GCSE

WJEC GCSE
Physical Education and Health

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Principles of Physical Education and Health

Teaching from 2026
For award from 2028



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

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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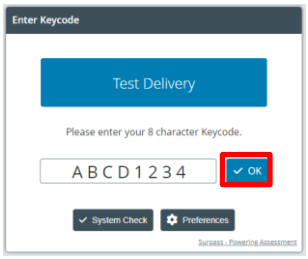
Unit 1: Principles of Physical Education and Health

Unit 1: Principles of Physical Education and Health is assessed by Digital Examination. The online Sample Assessment Materials can be accessed here: https://web.download.wjec.co.uk/surpass/packaged-exams/GCSE-PEH-S5/index.html

Guidance for accessing the online Sample Assessment Materials is detailed in the following steps:

<table>
<tr><td colspan="2">1. Click on the link provided:</td></tr>
<tr><td>2. Click ‘OK’:</td><td>
</td></tr>
<tr><td>3. Click ‘Yes’:</td><td>
</td></tr>
<tr><td>4. Click ‘Start the Test’:</td><td>
</td></tr>
<tr><td>5. To navigate through the assessment, click ‘Back’ or ‘Next’ at the bottom of the screen:</td><td>
</td></tr>
<tr><td colspan="2">6. Once the Sample Assessment Material has been viewed, close the tab or browser.</td></tr>
</table>

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MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of *'*Credit any other valid response*.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts: the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

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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
	(b)		**Explain, using Figure 2, why hydration is important for a sports performer**. Award up to **four** marks, for example: • 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
	(c)		**Read the following energy balance statements. Use the drop-down lists to state whether the statement is true or false.** True True False	3			3
				5	4	0	9

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<table>
<tr><th colspan="2">Question</th><th>Answer</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total Mark</th></tr>
<tr><td>2.</td><td colspan="6"></td></tr>
<tr><td></td><td>(a)</td><td>(i)</td><td>The movements taking place at the knee joint are ……and ……...

One mark for each correct answer in the correct place

Flexion and extension</td><td></td><td></td><td>2</td><td>2</td></tr>
<tr><td></td><td>(a)</td><td>(ii)</td><td>The muscular contraction taking place in the arms when holding the handlebars on the bike is ……...

Isometric</td><td></td><td></td><td>1</td><td>1</td></tr>
<tr><td></td><td></td><td>(iii)</td><td>The quadriceps muscle in the legs are the …… muscles generating the movement.

Prime mover</td><td></td><td></td><td>1</td><td>1</td></tr>
<tr><td></td><td>(b)</td><td>(i)</td><td>Match each pair by clicking each body system (on the left) and then clicking the most appropriate short-term effect of exercise (on the right).

Award one mark for each correct answer up to a maximum of four marks:

<table>
<tr><th>Body system</th><th>Short-term effect of exercise</th></tr>
<tr><td>Cardiovascular system</td><td>Increased Heart rate</td></tr>
<tr><td>Cardiorespiratory system</td><td>Increased breathing rate</td></tr>
<tr><td>Muscular-skeletal system</td><td>Increased elasticity</td></tr>
<tr><td>Cardiovascular system</td><td>Vasodilation</td></tr>
</table>
</td><td>4</td><td></td><td></td><td>4</td></tr>
<tr><td></td><td>(b)</td><td>(ii)</td><td>Analyse the impact of two long-term effects of exercise on the performance of the cyclists in the spin class.

Award up to two marks for an analysis of the long-term effects of exercise.

