



GCE AS EXAMINERS' REPORTS

PHYSICAL EDUCATION AS

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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PHYSICAL EDUCATION

GCE AS

Summer 2023

COMPONENT 1: EXPLORING CONCEPTS IN PHYSICAL EDUCATION

General Comments

Most candidates demonstrated good subject knowledge when accessing AO1 marks consistently across the paper. For banded questions, candidates sometimes failed to gain the highest marks due to not basing their responses on the command word in the question. AO2 marks were awarded for a candidate's ability to support their answers with specific examples and application. Candidates who were physically performing at a higher level are often the same candidates who were able to provide relevant sporting examples and application due to their increased knowledge and understanding of sport. Many candidates should work on improving their understanding and demands of the command words within questions. This is particularly important for higher mark questions where this skill is essential to facilitate for quality AO3 responses.

Comments on individual questions/sections

- Q.1** **(a)** **(i)** The majority of candidates accessed the correct AO1 mark. **(ii)** The majority of candidates accessed at least 2 AO1 marks here by outlining at least 2 strategies for recovery. Cool down and ice baths were the most popular responses.
- (b)** Some candidates were not able to recall the principles of training which restricted their ability to access higher marks. Some candidates focused solely on the F.I.T Principle of Overload. Top candidates had an understanding of all principles of training and were also able to apply them to a specific component of fitness which allowed access to the full range of AO1 and AO2 marks respectively.
- Q.2** **(a)** **(i)** The majority of candidates accessed the correct AO1 mark.
- (ii)** Many candidates were able to access two AO2 marks here with the correct response. Mass of the object and points of contact were the most popular responses.
- (b)** A wide variety of marks was seen in responses to this question. Although some candidates understood the meaning of achievement motivation, some were not able to explain how its application could affect behaviour of a performer in sport. Candidates who accessed the higher marks here were able to make clear links between NACH and NAF personalities and their application to behaviour in sport.

- (c) The majority of candidates attempted to answer this question. There were some excellent responses to this question from candidates who were able to draw on their knowledge of relevant theories (Drive, Evaluation Apprehension, Distraction and Home Field Advantage). The best candidates were able to apply this knowledge with relevant sporting examples and excellent analysis to allow access to the full range of AO1, AO2 and AO3 marks respectively. Some candidates struggled with knowledge of any relevant theories, and this impacted their ability to access AO2 and AO3 marks as their answers progressed.
- Q.3** (a) The majority of candidates accessed the two correct AO1 marks.
- (b) Nearly all candidates attempted this question. The best candidates were able to produce excellent explanations with relevant examples/application to allow access to AO2 marks. Travel and professionalism were the most popular responses. Some candidates were only able to provide a maximum of examples and lost marks accordingly.
- (c) This question was well answered by most candidates. Most candidates had a clear understanding of the original values of the 19th Century public schools and were also able to discuss how these had eroded due to the over commercialization of sport. The better candidates were able to include specific examples of the over commercialization of sport (Shamateurism, media coverage, Lombardian ethic, deviance etc.) and how this contrasted with the original values. The best candidates were reflective and included relevant examples of how some of the original values still remain in modern day sport. Some candidates focused solely on an explanation of how Dr Thomas Arnold initiated the development of these original values, but they failed to discuss whether those values still remain or if they have eroded over time. This limited the number of AO3 marks that these candidates were able to access.
- Q.4** (a) Nearly all candidates attempted this question. Most were able to give a detailed explanation why certain diets could be detrimental to an individual's health, and they included relevant examples. The most popular examples included high fat diets leading to increased blood pressure and obesity. A small minority of candidates used examples of diets that were high in protein and the detrimental effects on health that such a diet could have.
- (b) The majority of candidates were able to access AO1 and AO3 marks on this question. Better candidates were able to fully answer the question by providing both positive and negative effects of lifestyle choices on health and fitness. Unfortunately, some candidates did not fully answer the question and focused responses on either positive or negative effects. The most popular areas for discussion within this question were benefits of an active lifestyle, negative effects of smoking and drinking, diet, and obesity links and finally the psychological benefits of a non-sedentary lifestyle to help overcome any mental health issues.
- Q.5** (a) The majority of candidates were able to access at least one AO1 mark here. Most candidates were able to access at least two AO2 marks. Observation and questionnaires were the most popular responses. Most candidates were also able to identify specific questionnaires (POMS, SCAT etc.)

- (b) The majority of candidates attempted this question. There was a large spread of marks that candidates accessed in their responses to this question. The weaker candidates were not able to analyse the relationship between personality and feedback. Some candidates only focused on personality or feedback. Stronger candidates were able to clearly analyse the relationship between personality and feedback. Most of the stronger candidates displayed a knowledge of relevant personality theories as well as the different forms of feedback. They were also able to analyse the relationship between feedback and personality and provide excellent application and relevant sporting examples with justifications. The best candidates provided analysis of which type of feedback may be more appropriate to use with specific personality types.

Summary of key points

All centres would benefit from developing the candidates understanding of the command words in relation to the assessment objectives.

Continue to reinforce the three assessment objectives and their weighting within the paper.

Nearly all candidates would benefit from working on improving examination techniques. Simple skills such as carefully reading and answering the question that they are asked would facilitate for many candidates to access higher marks on the theory paper. Candidates are still missing out on these marks because they are not actually answering the question itself.

