



GCSE EXAMINERS' REPORTS

**PHYSICAL EDUCATION (FULL COURSE)
GCSE**

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

- Q.1**
- (a)**
 - (i)** Most candidates were clear with the ball and socket joint
 - (ii)** Most candidates were clear with pectorals.
 - (iii)** Many struggled with the concept of the type of muscular contraction. The picture was of a held position.
 - (iv)** The justification generally lacked the theory element of what an isometric contraction was.
 - (b)**
 - (i)** Many could not identify the plane the gymnast was working in.
 - (ii)** Movements at the joint were identified consistently.
 - (iii)** Nearly all candidates stated 2 or more functions of the skeleton.
 - (c)**
 - (i)** Most candidates could define flexibility. They were less successful explaining the importance to a gymnast. No real knowledge of gymnastics was needed; however, the relationship between flexibility and improving performance was required. The most common response given was reduction of the chance of an injury.
 - (ii)** This question was answered poorly. Many did not understand what passive and dynamic stretching was. The explanation of each type was also poor with many only knowing about dynamic, if any.
 - d)** Most candidates achieved the AO1 marks, which needed to show good knowledge of 2 types of guidance.

AO3 was achieved consistently in Band 2 where they analysed at least 2 types of guidance with some clear links to its effectiveness to performance. Many could not hit Band 3 for AO3 as they did not give explicit links of at least 3 types of guidance and how it improved performance.

- Q.2**
- (a)**
 - (i)** Excellent responses
 - (ii)** AO1 marks were achieved consistently with a good understanding of at least 2 factors that affect participation rates. AO3 Band 3 was awarded less often due to candidates giving generic factors rather than the change that has happened in this period, this would have answered the question. Another factor missing in general was the use of examples to back the data increase.
 - (c)**
 - (i)** Most candidates were able to distinguish between ventricles and atria. Mistakes were more common when identifying the pulmonary and systemic circulatory system.

- (ii) Most candidates could explain one function of the cardio-vascular system. Most commonly responses were the delivery of O₂ and removal of waste products.
- Q.2 (d)**
- (i) Explanation of the energy balance equation seemed to be limited; many could gain 1 mark with some struggling to state how the equation worked in more than one way.
- (ii) Most candidates were clear with protein.
- Q.3 (a)**
- (i) This question showed clear understanding of the principles of variance and specificity.
- (ii) Again this topic area was well answered. The explanation of specificity was excellent across the board. Variance also had some great responses but not as consistently.
- Q.3 (b)**
- (i) A personal response, however, this still needed to be relevant to motivation. Most common response was reward based.
- (ii) Many answered this well giving good explanations, most commonly that imagery helped motivation. There were a proportion of candidates that mixed imagery up with demonstration.
- Q.3 (c)**
- (i) A great understanding of the description of the information processing model.
- (ii) Many could state what knowledge of performance and knowledge of result were. A big proportion did not give an example of them both as stated in the question.
- Q.3 (d)** Candidates answered extremely well in regards to how physical activity could improve the physical health of an individual. However, the question asked about the 'long term health' which required physical, mental and social factors. AO1's were generally Band 2, rather than 3, as they did not touch on all three areas. This then limited the AO3 descriptor as the balance of the question was not on health but physical benefits only. The information given on the physical was generally well detailed and varied.
- Q.4 (a)**
- (i) Candidates either fully engaged with this question or had little knowledge on complex skills.
- (ii) Few could link complex skills with a type of practice that most suited. Many could not name a type of practice at all.
- (iii) This response was answered very well.
- Q.4 (b)** A poorly answered question. Candidates were very often resorting to refereeing and coaching developments rather than performance. Candidates were not held back by reference to these areas as long as they related back to how they would help performance, as the question asked. AO1 marks were most common in Band 2 as many had some knowledge. AO3 marks were commonly in the bottom of Band 2. Few negatives were discussed and more often than not officiating was the only aspect reported.
- Q.4 (c)** A well answered question. Candidates had a clear understanding of the differences between the 2 fibre types and used appropriate examples.
- Q.4 (d)** Generally well answered. Common errors came in exam technique with candidates forgetting to explain the converse response i.e. under and over hydration.

