

GCSE

WJEC GCSE

Physical Education and Health

Approved by Qualifications Wales

Delivery Guide

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess GCSE Physical Education and Health. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units in each qualification. More information on each unit can be found in the separate unit guides.

Qualification Structure

WJEC GCSE Physical Education and Health consists of two units:

	Unit title	Type of Assessment	Weighting
Unit 1	Principles of Physical Education and Health	Digital examination	40%
Unit 2	Performance and Personal Training	Non-examination assessment	60%

All units are compulsory.

Unit 1

Principles of Physical Education and Health

Digital examination: 1 hour 30 minutes

40% of qualification

Marked by WJEC

Overview of unit

The purpose of this unit is to:

- demonstrate and apply knowledge and understanding of the factors that contribute to participation in sport and physical activity
- develop learners' understanding of how sport and physical activity has an impact on health and wellbeing
- reflect on and analyse performance factors and how they can be developed.

This unit will focus on:

- health, wellbeing, sport and physical activity
- the factors that impact on levels of activity and the relationship with physical, social, and emotional health and wellbeing such as:
 - diet and nutrition
 - exercise physiology
 - psychological aspects
 - the socio-cultural influences on participation and performance.

Unit 2

Performance and Personal Training

Non-examination assessment

60% of qualification:

- 20%- Performance 1
- 20%- Performance 2 or Coaching
- 20%- Personal Training (of self)

Internally assessed by the centre, externally moderated by a visiting moderator.

Overview of unit

The purpose of this unit is to:

- demonstrate an awareness and understanding of the range of skills and techniques required for sport and physical activity
- demonstrate application of tactics, strategies and/or compositional ideas within the context of the full activity
- demonstrate application of the skills and principles of planning, organising, communicating and reflecting
- demonstrate confidence, resilience, creativity, effectiveness and efficiency when performing (including coaching) and training.

This unit will focus on:

- performing effectively by developing skills and selecting and using tactics, strategies and/or compositional ideas as a performer and/or coach
- developing and implementing a personal training activity by analysing needs, planning, monitoring and reflecting
- thinking critically and reflectively about their own performance and practice, and that of others.

The unit will be assessed via practical non-examination assessment. This unit must be taken in the final year of the course. There will be three parts to this assessment:

1. Perform in one sport or physical activity from the approved list (20% of qualification)
2. Perform in a second sport or physical activity **or** provide coaching in a sport or physical activity from the approved list (20% of qualification)
3. Plan, implement and evaluate a personal training activity (of self) over 8-10 weeks for a sport or physical activity from the approved list (20% of qualification)

Performance in a sport or physical activity must be assessed in a full and competitive context.

Learners who select coaching for Part 2 can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1.

For Part 3, learners can be assessed in the same or different sport or physical activity from the approved list as that selected for Part 1 and/or Part 2.

The approved list of sports and physical activities can be found in Appendix A.

Summary of assessment

Unit 1: Principles of Physical Education and Health
Digital examination: 1 hour 30 minutes
40% of qualification
Marked by WJEC **80 marks**

Summary of assessment

Questions requiring objective responses, quick-response, short and extended answers.

Unit 2: Performance and Personal Training
Non-examination assessment
60% of qualification
Internally assessed by the centre, externally moderated by a visiting moderator **120 marks**

Summary of assessment

Practical non-examination assessment. Learners must:

- Perform in one sport or physical activity from the approved list
- Perform in a second sport or physical activity **or** provide coaching in a sport or physical activity from the approved list
- Plan, implement and evaluate a personal training activity over 8-10 weeks for a sport or physical activity from the approved list.

Assessment Objectives

Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
10%	20%	10%	-	40%

Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
-	-	10%	50%	60%

Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- Specification – this covers all the information and skills that learners are expected to know by the end of their course
- Assessment Pack – this contains the Sample Assessment Materials (SAMs) i.e. sample exam papers and sample non-examination assessment (NEA) tasks, relevant controls for the NEA and mark schemes.

This guide builds upon the information in the specification and assessment pack to help further your understanding of said documents.

