



GCSE EXAMINERS' REPORTS

**GCSE (NEW)
PHYSICAL EDUCATION – FULL COURSE
SUMMER 2022**

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.

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UNIT 1 EXTERNALLY ASSESSED

Comments on individual questions/sections

- Q.1 (a)** Question was well answered with the majority of candidates using:
- commercialisation in sport – Lloyds Bank
 - technology – the TV coverage
 - reaction time – reacting to the starting pistol.
- (b)** Most candidates explained that hydration regulates body temperature and that in turn, decreases fatigue, and that it prevents lost fluids, therefore, dehydration.
- (c) (i)** Well answered.
- (ii)** Well answered with candidates using access for all and non-competitive/elite as their two responses.
- (iii)** Well answered.
- (d)** Well answered, with candidates using ‘reacting to the gun at the start to move quickly and powerfully.’
- (e) (i)** Well answered.
- (ii)** Well answered with candidates understanding the principle of Overload. Majority using duration or intensity in their responses.
- Q.2 (a) (i)** Well answered.
- (ii)** Well answered.
- (b) (i)** Well answered.
- (ii)** This was well answered, with most candidates describing that more skilled performers show confidence, becoming more efficient and effective performers.
- (c) (i)** Well answered – majority using weather.
- (ii)** Most candidates were able to identify one example. However, some candidates failed to provide the amplification in order to earn the second mark.

- (d) This was well answered with many candidates reaching band 3 in their responses. Candidates were able to explain the importance of exercise and relating it to physical, social, and mental benefits.
 - (e) Generally well answered. Candidates were able to provide an adaptation and its effect on health, with the majority focusing on the CV system and losing weight.
- Q.3**
- (a) Candidates were able to correctly analyse that the joint involved was the ball and socket. However, the classification of the lever was causing trouble to some. The correct answers used FLE123 in their notes to help them. Majority were able to identify that the movement was extension.
 - (b) Majority of candidates gained a L2 response – where they gave a basic analysis of the muscular contraction or the movement. Incorrect responses focused on flexion/extension instead of abduction.
 - (c) Well answered.
 - (d) This question was well answered, with many candidates providing an excellent, well-reasoned discussion on the positive and negative effect technology has on sport. VAR and its benefits were discussed in detail, along with its disadvantages of slowing the game down and the cost implications. Incorrect answers didn't focus on the official, but on the player.
 - (e) Well answered-appropriate examples were given e.g. talking to players, showing them the red card.
- Q.4**
- (a)
 - (i) Many candidates only provided a L1-2 response, with candidates focusing on the intensity of the race in their answers.
 - (ii) Well answered – majority using the MSFT as their response, with some using the 12 minute Cooper test.
 - (iii) Generally well answered, with the candidates gaining the full 3 marks were able to describe the distance, procedure, and how to maintain validity. With the MSFT, there were discrepancies in how many times you were allowed to miss 'beeps' before being pulled out of test.
 - (b) The stronger candidates were able to provide a detailed explanation of the functions of the systemic circulatory system – responses included that blood travels out of the left ventricle, to the aorta, to every organ and tissue in the body, and then back to the atrium. The use of oxygenated/deoxygenated was seen in the response.
 - (c) Candidates mainly focused on how vasodilation and vasoconstriction regulates heat loss, with some expanding on this by saying it reduces the risk of overheating and therefore, maintains performance. Responses that included the importance of vasodilation taking more oxygenated blood to the working muscles and removing more waste products like CO₂ and LA were few and far between. This meant that candidates were not reaching Band 3 as key content wasn't fully explored.

- (d) The stronger candidates gained 3 marks, as they used the data in the response. It is important for candidates to read the question, as it did mention, 'using the data' in the response. A maximum of two marks were awarded if candidates did not use the data and only wrote that SV and/or HR increases, therefore Q increases. Some candidates only mentioned that HR increases.
- (e) This extended answer question was well answered, with good knowledge of the barriers that limit participation in sport were identified. There was excellent, well-reasoned evaluation of the barriers that limit participation in sport and explicit links between the impact of provisions, opportunities, and esteem on participation in sport seen by the stronger candidates. Barriers in sport is clearly a well understood area of the specification.
- Q.5** (a) Strength and flexibility were the most common answers, candidates who chose power were not awarded a mark.
- (b) Well answered question, with candidates providing an accurate comparison.
- (c) Well answered.
- (d) Well answered.
- (e) Many gained 1 mark with this question, mentioning it was a closed skill was popular, however, amplification was missing.
- (f) Responses were poor, a lot of candidates using listening to music, or talking to their Coach. Correct responses included imagery, mental rehearsal and visualisation.
- (g) (i) This question was varied in its responses, with the stronger candidates able to provide two examples. However, many candidates were able to only provide a basic explanation of why sedentary individuals are often prescribed mobility exercises for health reasons.
- (ii) Well answered.

Summary of key points

- When answering the AO2 questions (justify, compare, explain) candidates need to amplify their answers to gain the full range of marks. The 'what' and 'why' approach is a good way of securing the marks in a AO2 response.
- Knowledge of muscular contractions, muscles involved and movements were generally poor.
- There was an improvement in LO3 in extended writing. AO3 questions require candidates to analyse the information provided and apply sporting examples to answer the question. This year, this was more obvious. Weaker candidates do access marks through showing knowledge and understanding AO1 but lack developing these points.

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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.

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.

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 out lines 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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