



GCE AS EXAMINERS' REPORTS

PHYSICAL EDUCATION AS

SUMMER 2018

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

The majority of candidates demonstrated a good knowledge and understanding of many topics, with some offering detailed explanations. It was clear to see this year that students had a better understanding of the AO command words, a higher number of pupils were able to access marks in the upper bands. Throughout the paper although candidates were able to recall knowledge of the different topics they often struggled to support their answers with relevant sporting examples.

1.
 - (a) The majority of candidates accessed the mark, those who answered incorrectly mistook the graph for a positive learning curve.
 - (b) Generally this was fairly well answered with many candidates achieving 2 out of 3 marks. Candidates were able to describe in detail a variety of strategies that could be used to overcome a plateau.
 - (c) The majority of candidates achieved 1 out of the 2 marks, marks were lost through simplistic answers that lacked specific terminology e.g. innate / pre-determined results etc.
 - (d) Responses varied. Candidates were able to describe either intrinsic or extrinsic feedback. Candidates that focused on concurrent and delayed feedback accessed higher marks as they were able to provide more specific examples of how performance was improved.
2.
 - (a) All candidates answered the question with the majority accessing the mark.
 - (b) Where pupils failed to achieve marks there was confusion between the agonist and antagonist muscles. Generally candidates were able to identify that an isotonic contraction had taken place.
 - (c) Candidates had a good and some excellent knowledge of the physiological effects of dehydration. Those who were able to fully analyse the effect on performance basing their discussion around the effect of decreased blood plasma were able to access band 3 marks.
3.
 - (a) All candidates answered the question with the majority accessing the mark.
 - (b) Responses to this question varied. Many candidate provided answers that described methods of speeding up recovery as opposed to answering the question. Some candidates also confused the aims of the different recovery types.
 - (c) Candidates were able to explain how an effective cool down aids the recovery process with the majority of answers linking the removal of lactic acid to reduced DOMS.

4.
 - (a) Once again question that almost all candidates answered correctly.
 - (b) A well answered question with the majority scoring two out of three marks, candidates had a good understanding of the components of attitude with the better answers providing learning theory and its relevance within sport.
 - (c) Many candidates found this question challenging. Candidates displayed a good knowledge of social facilitation however there was limited links to the other theories identified in the mark scheme; this meant that few band three A03 marks were awarded.
5.
 - (a) A well answered question with most candidates able to explain and amplify at least two physical consequences of adopting a healthy lifestyle. Those who scored full marks were also able to link these to psychological and social issues.
 - (b) Most candidates achieved the two A02 marks available, they were able to clearly explain a variety of factors as to why sport is used as a political tool. Similarly a large number of candidates were able to access the lower end of band two under A03, popular responses included 1936 Berlin Olympics and the black power salute. Those candidates who were able to express their ideas with clarity referencing the effect on performance were awarded band 3 marks.
6. The majority of responses were based around the physical and tactical advances in performance analysis, candidates confidently explained the advantages of their chosen methods however, they must consider that the command word 'discuss' requires both the advantages and disadvantages to access the higher band marks. Where the top end of band 2 and band 3 were awarded candidates were able to compare and contrast the different types of performance analysis methods with consistent sporting examples. . In order to achieve band 3 marks candidates had to make reference to strategies from all four areas of analysis, drawing logical conclusion and fully developed responses.

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Component 2

Moderations were organised on a cluster basis with the majority being hosted by schools/colleges.

The range of activities assessed continues to demonstrate the diversity available within this subject. Predominantly candidates were assessed through the performance strand. Centres continue to be accurate with their assessment and it was evident that centres had prepared candidates thoroughly for practical moderation during centre/cluster visits.

Administration was generally good, with the majority of centres submitting their centre marks to WJEC on time.

Increasingly it is proving difficult for centres to demonstrate full-sided game activities given the lower number of candidates within certain activities. Many centres reverted to modified games to facilitate the moderation process. We would suggest centres provide additional video evidence to support candidate marks if this trend continues!

Coaching was assessed fairly with students providing clear evidence of session and progression plans. Good practice was demonstrated by those students who taught a rich task that enabled individual feedback to students performing a more complex skill – i.e. not just running drills but setting up scenarios e.g. attacking the D in netball

Video evidence in most cases was very good with some exceptional examples. Please note that whilst video compilations of the 'best bits' are welcome we would encourage longer periods of play to be submitted especially in game activities. These provide a more realistic snapshot of a candidate's ability overall which allows technical, tactical and physical components to be observed.

In some cases students provided an element of an activity e.g. the running section of triathlon, we would encourage students to provide a full range of evidence for the selected activity i.e. for triathlon evidence of swimming, cycling and running. Finally, for summer activities e.g. cricket evidence should be sourced early in the academic year to support the student. Please note evidence should be of the student performing or coaching within the academic year for which the candidate was entered.

The AS PE written coursework element (Personal Performance Analysis & Evaluation – PPAE) clearly followed the assessment criteria. To access the higher grades students were required to focus on analysis and evaluation. Students generally provided good data to analyse their performance especially for the physical component. There was a tendency for centres to mark the evaluation section generously and we would encourage centres to provide detailed evaluations which could include information on physical, technical, tactical and behavioural outcomes

Overall, the practical ability and the well presented written coursework were of a very high standard. Host centres should be congratulated for successfully organising the practical moderation days, with staff running sessions, fully equipped and appropriate to the specification. The diverse range of activities should be noted which is a real positive for our subject.



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