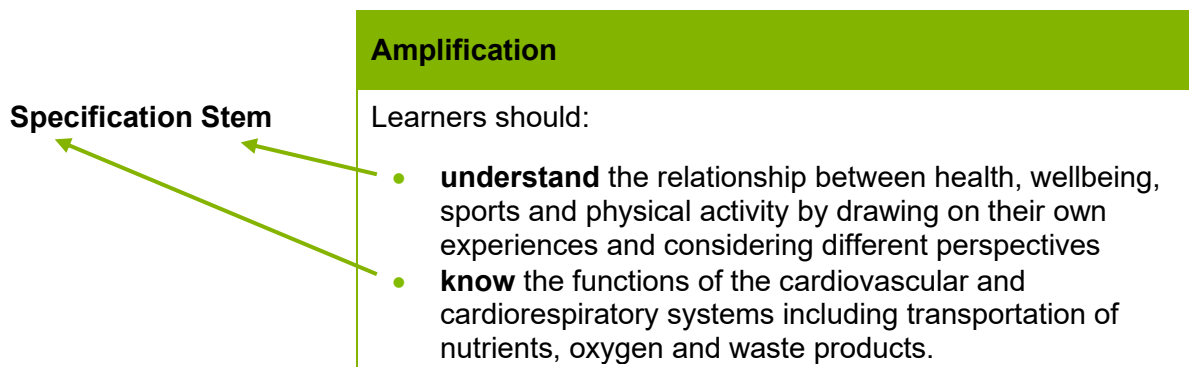
Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

Specification Stems

When you look through the specification you will notice in the amplification column, we use a variety of wording before the list of content learners need to know; we call this a stem:



Each stem is used for a slightly different reason:

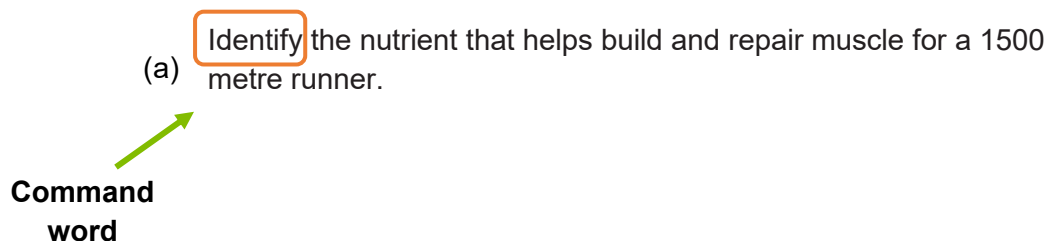
Specification Stem	When it is used
Learners should know	When learners are required to demonstrate knowledge and understanding.
Learners should be aware of	When learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
Learners should understand	When learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts and analysis and evaluation of information for a given purpose.
Learners should be able to	When learners need to apply their knowledge, understanding, analysis and evaluation to a practical situation or demonstrate application of practical skills and techniques.

Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.



The following tables are not exhaustive, but will give you a good idea of the command words we typically use:

Command words for direct recall	
Command Word	Requirements of response
Define	Give the precise meaning of a term.
Describe	Identify distinctive features and give descriptive, factual detail. <i>This is one of the most widely used command words. If an explanation is required, then use two command words: 'describe and explain'.</i>
Drag and drop	Move to another part of a screen using a mouse or similar device.
Find	In response to a mathematical problem.
Give	Produce an answer from recall.
Identify/Tick/Click/Circle	Point out and name from a number of possibilities.
Label	To designate with a name.
List	State the factors (with no explanation or elaboration).
Match/Link	To choose something that has the same quality as something.
Name	Identify or make a list.
Outline	Set out the main characteristics.
Place	Put in a particular position.
Sort/Order	Arrange systematically.
State	Express in clear terms.

Command words for application/demonstration of skills	
Command Word	Requirements of response
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Calculate	Work out from given facts, figures or information. <i>This command word should only be used in the context of a mathematical question e.g. calculate the value of.</i>
Categorise/Classify	Arrange into a particular classification or group.
Communicate, write and speak	Share information by speaking or writing.
Complete	Add necessary items/information.
Demonstrate	Exemplify, describe with reference to examples.
Design	Decide upon the look and functioning of something by making or drawing plans.
Draw	Draw a diagram/graph/line/picture.
Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
Explore	Investigate without preconceptions about the outcome.
Implement/Run	Put (a decision, plan, agreement, etc.) into effect/action.
Investigate	Carry out research or study into a subject or problem.
Monitor	Observe, check, or keep a continuous record of something.
Participate	Play a role in.
Perform	To carry out or execute a task, action, or activity.
Place	Put in a particular position.
Plan	A detailed proposal for doing or achieving something.
Present	Communicate in a way that can be clearly followed and understood.
Propose	Suggest a course of action based on supported reasons.
Record	Obtain and store data and information.
Select/Choose	Make an appropriate choice from a range of options.
Suggest	Put forward an idea, reason or course of action.
Summarise	Give a shortened version of something, stating its main points without detail.
Test	To apply a test as a means of diagnosis.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