PHYSICAL EDUCATION

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COMPONENT 2: IMPROVING PERFORMANCE IN PHYSICAL EDUCATION

General Comments

AS Physical Education continues to be accessed by a number of centres and these centres continue to be prepared for the process of moderation through detailed NEA guidelines available online. Centres are also able to access a range of CPD opportunities that provide additional guidance for improving delivery and support to students for all aspects of the A-Level qualification.

Centres were appointed an individual moderator responsible for initially contacting each centre and arranging the moderation day. We have continued with our individual not cluster-based centre approach and this and the return of live moderation was welcomed by most centres. Most centres submitted their marks on time (first Friday in March) but there were some centres who did not. We would strongly advise centres construct a moderation checklist with key dates to ensure all deadlines are met.

The range of activities assessed continues to demonstrate the diversity available within the subject. Again, centres were predominantly assessing students following the performance not coaching pathway. Centres continue to be accurate with their assessment and it was evident that centres had prepared their students thoroughly for practical moderation. We understand the practical issues in running a moderation day using just your own school or college students, especially with game activities.

Good practice observed was where centres had supportive evidence of individual students to be utilised if the students did not perform as well on the day of moderation. However, in some cases, the live performances did not allow the students to be seen at their best. For example, using younger performers or performers from cohorts who do not play regularly, to try and demonstrate a top band performer, simply did not put the candidates under enough pressure to demonstrate their true ability.

Where live moderation was not possible centres provided video evidence. It is important that video evidence is authenticated as some samples were outside the qualification start date. Video evidence in most cases was very good with some exceptional examples. Good practice is to clearly identify the students at the beginning of the video or circle during the video to make it obvious who is being moderated. Centres should provide sufficient evidence at an appropriate level to support the marks awarded. We appreciate the difficulty of organising full sided game activities at an appropriate level to allow students to perform at the level that their marks suggested. Good practice included progressive warm up drills, modified half court games, and teacher led sessions to show technical and tactical student ability.

Coaching was assessed to varying degrees of accuracy with best practice being demonstrated by those students who led sessions using a Rich Task, which enabled individual feedback to students performing a more complex skill – i.e., not just running drills. In some cases, coaching was basic or not specific enough to allow students the opportunity to access the higher marks.

Coaching should be practiced and refined using a cohort of students of an appropriate level to enable the candidate to display their appropriate coaching knowledge. Good practice is to provide a session plan and scheme of learning to show how this specific session fits into the overall time plan.

Centres videoed the entire process, as requested, but there was a significant delay in sending this evidence to the moderator post moderation in some isolated cases. This provided supportive evidence in case of an appeal.

To support the centre marks, we encourage centres to actively internally standardise their marks across activities to ensure consistency. If external coaches are used to assess candidates, they should be involved in the internal standardisation process.

Finally, for summer activities e.g., athletics and cricket, evidence should be sourced early in the academic year to support the students. Please note evidence should be of the student performing or coaching within the academic year for which the candidate was entered.

Comments on individual questions/sections

Practical

Practical Assessment of practical activities continues to improve in accuracy with most assessments in the correct band. Most centres are using the full range of marks within the band. Assessment of both live and video evidence was accurate.

Practical assessment took place across a range of activities. It is worth noting there are several new activities now available within the AS specification and staff should check the Eduqas website for updates on a regular basis. If in doubt please contact the subject officer for clarification.

The submission of marks for AS should be noted – only allows for a short window of time for centres to generate evidence and in particular summer-based activities need careful management to make the start of March submission deadline.

PPAE

The AS PE written coursework element (Personal Performance Analysis & Evaluation – PPAE) clearly followed the assessment criteria. Centres should be reminded that both practical and written coursework marks should be submitted by the first Friday in March.

On the whole students are providing good analysis of performance and good practice showed analysis of physical, technical, tactical and behavioural aspects. An area for more development is the 'critical analysis of relevant theory and its application to effects on performance'. This focus on relevant theory could be applied when justifying the target selection.

Many students provided good data to analyse their performance, especially for the physical component. However, there is evidence in the Evaluation Section of the PPAE that candidates are lacking the necessary skills to provide detailed analytical evaluations which would access the higher mark bands. The more successful PPAE's provided in depth evaluations, drawing logical conclusions from the data presented and candidates were able to demonstrate excellent knowledge of underpinning theory. This allowed candidates to make detailed recommendations to improve future performance.

There was a tendency for centres to mark the evaluation section generously and we would encourage centres to provide detailed evaluations which would include information on physical, technical, tactical, and behavioural outcome.

Many centres are using electronic platforms to compose their projects and centres should be reminded that coursework should be annotated to show where students have accessed the marks that have been awarded.

Summary of key points

- The range of activities assessed continues to demonstrate the diversity available within the subject.
- Centres continue to be accurate with their assessment of practical.
- Centres should provide sufficient evidence at an appropriate level to support the marks awarded.
- It is important that video evidence is authenticated as some samples were outside the qualification start date.
- To support the centre marks, we encourage centres to standardise their marks actively internally across activities.
- Coaching was assessed to varying degrees of accuracy with best practice being demonstrated by those students who lead sessions using a Rich Task.
- Many students provided good data to analyse their performance in their PPAE.
- However, there is evidence in the Evaluation Section of the PPAE that candidates are lacking the necessary skills to provide detailed analytical evaluations.



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