- Q.5 (a)**
- (i)** Candidates had an overall good knowledge of cardio-vascular endurance.
 - (ii)** This part of the question required the why. Most candidates responded with 1 successful response, however, many struggled to gain a second. Many repeated the definition in part (i).
- Q.5 (b)**
- (i)** This was answered well. Most candidates could identify and describe a method of training and why it was useful for cardio-vascular endurance. Intensity and duration were used consistently.
 - (ii)** Many candidates could name tests for speed, although distances varied greatly. For agility many struggled to describe the Illinois agility run but could name it successfully. Many attempted diagrams, however, a big proportion were inaccurate.
 - (iii)** Really disappointing responses. Few could explain validity or reliability.
- Q.5 (c)**
- A very poorly answered question. Some were able to state the training zones and gain AO1 marks in Band 2. However, very few candidates were able to use this knowledge and apply it to a marathon runner for AO3 marks. Few could state why improving the training zones could help the marathon runner improve their performance. Technical terminology was very limited in this area.
- Q.5 (d)**
- A very well answered question. Many candidates answered both parts of the question successfully.

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COMPONENT 2

Controlled Assessment (Practical)

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 **must** be clearly identified on the moderation report, this allows moderators and centres to be transparent in the process.

There will be no feedback offered to centres on moderation day, this will follow on results day in the form of a moderators report.

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.

Recommendations:

Administration

Centres should be in contact with the moderator prior to the moderation visit. This allows effective and efficient moderations to take place.

All PE1 and PE2 forms need to be completed and sent to the moderator 2 weeks prior to the moderation or by March 1st whichever is the earliest. These forms need to be clearly annotated with the appropriate activities identified.

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.

There were some centres who had entered students for incorrect activities in their initial paperwork and had to change activities for the students. This was due to the new specification not being consulted properly and therefore activities that can no longer be offered appearing on the paperwork or in some cases where candidates had been entered for 3 team activities. Please consult the specification carefully before completing paperwork.

Athletics, Swimming and Dance must clearly state the events or style rather than just the activity.

All Offsite activities require video evidence. An offsite activity is classed as anything that cannot be seen live on the day. The video evidence should be of good quality. It needs to cover the rich task and candidates must be clearly identifiable at all times. If video evidence is not available then candidates cannot offer that activity.

In all activities candidates need to be clearly identified to support the moderation process. This allows for the moderation to run smoothly. Some centres provide a moderators booklet with candidate identification per activity which is effective.

Internal standardisation is essential for accurate and consistent assessment. This is being completed effectively in most centres.

Moderation

In order for centres to be assessed accurately they must ensure that students are provided with the opportunity to perform in full sided games. This allows those students who have been awarded Band 4 marks to use appropriate strategies and tactics, respond to the actions of others, demonstrate decision making and communication skills as well as demonstrate a high skill level. 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 important to remember when moderating within centres that you cross moderate across the activity areas so that the marks reflect the standard of performance across all the activities.

Athletics & swimming activities: students are only required to perform in one event. However, these events should be under competitive conditions. Candidates should be able to explain how they prepare for their event in terms of a warm up but also the training required. They should also be aware of all the rules and regulations that apply to their particular event.

Badminton was seen in a number of centres and on the whole the standard of performance was good with students performing in both singles and doubles. They were able to show a range of skills and those awarded marks in the higher bands were also able to show good awareness of tactical knowledge to support their skills.

Performance analysis and evaluation

This was the first year of this element of the course and generally the standard of the work produced was in line with the specification. On the whole it was felt that the self-analysis and comparison to the national average was well researched. Students were able to identify areas of strength and areas for development. Most of the stronger candidates were able to link these areas back to their performance in their chosen sport and identify how improvements would help with their overall performance. Areas which were lacking in detail included the regular monitoring of the training programme and suggested changes made to the training programme as a result of this monitoring. In addition many PAE's were lacking recommendations for improvement.



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