GCSE EXAMINERS' REPORTS

GCSE (NEW)
PHYSICAL EDUCATION – SHORT COURSE

SUMMER 2022

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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 EXTERNALLY ASSESSED

General Comments

The paper catered for a wide range of abilities. Most candidates completed the paper and answered most of the questions. However, many candidates were unable to fully answer questions where theory had to be applied.

Candidates were successful in gaining the higher marks in the AO2 type questions (Explain, Justify, Compare) when they provided an application within a sport in their response.

A few questions were poorly answered; the levers question Q.2 (a) (ii and iii) and explaining why tests need to be valid and reliable was very weak. Again, this was due to lack of theoretical knowledge.

Many candidates achieved well in the more demanding AO3 questions such as Q.1 (b) and Q.2 (c) which is encouraging.

Comments on individual questions/sections

Q.1 **(a)** **(i)** This was accessed by many candidates, with the majority being able to correctly define CV Endurance.

(ii) Many correct responses given.

(iii) Limited levels of response. Important to be able to describe in detail the procedures, using correct terminology and specific measurements.

(b) This was not a well answered question, although it was still accessed by many candidates. The discussion was not clear by many. They simply wrote out the training sessions again. Explanation of the variations between the schedules were not evident in many answers.

(c) **(i)** Well answered.

(ii) Many good answers given regarding how sport and physical activity can help a person's mental wellbeing. However, some candidates referred to social or physical reasons and therefore, could not access the marks.

Q.2 **(a)** **(i)** Well answered question.

(ii) Very few candidates accessed marks for this part of the question.

(iii) Very poorly answered. The majority of the candidates did not have the theoretical knowledge to answer this question even though the terms were given to them.

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(b) **(i)** Well answered.

(ii) & (iii) Many correct responses given. However, a lot did get them the wrong way around.

(c) Little knowledge of the adaptations to the circulatory system. Candidates could explain the obvious adaptations in performance but without the reasoning linking adaptation to improved performance.

Q.3 **(a)** **(i)** Many correct responses given.

(ii) Many incorrect unrecognised tests were given as answers. Candidates need to learn the correct name for these tests.

(iii) Well answered.

(iv) This was the worst answered question on the paper. Candidates gave reasons why we use fitness tests, rather than why they must be valid and reliable. They must measure what they claim to measure (validity), and they are able to replicate the protocol exactly every time (reliable).

(b) Some good answers. Many of these had good evaluation and used strong links to improvement in performance to amplify the question.

(c) Many candidates attempted the question but with little explanation why rowers should use correct technique and the impact on their performance. Specific examples could have been used to support the answers given.

Summary of key points

It is difficult to generalise on the responses of candidates due to the range of abilities sitting the paper. For extended writing questions, greater depth and detail is required in order for candidates to access all Assessment Objectives. Candidates do access marks through showing knowledge and understanding (AO1) but lack developing these 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 to refine teaching and learning strategies and to better understand the performance of candidates.

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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 Moderator 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 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. For moderations that take place before this date, all the 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 not annotating forms.**

WJPE1 and WJPE2 forms are being submitted with too many errors. These include: transferring totals, missing candidates, too many activities, incorrect combinations, specific events within activities e.g. Athletics 100m.

Candidate Authentication Sheet (CAS)

Candidate Authentication Sheets (CAS) should be submitted to the moderator with WJPE forms. A CAS form must be completed for each candidate with a breakdown of their practical profile, including individual marks and total. The declaration must be dated and signed by both candidate and teacher to certify that all work has been carried out under the conditions set by the WJEC.

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Centres must bring to the attention of each candidate the GDPR section of the CAS which provides candidates with information regarding the use of their audio-visual/written coursework by the WJEC/Eduqas for training and CPD purposes.

Moderators are reporting that these forms are not completed in full and are often missing signatures. GDPR section is often not completed and therefore, moderators are having to return or ask centres to complete on the day of the moderation.

IAMIS

Centres must enter candidates marks onto the IAMIS system before the 5th May. It is recommended that this is completed as close to the moderation date as possible and time is taken on the transfer of data from WJPE1 to IAMIS to reduce administration errors.

Moderators are reporting that some centres have been late to enter marks into the systems and reminders are having to be sent out to encourage input of data. Errors in data transfer of marks have also been highlighted and many moderators have highlighted the error within the IAMIS system.

Video Evidence – Candidate Activities

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. Marks should be awarded by the centre in line with the centre's internal standardisation process, allowing consistency in assessment across the range of activities offered by the centre.

Video Evidence – Moderation Day

It is a regulatory requirement that centres make an audio-visual recording of the moderation day. This recording must then be submitted to the visiting moderator within one week of the moderation. This evidence must be submitted on disc/pen drive/memory card and not via a hyperlink.

Moderators have reported that audio-visual recordings have been made and that centres are meeting the requirements set out by the WJEC.

Moderation

Moderators have reported the development of rich task has improved and centres have taken on board advice given pre-COVID. There still remains a few activities that need further development and these include: Mountain Walking, Orienteering, Rounders and Personal Survival.

Mountain Walking (Page 49 of the specification) should show candidates demonstrating their skills over at least 10 kilometres in distance. The Rich Task should demonstrate planning, pacing, recognising risks and their ability to make decisions 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.

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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 & 2019)

We have seen an increase in the number of centres offering Rounders. Page 52-53 of the specification outlines clearly what is expected from the Rich Task. Candidates offering Rounders must perform as a fielder or wicketkeeper **and** as a batter or bowler. The Rich Task must allow for candidates to demonstrate their ability within these roles, and the assessment should be based on the fulfilment of each role and not just the strongest aspect.

Personal Survival (page 51 of the specification) required the Rich Task to clearly show candidates demonstrating their ability to apply personal survival techniques appropriate to the situation. It is recommended that a range of scenarios are developed which will allow candidates to demonstrate this strategic and strategical awareness and show effective decision making.

Summary of key points

- Centres to accurately complete WJPE1 & WJPE2 forms and send to their moderator 2 weeks before the moderation.
- Candidate Authentication Sheet (CAS) to be completed accurately with dates and signatures, and that centres make candidates aware of the GDPR section and that this is completed by all candidates.
- Centres to accurately enter data into IAMIS as close to the moderation date as possible and it must be before the 5th May.
- Video evidence must be of a high quality and clearly identify all candidates involved. The evidence shown must clearly identify the characteristics of the band and marks awarded by the centre.

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