Award up to two marks for an analysis of the impact on the performance of the cyclist in the spin class.</td><td></td><td></td><td>4</td><td>4</td></tr>
</table>

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			Answers could include: ***<u>Effects</u>*** • Cardiac hypertrophy/heart stronger (1 mark) • Increased stroke volume (SV) (1 mark) • Increase in cardiac output (1 mark) • Capillarisation at the lungs (1 mark) • Increase in number of red blood cells (1 mark) • Muscular hypertrophy (1 mark) • Increased capillarisation of the muscles (1 mark). ***<u>Impact on performance</u>*** • More oxygen getting to the muscles which means they can work for longer (1 mark) • Increased removal of waste products and CO2, which reduces fatigue (1 mark) • More O2 in blood, take longer to reach Anaerobic threshold - work at a higher intensity for longer (1 mark) • Muscles are stronger and more powerful to cycle (1 mark) • Losing weight which puts less strain on the systems of the body which mean they can perform for longer (1 mark) • Increased mood more energy/motivation to perform in the class (1 mark). ***Accept all relevant responses***				
	(c)		**Suggest a possible factor** that could have contributed to the high participation in the spin class. • fun/enjoyment (1 mark) • knowledge of the trainer (1 mark) • friends attending (1 mark) • working in a group (1 mark) • accessibility (1 mark). *Any other valid reason*		1		1
				4	2	8	13

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Question			Answer	AO1	AO2	AO3	Total Mark
3.							
	(a)	(i)	**Identify, using clip 2, the type of feedback the coach is giving to the volleyball players.** Award **one** mark for: Extrinsic	1			1
		(ii)	**Identify, using clip 2, the type of feedback the coach is using to improve the performance of the players.** Award **one** mark for: Knowledge of performance	1			1
		(iii)	**Explain why the two types of feedback given in clip 2 could be useful during the volleyball practice. Use examples in your answer.** <u>The types of feedback in clip 2 are:</u> • <u>Extrinsic</u> • <u>Knowledge of performance</u> <u>Indicative content:</u> <u>Extrinsic feedback</u> Why it's useful: • It provides information the player may not be aware of • It reinforces good technique and corrects errors • It keeps motivation high by giving specific praise or constructive criticism • Boosts confidence. <u>Knowledge of Performance</u> Why it's useful: • It helps players make targeted improvements • It builds a better understanding of the skill • Helpful when learning or improving more difficult skills • Makes performer more aware of their performance. <u>Possible examples:</u> • The second shot is better than the first • The coach has respect from the players and therefore they listen to him • The volleyball players understand what they need to improve and make adjustments in their performance. ***Accept all relevant responses***		5		5

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Band	AO2
3	**4-5 marks** • Very good explanation of why extrinsic feedback could be useful during the volleyball practice. • Very good explanation of why knowledge of performance feedback could be useful during the volleyball practice. • Very good use of examples from clip 2 of why feedback was useful during the practice.
2	**2-3 marks** • Good explanation of why extrinsic feedback is useful during the volleyball. • Good explanation of why knowledge of performance feedback could be useful during the volleyball practice. • Good use of examples from clip 2 of why feedback was useful during the practice
1	**1 mark** • Limited explanation of why either extrinsic feedback **or** knowledge of results could be useful. • Limited or no examples.
0	**0 marks** No response attempted or nothing worthy of credit.

	(a)	(iv)	**Summarise the types of feedback below**. Use examples in your answer. Award up to **four** marks for the **two** types of feedback. Award maximum of **two** marks for summary of each feedback. Accept any relevant examples. **One** mark for just example **or** summary **Two** marks for example **and** summary For example: *Positive* - Praises the athlete after a successful outcome (1 marks) for example, saying well done to a performer when they complete a skill correctly (1 mark) *Intrinsic* - The physical feel of a movement as it's being performed (1 marks), for example, a performer when they score a conversion turning away before it goes over. ***Accept all relevant responses***		4		4
	(b)		**Explain how goal setting could be used to help improve performance. Use examples in your answer.** *Indicative content:*		6		6

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		• 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).				

Band	AO2
3	**5-6 marks** • 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	**3-4 marks** • 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	**1-2 marks** • 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	**0 marks** No response attempted or nothing worthy of credit.

