



GCSE EXAMINERS' REPORTS

PHYSICAL EDUCATION (SHORT COURSE) GCSE

SUMMER 2023

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=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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COMPONENT 1: INTRODUCTION TO PHYSICAL EDUCATION

General Comments

Whilst there were some candidates who accessed most of the questions throughout the paper, there was a large proportion of candidates who failed to attempt a response at a significant number of questions. Where attempts at a response were made, many responses were limited in the level of detail given and there was inconsistency in application of correct knowledge throughout the question paper, within centres and across centres.

Comments on individual questions/sections

- Q.1**
- (a)**
 - (i)** Attempted by most candidates with a significant number of incorrect responses.
 - (ii)** Candidates who were able to access marks did so by identifying the link with “jumping” actions and a small number of candidates made reference to the “power” aspect of plyometrics training. A minority scored a maximum of 2 marks for this question.
 - (iii)** Attempted well with an equal balance of correct and incorrect responses.
 - (iv)** Many candidates were able to access a mark for this question by identifying a relevant sporting activity. However, specific context of how the component of power would be used was lacking.
 - (b)** Not answered well. Candidates failed to identify specific methods of training linked to the component of fitness chosen and detail regarding the training method and benefits of how it would improve performance was lacking. Very few candidates were able to access higher than Band 1.
 - (c)** Well attempted and well answered.
 - (d)** Many basic responses relating to the speed of contraction or suitability linked to specific physical activities.
- Q.2**
- (a)**
 - (i)** Well attempted but many incorrect responses, particularly linked to the type of joint found at the neck.
 - (ii)** Well attempted with a mix of correct and incorrect responses.
 - (b)**
 - (i)** Candidates clearly demonstrated an understanding of each component of fitness, but knowledge of correct definitions was lacking in a large majority of responses.

- (ii) Answered well with many candidates accessing the full range of marks available. In some instances, candidates failed to give enough detail to gain credit for the flexibility description because the description was generic to “moving” rather than being specific to the requirements of the rock climber.
 - (c) Most candidates accessed the maximum AO1 marks for this question, demonstrating a good knowledge of the possible mental benefits associated with physical activity. However, very few candidates accessed Band 3 for the AO3 descriptors, and most candidates provided a limited discussion, thus accessing Band 1.
- Q.3**
- (a) Most candidates accessed the maximum AO1 marks for this question, identifying “poor diet” and “lack of exercise” in most responses. Some candidates provided good discussion around these key points linked with current societal trends (e.g., cost of healthy foods, convenience of fast-food outlets, technology, and gaming trends etc), but discussion of measures to ensure more healthy lifestyles were limited. Very few candidates accessed Band 3 of the AO3 descriptors.
 - (b) Good access to this question with candidates identifying short term responses to exercise. However, little attempt was made to amplify content to successfully achieve the “explain” aspect of the question.
- Q.4**
- (a) Many basic responses with very few candidates explaining the content of the training session. However, where candidates did access marks, they were able to give basic suggestions for how the session could be adapted.
 - (b)
 - (i) Well attempted with a mix of correct and incorrect responses.
 - (ii) Poorly answered. Most candidates identified the incorrect component of fitness which limited them being able to justify their answer and access further marks.
 - (c) Majority of candidates gave a basic response. Further explanation of the adaptations identified was needed to access higher marks for a more detailed response.

Summary of key points

Candidates leaving questions unanswered give themselves no chance of picking up marks that they could potentially access by making an attempt at a response.

Students would benefit from further work in practising exam style questions with emphasis on identifying the command word of the question so that they can provide greater detail to questions that require explanation, justification, and discussion.

Centres are encouraged to ensure full coverage of the specification is taught for candidates to be able to access all questions.

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COMPONENT 2: 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 award marks accurately and consistently. All activities seen on the moderation day will be clearly identified on the moderation report. This allows moderators and centres to be transparent in the process. As in previous years no direct feedback will be offered to centres on moderation day. This will follow on results day in the form of a Moderator's Report. It is important that centres access this feedback as it will help with future moderations.

It is important to note that EDUQAS and not the moderator makes 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 PE1 & PE2 forms.

Comments on individual questions/sections

Good communication is essential prior to the moderation taking place. Moderators should be in touch with centres before Christmas to ensure sufficient time to agree on dates and to answer any questions the centre may have. This should help eradicate any issues later in the process.

A number of centres are still following the WJEC specification and marking out of 28 rather than 20. Paperwork is then having to be resubmitted using the correct marking criteria. All PE1 and PE2 forms need to be completed and sent to the moderator 2 weeks prior to the moderation or by the first Friday in March, whichever is the earliest. These forms need to be clearly annotated with the appropriate activities identified. This is particularly important for Athletics and Swimming where the moderator will need to note which individual event they are participating in (e.g., Athletics – 100m). Centres need to ensure they use the documentation provided rather than creating their own. PE1 and PE2 forms are generally completed to a good standard. It is important to note that PE2 forms should be completed in rank order whereas PE1 forms should be completed in descending candidate order.

Following completion of the practical assessment in school it is important the centres transfer their marks carefully onto IAMIS so that moderators can complete their moderation and write the reports. Some centres enter different marks onto IAMIS than they have on the PE1. Please check the information carefully when moving this across from one document to the other.

In order for centres to be assessed accurately they must ensure that students are provided with the opportunity to perform in full sided games. Pupils cannot be awarded marks in band 4 if they do not fulfil the assessment criteria. Small-sided games do not allow for accurate decision making and showing appropriate use of tactics. Within a full sided game, they can also demonstrate effective communication and use of appropriate strategies. Candidates should be playing in SPECIFIC POSITION. 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. It is essential that small centres take this into consideration when choosing activities. It is important to remember when moderating within centres that centres cross moderate across the activity areas so that the marks reflect the standard of performance across all the activities.

For Athletics and swimming activities students are only required to perform in one event. However, these events should be under competitive conditions. Candidates should be aware of all the rules and regulations that apply to their particular event and demonstrate this knowledge within their performance. In order to achieve band 4, candidates must be able to perform all the skills that you would expect from a high performing candidate e.g., a swimmer cannot be in band 4 without being able to perform correct starts and turns effectively. Sprinters in athletics should be using sprint starts, understand the various phases of the race, and have correct technique. Throwers should be throwing the correct weight implement for their age category. It is also important to check what competitions pupils are entering as some distances change through the age groups. Cross moderation is essential within centres to ensure fair and accurate marking across all. Throwing a shot putt in sports day once needs to be cross moderated with someone who has played football consistently for years. This is to ensure all pupils are fairly assessed.

Badminton is becoming more popular and on the whole is being assessed accurately. It is important to ensure pupils are aware of the difference in rules when playing singles and doubles. Pupils cannot access band 4 marks if they are only able to perform one type of shot, or only have one type of serve. They must be able to consistently show an accurate selection of strokes and have a good knowledge of tactics and strategies to outwit opponents.

Candidates can be assessed using video evidence. This can be very effective but does depend on the quality of the video evidence provided. The moderator can only see what is sent to them on video so should ensure the video evidence matches the mark that has been awarded. It is also essential that the candidates are easily identifiable on the video.

When sending video evidence of the day to the moderator, any information which helps the moderator identify the candidates when they are watching this back should be sent.

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 or they cannot be assessed. This should be taken into consideration prior to the candidates selecting their events. The quality of the video evidence is significant. The moderator must be able to see the candidate perform the rich task. It is also crucial that the candidate is easily identifiable particularly if this evidence involves more than one candidate. In all activity's 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 as it also shows the candidates mark which allows for a smooth moderation process.



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