



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
PHYSICAL EDUCATION**

SUMMER 2018

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=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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UNIT 1

- Q.1 (a) This question was well answered, with the majority identifying Quadriceps and Hamstrings as the two muscle groups.
- (b) (i) Good knowledge of movement patterns and planes, some candidates showed lack of understanding of the appropriate Axis.
- (ii) The identification of the functions of the skeletal system **whilst running** was well answered. No marks given for production of red blood cells as it's not directly involved in the running action.
- (iii) Most candidates analysed the correct bones involved in the arm action.
- (iv) Very well answered.
- (c) (i) Generally, well answered- although many candidates, used speed or anaerobic fitness, as their answer. The latter not being a 'fitness component'.
- (ii) Generally well answered, but some answers were too generic, and not explaining the effect of WT on performance e.g *WT improves my power in my legs, which in turn allows me to push out of the block with **greater force**, allowing me to get a **quicker** start.*
- (iii) Well answered.
- Q.2 (a) Well answered by the majority of candidates.
- (b) Most candidates did not fully **explain** the importance of fitness testing, with many gaining only 2 marks 2 basic explanations e.g *'identifying strengths and weaknesses' 'to get baseline scores'*
- (c) (i) Once again the candidates didn't fully understand the **explain** element of the question- and providing only a basic answer and no application e.g for 2 marks- *'Regular exercise increases your BMR and it will stay higher for longer, which will mean you will burn more fat, and lose more weight compared to being sedentary'*
- (ii) Very well answered.
- (iii) Good descriptions of how to motivate sedentary individuals.

- Q.3 (a) (i) Well answered, the candidates not gaining the full 3 marks mixed up with fats = energy and carbohydrates= energy and insulation. Where as the answer is fats=energy and insulation and carbohydrates= energy.
- (ii) Both athletes need Carbohydrates and Proteins for performance, but the ratios are different. The candidates that gained the better marks identified that marathon runners need **more** Carbohydrates because of duration and intensity of the activity and also mentioning they will be carbo-loading to ensure that glycogen stores are full prior to race. Compared to a WL that eats a **lot more** protein to repair muscle tears due to the nature of the isotonic muscle contractions done in training.
- (b) This question, was poorly answered by many candidates, with many gaining Band lower band 2. All candidates have produced a PFP for their GCSE course, therefore specific examples of the use of Principles of training was needed e.g- *'I progressively overloaded my training programme by increasing the weight I was lifting regularly. Once 20kg was too easy in week 1 I increased the weight to 22kg in week 2 so that I forced my muscles to work harder under the increased intensity, by the end of the programme i could lift 30Kg'*. Not just a list of the definitions of SPORT or SPOV.
- (c) Well answered- with most choosing train to music or train with a friend, with some candidates using goal setting.
- (d) (i) Well answered.
- (ii) This question asked the candidates the **'why'** and the **'benefits'** of KP. E.g- *By analyzing my stroke, I can see my strengths and weaknesses, so I can then improve my technique to gain better efficiency whilst swimming, and therefore produce quicker times in my training sessions and races.*
- Q.4 (a) This question was a analysing data question, with the majority gaining 2 marks. *E.g Participation in physical activity has increased by 8% between 2013 and 2015, however there are still more boys taking part in physical activity compared to girls.*
- (b) Generally well answered, with those candidates gaining band 3 producing a discussion about the variety of strategies and examples of how the local authority and government try to increase involvement in sports. E.g the use of AYP in schools targeting sports, girls have shown interest in like girls football once they have done the school sports survey, the WRU investing in the 'women's and girls game changers programme, and saying how this has meant more rugby for girls in their local area, local Leisure Centers providing specialist equipment and specific times for girls to attend. 'This girl can' was also a popular example. Many did mention that Sky Sports were televising more games, but this isn't unfortunately a direct strategy by the government.

- (c) Most candidates attempted this question and accessed the MS. Most candidates accessed level 2 by being quite descriptive. To gain the top band 3 marks, the candidates discussed in detail, *e.g there is a lack of role models within disability sports compared to able body sports. Famous footballers like Neymar and Messi are constantly on TV therefore inspiring young people to participate in sports. There is even a greater difference in the amount of role models in female disability sports. However, due to the increasing popularity and successes of The Paralympic games, we see more athletes like Ellie Simmonds and Aled Davies in the media. This means more young disabled athletes can see that they can also take part in sports to a high level.*
- (d) Well answered.
- (e) Generally well answered, with many candidates gaining band 3 with the use of SMART the basis of their answer, however the candidates that missed out on Band 3 did not use the words to motivate, to provide adherence, to provide ownership, to track performance within their description of what SMART targets are.
- Q.5 (a) Well answered, with students providing 2 examples of a skillful performer, and an explanation. E.g a skillful performer like Gareth Bale would be responsive to the situation by correctly making the right decision when deciding to pass the ball or take a shot himself.
- (b) Well answered, with candidates giving a justification why it's not a totally closed skill. E.g self paced=closed, but environment can effect the kick=open.
- (c) (i) Well answered.
- (ii) The better candidates could link which type of guidance is the best for the different stages of learning and providing an example. *E.g- A 'what' (e.g mechanical best for cognitive) and 'why' (helps them practice new/difficult moves without fear of falling e.g summersault in gymnastics).*
- (iii) Varied responses were given here. The candidates gaining Band 3 provided an excellent discussion on **'How'** and **'Why'** technology can benefit coaches. Along with valid examples of technology *e.g Dartfish, GPS data, heat maps- these can show strengths and weaknesses, allow coaches to tailor individual programmes to improve weaknesses, assess the opposition by reviewing previous matches. Some did mention that technology does improve safety, therefore protects the players, allowing the coach to prolong the playing life of his players.* Some candidates mentioned the use of stopwatches as 'technology' in this day and age- there were better examples to be used.
- (d) Well answered, with the majority using sponsorship, government funding, private investors and pay per view.

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UNIT 2

Controlled Assessment: The active participant in Physical Education

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 moderators report, recommendations and the identification of trends in the annotation of the WJPE1 & WJPE2 forms.

Recommendations:

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.

WJPE1 and WJPE2 forms are being submitted with too many errors, these include: transferring totals; missing candidates; too many activities; incorrect combinations.

Off-Site Video Evidence

All offsite activities require video evidence and this must be sent to the moderator prior to the moderation. Off-site activities are those 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)

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 have reported having to mark work rather than moderate samples which is time consuming on the moderation day.

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 moderators 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.

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.*

The Orienteering **Rich Task** must allow candidates to compete in specific events allowing them to demonstrate clear planning, navigational and decision making skills under competitive situations. Once again clear video evidence must be provided which demonstrates marks awarded. Internal standardisation must take place based on evidence provided within the video. *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.*

The **Rich Task** for Life-saving should allow candidates to be seen in challenging conditions through competitive events or through scenarios which allow candidates to access the assessment criteria. Prescribed activities limit the candidate candidates the full assessment criteria.

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.



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