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total Mark</th></tr>
<tr><td>3.</td><td colspan="7">Anxiety can have a negative effect on performance.</td></tr>
<tr><td></td><td>(c)</td><td>(i)</td><td>Identify two symptoms of both somatic and cognitive anxiety a sports performer might experience.

Award one mark for each correct answer with a maximum of four marks
<table><tr><td>Type of anxiety.</td><td>Symptoms of anxiety.</td></tr><tr><td>Somatic anxiety</td><td>Increased heart rate/ breathing rate /butterflies /sweaty palms</td></tr><tr><td></td><td>accept any relevant example</td></tr><tr><td>Cognitive anxiety</td><td>difficulty concentrating / increase of negative thoughts / worry</td></tr><tr><td></td><td>accept any relevant example</td></tr></table></td><td>4</td><td></td><td></td><td>4</td></tr>
<tr><td></td><td>(c)</td><td>(ii)</td><td>Name two stress management techniques that could be used to reduce the anxiety of sports performers.

Award one mark for each correct answer with a maximum of two marks

• deep breathing
• visualisation and mental rehearsal
• positive self-talk
• selective attention
• adequate sleep
• imagery
• progressive relaxation
• yoga and meditation.

Accept any other relevant technique</td><td>2</td><td></td><td></td><td>2</td></tr>
<tr><td></td><td></td><td></td><td></td><td>8</td><td>15</td><td>0</td><td>23</td></tr>
</table>

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Question		Answer	AO1	AO2	AO3	Total Mark
4.						
	(a)	Explain using examples from clip 3, how the Valleys Girls session has a positive influence on female participation. <u>Indicative content.</u> • Opportunities for children to participate whatever their level • Opportunities for children to participate in non-traditional/ new activities • They provide a location for girls to take part. • Provision /Equipment/ facilities improvement • Positive and fun experience • Sport for all • Participate with friends • Builds self-confidence • Visibility of female athletes and encourages girls to pursue their ambitions in sports, regardless of societal expectations. • Inspire/motivates young girls to take part • Creates opportunities and changes lives • Positive role models (participants and coaching) • Provides a way for the girls to move up in the performance pathway. • Smashes stereotypes as numbers increase. • Raises awareness of participation.		6		6

Band	AO2
3	**5-6 marks** • Very good explanation of how the Valleys Girls session can influence female participation in the community. • Comprehensive use of the video clip in relation to increased female participation.
2	**3-4 marks** • Good explanation of how the Valleys Girls session can influence female participation in the community. • Clear use of the video clip in relation to increased female participation.
1	**1 -2 marks** • Basic explanation of how the Valleys Girls session can influence female participation in the community. • Little use of the video clip in relation to increased female participation.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question		Answer	AO1	AO2	AO3	Total Mark
4.						
	(b)	**Give three reasons why participating in sport or physical activity at a young age can impact a person's social and emotional well-being.** Award **one** mark for each reason up to a maximum of **three** marks • Improve communication skills • sense of belonging • positive body image • stress and anxiety release • make more friends at school • more opportunities • *any other valid reason*	3			3
	(c)	**Assess how diversity and inclusion could influence participation in physical activities/sport. Use examples in your answer.** *Indicative content:* **Positive influences** Diversity and inclusion can create more opportunities and reduce barriers by promoting a space for everyone regardless of, ability, gender, ethnicity or any other characteristics. • **Representation and role models** – seeing athletes from diverse backgrounds can inspire and increase participation as well as break down stereotypes. For example, seeing more female role models can encourage more girls and women to participate. • **Increase participation and opportunities** – more inclusive programmes of activity – adapted sports for people with disability. For example, wheelchair basketball where able and disabilities can play together. • **Cultural sensitive programmes** – that meet the needs of a cultural diverse population, offering safe spaces and time. Can encourage a sense of belonging For example, offering women only swimming sessions, helping to promote people from religious and cultural backgrounds to feel more included. • **Inclusive language within coaching, participating and performing** – using respectful language and treating everyone equal regardless of background creating a positive supportive environment reducing the fear of discrimination for minority groups. For example, coaches using language that engages all and use more inclusive			6	6

