



GCSE EXAMINERS' REPORTS

**GCSE
PHYSICAL EDUCATION – SHORT
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	3

PHYSICAL EDUCATION SHORT COURSE

GCSE

Summer 2019

UNIT 1 – EXTERNALLY ASSESSED

General Comments

2019 paper proved to be reasonably accessible with most candidates being able to make a reasonable attempt at all questions. Encouragingly, many candidates achieved well in the more demanding AO3 questions such as 3a.

Comments on individual questions/sections

Q.1 Overall this question proved to be the most accessible question in the paper.

(a) This was accessed by many candidates, with most being able to identify and justify the component of fitness.

(i) Many correct responses given.

(ii) Many correct responses given. The addition of a definition of flexibility amplified would have improved answers.

(iii) Many good answers.

(iv) Some good answers. Most common responses were- different test measure different aspects of health and fitness and are used to determine current status accurately.

(v) Some correct responses. It is important to clearly explain what plyometric training is.

(b) This was the best answered on the paper.

(i) Many good answers regarding functions of the skeletal system.

(ii) Many good answers with the most common being to prepare the body for activity and to prevent injuries taking place.

(c) This was also well answered with very good knowledge of energy systems shown. There was some confusion regarding CP and Lactic Acid systems.

Q.2 This was the least well answered question of the paper, although it was still accessed by many candidates

(a) (i) Very well answered question.

(ii) Many incorrect recognised definitions for the two components of fitness identified in 2ai.

- (iii) Very few candidates accessed full marks for this part of the question.
- (b) This was the worst answered question on the paper and had the lowest number of candidates attempting this part of question two. There was some confusion regarding aerobic and anaerobic systems and the reasons for training both systems when involved in a short- intense physical activity. Some candidates were able to relate the use of each system to the sporting example provided in the question.
- (c) Some good answers were given, however, when one considers the wealth of examples available in relation to technology and sport, many responses included limited depth and detail linking improved performance to the technological examples selected.
- (d) Some good answers were given, however, when one considers the wealth of examples available in relation to technology and sport, many responses included limited depth and detail linking improved performance of sports officials to the examples selected. Many of the best responses were able to identify and describe the technology and explain the benefits to the officials and the sport.
- Q.3** Question 3 proved to be an accessible question with both parts of it answered quite well.
- (a) For 3a there was some reasonable knowledge of lifestyle choices. Pleasingly many candidates did refer to the data and made attempts to evaluate the lifestyle choices. Many answers were developed in some depth.
- (b) 3b was the second best answered question on the paper with very good knowledge of social benefits of participating in sport/ physical activity shown. Answers could have been further improved by linking the data provided to the social benefits of participating in sport /physical activity.

Summary of key points

- It is important for the specification content to be delivered in such a way that it can be related to specific sporting examples and applied across a range of sporting contexts to enable more candidates to continue to access AO2 and AO3 questions.
- Centres are advised to utilise Item Level Data information for their school / college in order refine teaching and learning strategies and to better understand the performance of candidates.

PHYSICAL EDUCATION SHORT COURSE

GCSE

Summer 2019

UNIT 2 – NON-EXAMINED ASSESSMENT

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

Comments on individual questions/sections

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. 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 is sent to the moderator 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.

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. (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

- Athletics, Swimming and Dance must clearly state the events or style rather than just the activity.
- All activities that cannot be seen live on the day must have video evidence. The video evidence must show the candidate or candidates completing the rich task and the candidates must always be easily identifiable. If an activity cannot be seen live on the day and there is no video evidence available, then that activity cannot be offered.
- In all activities, candidates need to be clearly identified to support the moderation process. This allows for the moderation to run smoothly. Some centres provide a moderator's booklet with candidate identification per activity which is effective.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk