



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
PHYSICAL EDUCATION (FULL COURSE)**

SUMMER 2019

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.

Unit	Page
Unit 1	1
Unit 2	5

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UNIT 1

General Comments

The facility factor shows similar accessibility to the 2018 paper. Q2c was deemed the hardest with a facility factor of $ff=0.19$, with Q4a seemed to be the easiest with a $ff=0.85$.

There has been a decrease in the mean mark from 2018, There has been a decrease of 400 candidates from 2018 sitting the paper.

Candidates were successful in gaining the higher marks in the AO2 type questions (Explain, Justify, Compare) when they provided an application within a sports in their response. The 'what' and 'why' approach is a good way of securing the marks in a AO2 response.

The technology question was poorly answered, with candidates not identifying new/current technology in their answers. Individuals were not marked down for providing an 'old' technological advancement e.g. new kit, but failed to provide how it effects motivation.

Comments on individual questions/sections

- Q.1**
- (a)**
 - (i)** This question was well answered, with flexibility being the main answer given.
 - (ii)** Again well answered, with majority of candidates identifying that sit and reach is the appropriate test.
 - (iii)** Majority of candidates got the Quadriceps and Biceps correct however failed to name the Gluteals. There were instances of candidates providing the bone/joint instead of the muscles. Misspellings were accepted.
 - (b)**
 - (i)** Well answered with most providing increased ROM or increase flexibility and the amplification of reduces the risk of injury.
 - (ii)** Generally, well answered, with candidates giving the 'what' e.g increases confidence, but not giving the 'why' within competition so the amplification of confidence being 'increase in confidence to help them perform at their highest level within the game.'
 - (iii)** Majority of candidates mentioned the amplifications as seen in MS, however, they didn't identify the 'reduces recovery time'.
 - (c)**
 - (i)** Generally well answered with majority providing a response and an effect. E.g. increase in HR provides more O₂ to working muscles.

- (ii) The question was not asking for the candidates to write what are the long-term adaptations of exercise on the heart, but to assess what effect they have on enabling an individual to follow an active healthy lifestyle. Many candidates gave responses like cardiac hypertrophy rather than to exercise without undue fatigue or to recover quicker.
- Q.2**
- (a) (i) As this was a video response question, only responses seen on the video was accepted. However, if an answer was related to the examples in MS it was awarded correctly e.g lack of inspiration- parents having a negative attitude to sports. Lack of opportunities was not accepted as it's in the question.
- (ii) Well answered
- (b) Generally well answered, with majority using trophies/money/rewards (1 mark only) or give praise as the two main answers.
- (c) Candidates gave various answers here, with many not giving the 3 variables but an example within the variable, e.g self-paced
- (d) (i) Many giving the 'what' a basic skill is, but not providing 'why' e.g. if it's too difficult, a young child will lose enjoyment. Majority mentioned Basic skill not the complex, although marks would be given for this.
- (ii) Well answered
- (e) Lack of examples meant that majority gained 2 marks by only giving characteristics of a skilled performer and simply saying an unskilled performer will not have these characteristics. Amplification through examples and comparison needed to gain the 4 marks.
- Q.3**
- (a) (i) Well answered
- (ii) Well answered
- (b) (i) Well answered
- (ii) Most candidates mentioned the change of intensity in the form of going up a hill or accelerating for position during race or the sprint finish.
- (c) Majority did mention they could exercise for longer after training, but to gain the full 4 marks, candidates needed to use the data and relate it to lactate production and exercise time.
- (d) This extended answer question was poorly answered. Candidates did not provide 2 mental rehearsal techniques with correct explanation. Majority used imagery- but provided the incorrect example of what it was, using the example of visualisation instead. The evaluation of these was a weak point, as the candidates didn't engage in what effect they had on the performance. The better candidates did mention negative factors of imagery and visualisation, being if they only imagine positive thoughts, they will not know how to react to negative outcomes.
- (e) (i) Well answered.

- (ii) Well answered.
- (f) This was generally well answered with the majority of candidates engaging in a discussion about the positive and the negative issues relating to taking performance enhancing drugs. There were plenty of indicative content, however, many candidates did fall into Band 2 as the discussion was too vague without giving specific examples.
- Q.4**
- (a) Well answered
- (b) Once again in a 'explain' question, majority of candidates failed to provide an example but only provide an effect.
- (c) This levelled answer was mostly band 2, as candidates failed to fully provide why walking netball is a suitable activity for a sedentary individual. Good knowledge was seen in responses- linking intensity and fun.
- (d) Many candidates gave a list of what SMART is but not explaining how it is linked to self-confidence.
- (e) This was poorly answered, with many candidates not using appropriate technological examples. There are so many Apps, GPS trackers, Smart phones ect available and used by so many these days- these were hardly mentioned. Similarly, how they are used to motivate wasn't clearly expressed.
- Q.5**
- (a) Well answered.
- (b) Many candidates went along the route of listing the principles of training, but not answering what was needed- How the principles of training improves performance. The better candidates used examples of the principles and then analyse how it would affect the performance.
- (c) Well answered.
- (d) Generally, well answered, with candidates providing an example, but lacked detail in many responses.
- (e)
- (i) Majority identified the 30/50m sprint test and the hand grip test.
- (ii) This question did not ask for definitions of validity and reliability, but why are they important in testing. Many candidates answered for comparison between other results.