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		terms. This could include awareness within changing rooms. • **Inclusive programmes of activities** – offering taster sessions, free lessons and activities that try to reduce the socio-economic barriers. For example, free swimming in holidays, free transport or free access to facilities. **Negative influences** **Challenges if diversity and inclusion are lacking:** • **Discrimination or Bias**: If participants experience racism, sexism, or other forms of exclusion, they may feel unwelcome and drop out of sports. For example, boys only clubs, girls are not allowed to play with the boys even though there is nothing stopping them up till the age 16. • **Lack of Access:** Some communities might lack facilities or programs that cater to their needs, limiting participation. This maybe be due to culture, religion, socio-economic. For example, no disability sports clubs or access to equipment, training or expert help/coaching. • **Stereotypes**: Beliefs like "certain sports are only for boys" can discourage girls or others from joining in. For example, a young girl who enjoys weightlifting may feel discouraged or lack confidence because of these stereotypes. ***Accept all relevant responses***				

Band	AO3
3	**5-6 marks** • Very good assessment of how both factors can influence participation. • Comprehensive use of examples in relation to participation.
2	**3-4 marks** • Good assessment of how both factors can influence participation (but might not be equal). • Clear use of examples in relation to participation and performance**.**
1	**1-2 marks** • Basic assessment of how at least one of the factors can influence participation. • Limited use of examples in relation to participation.
0	**0 marks** No response attempted or nothing worthy of credit.

	3	6	4	13

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total Mark</th></tr>
<tr><td>5.</td><td colspan="7"></td></tr>
<tr><td></td><td>(a)</td><td colspan="2">Categorise the following activities in football by muscle fibre (fast twitch or slow twitch muscle fibre). Drag and drop the activity to the correct muscle fibre.

Award one mark for each correct answer with a maximum of five marks

<table><tr><th>Fast twitch</th><th>Slow twitch</th></tr><tr><td>Tackling an opponent</td><td>Walking back to position</td></tr><tr><td>Sprinting for the ball</td><td>Jogging into space</td></tr><tr><td>Jumping to header</td><td></td></tr></table></td><td></td><td>5</td><td></td><td>5</td></tr>
<tr><td></td><td>(b)</td><td>(i)</td><td>Match each pair by clicking on each energy system (on the left) and draw a line to the correct description (on the right).

Creatine Phosphate system – High intensity, up to 10 seconds duration.

Lactic acid system – High intensity, 10 seconds to approximately 2 minutes in duration.

Aerobic system – Low intensity, high duration.</td><td></td><td>3</td><td></td><td>3</td></tr>
</table>

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	(b)	(ii)	**Explain, using examples when the three different energy systems are used.** Award a maximum of **two** marks for each energy system. Accept any relevant examples. **One** mark for just example **or** explanation **Two** marks for example **and** explanation • Creatine Phosphate system – this would be used during short sharp movements (1 mark) e.g. sprint for the ball (1 mark) • Lactic acid system – this would be used during fast movements (1 mark) e.g. counterattack in hockey (1 mark) • Aerobic system – this would be used during longer and slower movements (1 mark) e.g. marathon (1 mark).		6		6
	(c)		**Analyse why training the aerobic energy system would improve the performance of a long distance runner.** Indicative content: • able to better use and store more carbohydrates • aerobic energy system - low intensity and long duration • adaptation - high intensity for longer duration • to improve aerobic fitness (cardiovascular endurance), • more oxygen to working muscles • improved oxygen delivery allows individuals to perform longer • exercise for longer without fatigue. • muscles become better at using oxygen and fat as fuel, which is essential for prolonged endurance activities. • work for longer without producing waste products which will improve fitness and in turn performance • able to remove waste products more efficiently • waste products cause fatigue therefore can exercise for longer • *any other valid answer.*			6	6

