported that although there was appropriate evidence of the batting, for bowling squares as well as fielders on posts there was limited evidence of players in the outfield. It is recommended that this is taken into consideration, especially from those centres that choose not to show Rounders live on the day.

Personal Survival – centres should be aware of the performance skills on page 51 of the specification. The Rich Task should clearly show candidates demonstrating their ability to apply personal survival techniques appropriate to the situation. Centres should develop scenarios that allow candidates to be challenged and clearly show their ability to demonstrate appropriate skills, techniques, and strategies.

Personal fitness programme (PFP)

The personal fitness programme (PFP) should be designed to help candidates to improve fitness and performance in one of the practical activities in which they were assessed i.e., the major activity. The PFP must include evidence of the assessment criteria which is clearly outlined on page 17 and supported by the assessment criteria on pages 29 – 33 of the specification.

On the whole the assessment of PFP's was accurately assessed but moderators reported that there was a lack of evidence for two assessment areas.

- *'Monitoring of the programme'* – although there was clear evidence that training programmes had been completed the monitoring of sessions/training weeks was basic. It is recommended that centres highlight the importance of monitoring training sessions and collecting and using evidence that will help justify any adjustment made to the made to programmes.
- *'Recommendations for future improvement'* – candidates showed basic, and sometimes no knowledge, of factors that affect performance. It is recommended that centres take time exploring these factors which will allow candidates to access the higher bands.

Annotations of the PFP should be detailed and clearly identify where the assessor has awarded marks with justifications as to why. The detail of annotation should take the moderators on a journey through each PFP. Moderators are reporting that PFP's have limited annotations and it is not clear where or how marks are awarded.

Summary of key points

- Centres to accurately complete WJPE1 & WJPE2 forms and send to their moderator by the 1st of March or 2 weeks before the moderation if the centres moderation takes place before this date.
- Candidate Authentication Sheet (CAS) to be completed accurately with dates and signatures, and that centres make candidates aware of the GDPR section and this is completed by all candidates. Both sides of the form must be completed and available for the moderator.
- Centres to accurately enter data into IAMIS as close to the moderation date as possible and it must be by the 5th of May.
- Video evidence must be of a high quality and clearly identify all candidates involved. The evidence shown must clearly identify the characteristics of the band and marks awarded by the centre.
- Personal fitness programme (PFP) should include evidence of all PFP assessment criteria. Assessors' annotations should be detailed and clearly identify where marks are awarded. Visiting moderators should be taken on a journey through the PFP as part of the moderation process – they are not there to mark PFP's.



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