GCSE EXAMINERS' REPORTS

GCSE
PHYSICAL EDUCATION (SHORT COURSE)

SUMMER 2023

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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: INTRODUCTION TO PHYSICAL EDUCATION

General Comments

The paper catered for a range of abilities. Many candidates completed the paper and answered most of the questions. However, a lot of 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 physical well-being question Q1 (c), analysing the training data question Q2 (a)(i) and Q2(c), asking to explain the antagonistic muscle action. Again, this was due to lack of theoretical knowledge. Many candidates also struggled with gaining Band 3 marks in the AO3 questions.

Comments on individual questions/sections

Q.1 **(a)** **(i)** This was accessed by many candidates, with the majority being able to identify the correct definitions.

(ii) Many candidates did not have the knowledge about the test for balance. Many gave the incorrect name for the test and did not know detail of the correct procedure.

(b) Limited levels of response. Candidates could say why balance was important for the canoeist, however, the justification was not there.

(c) This was not a well answered question, although some marks were accessed by many candidates. Many assessed all types of well-being e.g., social, and mental, rather than specifically assessing the physical aspect.

Q.2 **(a)** **(i)** This was not a well answered question. The discussion was not clear by many. They simply wrote out the details and data given in the question again. Knowledge regarding the training methods, principles of training and analysis of data was very limited.

(ii) Limited level of response. Most did not provide specific details to explain how protein would help in various sports.

(b) Well answered.

(c) This was the worst answered question on the paper. Most of the candidates did not have the theoretical knowledge on antagonistic muscle action.

Q.3 **(a)** **(i)** Well answered.

(ii) Many correct responses given.

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(b) **(i)** Most candidates could give a simple explanation as to what happens to the body when we become too hot or too cold. However, many did not show depth in their knowledge of the physiological aspects of regulating body temperature.

(ii) Many correct responses given.

(c) Many showed good discussion regarding the use of technology. However, many candidates referred to the use of technology by officials rather than to analyse movement and sporting performance and therefore, could not access the marks.

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 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. This will 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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THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

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's Report which will be available through 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's Report, recommendations, and the identification of trends in the annotation of the WJPE1SC & WJPE2 forms.

Comments on individual questions/sections

Administration

WJPE1SC and WJPE2 forms

All WJPE1SC and WJPE2 forms need to be completed and sent to the moderator by the 1st of March. For 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 providing forms which are not appropriately annotated.**

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

These recommendations were also made in the 2022 report, but centres are still not meeting the deadline and annotating forms.

Candidate Authentication Sheet (CAS)

Candidate Authentication Sheets (CAS) should be submitted to the moderator with the 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 WJEC/Eduqas for training and CPD purposes.

Moderators have reported an improvement in CAS completion with completed practical profiles and signatures.

The **GDPR section** is still not completed in full, or CAS forms have been photocopied without the GDPR section. Centres must make sure that both sections of the form are completed in full and available for the moderator on the day of the moderation.

IAMIS

Centres must enter candidates marks into the IAMIS system before the 5th of 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 WJPE1SC to IAMIS to reduce administration errors.

The moderation process has been held up during this series due to late mark entries by centres into the system. Moderators have had to contact centres 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 the 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).

Moderators have reported an improvement in the quality of video evidence seen within centres which support the marks awarded by centres. As part of the internal standardisation process centres are reminded that although external coaches/leaders may provide a recommended mark for a candidate the centre is responsible for making sure that these marks fall in line with the overall assessment of the centre which will allow for 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. Centre are reminded that evidence should be sent to the moderators **within 1 week of the moderation**. Moderators have reported that they are having to chase centres for their evidence.

Moderation day activities

Moderators have once again reported that they have seen an improvement in the quality of the Rich Task performed on the day which is allowing candidates to show the performance skills for each activity resulting in a smooth moderation process.

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We have seen an increase in the number of candidates choosing Rounders and Personal Survival as part of their profiles. Moderators have reported the following for each activity:

Rounders – it is important that centres are aware of the performance skills outlined on Page 52-53. Candidates offering rounders must perform as a fielder or backstop **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. It is suggested that the candidate's choices of performance are clearly identified in the moderators' handbooks used on the day.

Video recording of Rounders also needs consideration. The camera perspective should be positioned to allow for clear identification of candidates as well as evidence of the full game. Moderators reported that although there was appropriate evidence of the batting, for bowling squares as well as fielders on posts there was limited evidence of players in the outfield. It is recommended that this is taken into consideration, especially from those centres that choose not to show Rounders live on the day.

Personal Survival – centres should be aware of the performance skills on page 51 of the specification. The Rich Task should clearly show candidates demonstrating their ability to apply personal survival techniques appropriate to the situation. Centres should develop scenarios that allow candidates to be challenged and clearly show their ability to demonstrate appropriate skills, techniques, and strategies.

Summary of key points

- Centres to accurately complete WJPE1SC & WJPE2 forms and send to their moderator by the 1st of March or 2 weeks before the moderation if the centres moderation takes place before this date.
- Candidate Authentication Sheet (CAS) to be completed accurately with dates and signatures, and that centres make candidates aware of the GDPR section and this is completed by all candidates. Both sides of the form must be completed and available for the moderator.
- Centres to accurately enter data into IAMIS as close to the moderation date as possible and it must be by the 5th of May.
- Video evidence must be of a high quality and clearly identify all candidate involved. The evidence shown must clearly identify the characteristics of the band and marks awarded by the centre.

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