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Band	AO3				
3	**5-6 marks** • Comprehensive analysis of the aerobic energy system • Clear and detailed analysis of the improvement in performance • Very good relationship between the energy system and long distance runner.				
2	**3-4 marks** • Good analysis of the aerobic energy system • Clear analysis of the improvement in performance • Good relationship between the energy system and long distance runner.				
1	**1-2 marks** • Basic analysis of the aerobic energy system • Limited analysis of the improvement in performance • Limited relationship between the energy system and long distance runner.				
0	**0 marks** No response attempted or nothing worthy of credit.				
		0	14	6	20

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Appendix A – WJEC GCSE Physical Education Digital Assessment

Digital Assessment Information

1. **Arrangements and access of the digital examination:**

   Digital examinations will be delivered to centres through Surpass software. An application named WJEC SecureClient will need to be installed on candidate's PC's within centres so that candidates can complete the exams. The Surpass software will be available throughout the academic year and centres will be encouraged to complete practice exams (e.g. Digital Specimen Assessment Materials and past papers as they become available) using the on-screen assessment software so that candidates can familiarise themselves with the software in readiness for the live exams.

2. **Controls within digital examination:**

   Centre staff will need to:
   - modify the duration of on-screen exams for candidates that require additional time (access arrangements)
   - ensure invigilators can log into Surpass to be able to pause and resume exams during the delivery of on-screen exams. Used for candidates who have supervised rest breaks (access arrangements) and for individual or cohort issues that may occur during live exams e.g. disruption.

   Candidates will have the ability to:
   - change the colour preferences of the on-screen exam
   - zoom in/out functionality.

3. **Candidate instructions for digital examinations:**

   Centres will be provided with a Candidate User Guide for candidates completing on-screen assessments. The Surpass software will be available throughout the academic year and centres will be encouraged to complete practice exams (e.g. Digital Specimen Assessment Materials and past papers as they become available) using the on-screen assessment software so that candidates can familiarise themselves with the software in readiness for the live exams.

4. **Digital examination arrangements – clarity over support:**

   Live exams will be scheduled by WJEC at least 7 days before the date of the exam. The 'Home 'screen of Surpass will contain information to assist with the installation and testing of the software as well as a user guide detailing the administration process of delivering on-screen exams within a centre.

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Appendix B – Mapping of questions to specification content and assessment objectives: Unit 1

Question			Mark allocation											
			Topic and Section									Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			1.1		1.2				1.3						
			1.1.1	1.1.2	1.2.1	1.2.2	1.2.3	1.2.4	1.3.1	1.3.2	1.3.3				
1	(a)	(i)			✓							1	1		
		(ii)			✓							1	1		
	(b)				✓							4		4	
	(c)				✓							3	3		
2	(a)	(i)					✓					2			2
		(ii)					✓					1			1
		(iii)					✓					1			1
	(b)	(i)				✓						4	4		
		(ii)				✓						4			4
	(c)			✓								1		1	

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3	(a)	(i)									✓	1	1		
		(ii)									✓	1	1		
		(iii)									✓	4		4	
		(iv)									✓	4		4	
	(b)								✓			6		6	
	(c)	(i)								✓		4	4		
		(ii)								✓		2	2		
4	(a)			✓								6		6	
	(b)		✓									3	3		
	(c)			✓								6			6
5	(a)						✓					5		5	
	(b)	(i)						✓				3		3	
		(ii)						✓				6		6	
	(c)							✓				6			6
Total marks												**80**	**20**	**40**	**20**

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Source Acknowledgements

Clip 2	'Using Video Feedback to Improve Skills' published by Championship Productions 4 August 2015 Link: Using Video Feedback to Improve Skills - YouTube
Clip 3	Lauren Price | Caerphilly Dragons & Valleys Gymnastics Academy | #NationalLottery30 | Sport Wales published by Sport Wales 18 November 2024 Link: Lauren Price | Caerphilly Dragons & Valleys Gymnastics Academy | #NationalLottery30 | Sport Wales - YouTube

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