Command words for synthesis and evaluation	
Command Word	Requirements of response
Analyse	Separate information into components and identify their characteristics.
Assess	This is an evaluative question, meaning that there are a number of possible explanations/arguments/outcomes. Make an informed judgement. Make a judgement about the quality or value of something.
Comment	Present an informed opinion.
Compare	Identify similarities only .
Consider	Review and respond to given info.
Contrast	Identify differences only .
Discuss	Examine an issue in detail in a structured way, taking into account different ideas.
Evaluate	Judge from available evidence.
Justify	Support case with evidence.
Recommend/ Improve	To suggest as appropriate.
Reflect	To consider thoughts, experiences, situation or issue.
Review	To consider something with the intention of making changes if necessary.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.

Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a component. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses and are then used in marking the work.

Objective based mark scheme:

For very short answer questions requiring one correct response

Question	Answer	AO1	AO2	AO3	Total Mark
1.					
(a)	(i) Identify the nutrient that helps build and repair muscle for a 1500 metre runner. Protein	1			1
	(ii) Identify the main nutrient used for energy in 1500 metre racing. Carbohydrates	1			1

Points based mark scheme:

For short answer questions with a range of possible responses

(b)	<p>Explain, using Figure 2, why hydration is important for a sports performer.</p> <p>Award up to four marks, for example:</p> <ul style="list-style-type: none"> • Maintains plasma levels therefore increased oxygen delivery (1 mark) • Increased oxygen delivery delays fatigue (1 mark) • Increased oxygen delivery increased energy (1 mark) • Able to remove waste products quicker (1 mark) • Decreased thickness of blood means the heart does not have to work as hard/saving energy levels (1 mark) • Aids mental clarity (1 mark) • Can positively impact mood (1 mark) • Improved cognitive function (1 mark) • Improved decision making (1 mark) • Improved overall wellbeing (1 mark) • Being hydrated can increase reaction times (1 mark) • Thermoregulation - heat can be removed through sweat and prevent overheating (1 mark) • Improves movement agility and recovery. (1 mark) 		4		4
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Levels based mark schemes:

For questions requiring extended responses

(b)	<p>Explain how goal setting could be used to help improve performance. Use examples in your answer.</p> <p><i>Indicative content:</i></p> <ul style="list-style-type: none"> • Specific – state exactly what will need to be done/very clear and relate directly to the task or skill - this provides the athlete clarity and direction of where to go within the programme. • Measurable – ensure the goal can be measured /evaluate progress against a standard or assess against previous performance. By measuring any increases in performance, or decreases in mistakes, could increase confidence in the programme at hand. • Achievable/Agreed – realistic, not too hard but not too easy, challenging but within the performer's capacity. Being too hard, would affect self-confidence/self-esteem, and therefore reduce the willingness to adhere. Agreed with the coach. • Recorded/Realistic – write it down by keeping a log or training diary - this can show improvements that will increase confidence in the programme. Unrealistic goals will lose motivation. • Timed – state when it will be achieved, set a time limit for completion (goals may be short term or longer term, but should always have timed steps along the way).
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Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • Very good explanation applying comprehensive knowledge and understanding of how goal setting would be used to improve performance • At the top of the band the response explains using SMART • Comprehensive examples of how goal setting improves performance
2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • Good explanation applying good knowledge and understanding of how goal setting would be used to improve performance • At the top of the band there is some reference to SMART • Basic examples of how goal setting improves performance
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • Limited explanation applying some knowledge and understanding of how goal setting would be used to improve performance • Little or no reference to SMART • Limited examples of how goal setting improves performance
0	No response attempted or nothing worthy of credit

Important Dates

First Teaching of WJEC GCSE Physical Education and Health	September 2026
First assessment for Unit 1	Summer 2028
First submission of Unit 2 NEA	Summer 2028
First Certification	Summer 2028