Summary of key points

- AO2 type questions do require candidates to provide examples within their answers to gain access to the full range of marks.
- Majority of candidates are still not hitting L3 in extended writing, Ao3 questions requires candidates to analyse the information provided and apply sporting examples to answer the question. Candidates do access marks through showing knowledge and understanding AO1, but lack developing these points.

- Candidates are still finding the movement analysis section-Unit 3 challenging.
- The first two questions require candidates to analyse the information from the stimulus materials

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UNIT 2 Controlled Assessment: 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 moderations report which will be available through the 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 March. 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 annotating forms.

WJPE1 and WJPE2 forms are being submitted with too many errors, these include: transferring totals; missing candidates; too many activities; incorrect combinations. There are still centres not meeting this deadline and annotating forms.

Video Evidence

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 specification). For centres showing a large amount of evidence through video it is recommended that this evidence could be available prior to the moderation (A secure YouTube channel is a suggested way of sharing video clips).

Centres are not providing appropriate video evidence which clearly justifies the marks awarded by the centre. Mark should be awarded by the centre in line with the centres internal standardisation process allowing consistency in assessment across the range of activities offered by the centre.

Personal Fitness Plan

Major activity Personal Fitness Programme (PFP) all PFP's are to be made available on the moderation day. All PFP should be clearly annotated justifying where marks are awarded based on the assessment criteria (page 27 of specification) along with authentication sheets completed and attached.

Personal Fitness Plans are being presented without clear annotations referencing the assessment criteria and where marks have been awarded. Moderators are still reporting to having to mark work rather than moderate samples which is time consuming on the moderation day (this was highlighted in 2018 Moderators Report). Assessment objectives in particular 'Recommendations for Future Performance' is reported as not being met by moderators.

Practical Activities

Appropriate Rich Tasks which allow candidates to demonstrate their application of skills, techniques, strategies and tactics towards the activity within a competitive situation should be seen on the day. In all activities, candidates need to be clearly identified to support the moderation process. Some centres provide a moderator's booklet with candidate identification per activity.

Effective internal standardisation producing accurate and consistent assessment is not happening across all activities and centres.

Moderation

There are still a number of centres that are not showing appropriate Rich Tasks for a range of activities. These include: Football, Rugby, Mountain Walking, Orienteering, Lifesaving, and Athletics. The Rich Task must be seen in the moderation.

The competitive games require a full-sided game with candidates playing in specific positions. Small-sided games do not allow the candidates to be observed in a specific position. If the centre is unable to offer a full-sided game for the purpose of moderation, video evidence is required. (Page 17 of specification) To access top of band 4 in *team activities* candidates need to demonstrate an application of skills, techniques, strategies and tactics appropriate to the position or activity in a competitive situation. (This was also reported in 2018)

Mountain Walking requires candidates to demonstrate their application of skills, techniques, strategies and tactics in pressure situations. Events demonstrated should be at least 10 kilometres in distance with candidates demonstrated planning, pacing, recognising-risks and their ability to make decision on adapting routes. Clear video evidence must be provided which demonstrates assessment and centres should internally standardise marks awarded based on evidence seen in the video. Duke of Edinburgh evidence is not enough to access the Rich Task. Video evidence must be produced and sent to the moderator prior to the moderation. Candidates cannot offer off site unless quality evidence is produced and submitted. (This was also reported in 2018)

Athletic events must show candidates ability to perform under competitive conditions. Candidates only need to perform in one event but to demonstrate their application of skills, technique, tactics, strategies and rules for that event the **Rich Task** must be competitive. All events should be available to be viewed on the moderation day, live or via video evidence. (This was also reported in 2018)

Summary of key points

- All mark sheets need to be completed before the first Friday in March.
- All written coursework needs to be annotated.
- For any activity that can not been seen live on the day video evidence is required. This evidence needs to replicate the marks awarded.
- All activities need to be seen in their full context demonstrating the standards at the bands and marks awarded.
- Mountain walking needs to offer the comparable time and rigour associated with the other activities.
- Athletes need to demonstrate their event under competitive conditions.



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