



GCE A LEVEL EXAMINERS' REPORTS

PHYSICAL EDUCATION A LEVEL

SUMMER 2019

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PHYSICAL EDUCATION

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EDUQAS COMPONENT 1

General Comments

The majority of candidate's demonstrated good knowledge and understanding, they were able to recall information across the paper accessing AO1 marks consistently, on occasions A02 marks were awarded for candidate's ability to support their answers with specific examples; however this was not consistent throughout the paper. It is suggest that candidates understand the command words used in each question e.g. explain, analyse and critically evaluate to ensure that they answer the question fully particularly where an A03 objective is being assessed.

Comments on individual questions/sections

- Q.1**
- (a)** The majority of candidates accessed the mark; those who answered incorrectly mistook 'C' as the perceptual mechanisms.
 - (b)** Generally this was fairly well answered with many candidates receiving 2 out of 3 marks. Candidates were able to explain that they short term memory can hold 7-9 pieces of information and for 10-15 seconds. Those scoring full marks went on to explain the 'working memory' or its link to selective attention and the SSTs.
 - (c)** Few candidates achieved full marks on this question. There was greater understanding of what a gross motor skill was compared to a psychomotor skill and candidates failed to support their knowledge with an appropriate sporting example.
 - (d)** Candidates were able to justify their placement by demonstrating the difference between a high and low organisation skill. Marks were lost if the examples were not specific e.g. gymnastics as opposed to a summersault.
 - (e)** Responses to this question varied. Where candidates were able to describe drive reduction theory they were unable to relate the theory to teaching a new skill. A lot of candidates were confused and described how levels of anxiety could be reduced.
 - (f)** In order to achieve full marks the sporting example provided by candidates needed to have at least three elements that could be added together and practised.
 - (g)** Candidates confidently linked Bandura's observational learning theory as being DARM and demonstrated good knowledge of this to achieve the AO1 marks. Those that accessed the A02 marks were able to describe DARM in great details with sporting examples provided throughout.

- Q.2**
- (a)** Although that majority of candidates attempted this question there was a poor understanding of socialisation in sport. The few candidates that accessed the mark described the importance of learning values, culture and social norms through sport.
 - (b)** There was generally a good knowledge and understanding of the 'golden triangle' giving candidates the AO1 marks, the AO2 marks were awarded for understanding linked to application and examples with most achieving 2 out of 3 marks.
 - (c)** This was a relatively well answered question with candidates explaining the link to moral integrity and muscular Christianity. They were able to explain the use of inter house games, the fagging system and sport being used as social control.
 - (d)**
 - (i)** This questions outlines that both the advantages and disadvantages need to be identified; where candidates only discussed one area they were limited to accessing full marks.
 - (ii)** This was a well answered question where candidates were able to explain the difference between deviant under and over conformity providing appropriate examples of each. There were few candidates that got them confused.
 - (iii)** Lots of candidates provided a list here which limited them to achieving 1 mark. The command word in the question meant that candidates had to explain using examples in order to be awarded the AO2 marks.
- Q.3**
- (a)** All candidates answered this question with many achieving the mark.
 - (b)** A well answered question where the majority were awarded at least 2 out of 3 marks for their descriptions.
 - (c)** It was clear here that lots of candidates did not read the question and described the difference between cognitive and somatic anxiety as opposed to describing how the levels of both would vary prior and during competition. Better candidates were able to do this providing examples of each type of anxiety throughout their answer.
 - (d)** This question proved very challenging for many candidates. Marks were achieved through analysing the effect of social loafing and the ringlemann effect. Apart from a few candidates responses were superficial. Better candidates were able to analyse several coordination and motivational losses with sporting examples.
 - (e)** There was a varied response between centres. Many candidates had good knowledge of a number of theories related to aggression allowing them to gain AO2 marks however, lots of AO3 marks were not achieved as the command word in the question asks the candidates to analyse the theories making judgements about the merit of each theory.

Centres might want to note that analysis of the exam paper has shown question 3 was the lowest scoring on the paper for candidates.

- Q.4**
- (a)** All candidates answered this question with lots achieving the mark.
 - (b)** It was clear that many candidates had some knowledge and understanding of the Bernoulli principle however a lack of technical language relating to air flow, pressure and velocity prevented many from achieving full marks.
 - (c)** A well answered question with the majority of candidates accessing at least 2/3 out of the four marks available. Candidates had a good understanding of GPS tracking and how they may be used by coaches.
 - (d)** All candidates demonstrated a good knowledge of technology in sport and could link it to officiating. Again candidates lost marks if they only gave detail on one area rather than give both advantages and disadvantages like the question asked.
 - (e)** This item proved the most difficult on the paper as many candidates did not fulfil the commands in the question. Most candidates were able to access the AO2 marks for explaining how Newton's Laws of Motion would help generate power in the serve however, they failed to analyse the technique of the tennis player by making reference to the joints, actions, muscles and lever system involved in the serve. This meant very few AO3 marks were awarded with the majority of pupils only scoring 2 out of 8.
- Q.5**
- (a)** Generally well answered correctly by the majority of candidates.
 - (b)** Many candidates demonstrated knowledge of the CCC explaining the role of the SA node and parasympathetic nervous system. In order to access the AO2 marks candidates needed to explain the role of chemoreceptors, baroreceptors and proprioceptors as part of this process.
 - (c)** This question had two command words and the majority of candidates were able to both define fartlek training and explain the benefit of this method of training to a games player.
 - (d)** Most candidates were able to detail that post exercise lactic acid is converted back into pyruvic acid as part of the recovery process. Better candidates were able to provide detail of these using percentages of the conversion into glucose, protein, water and carbon dioxide via the Cori Cycle.
 - (e)** Candidates that scored well on this question evaluated the advantages and disadvantages of laboratory tests as opposed to field tests using specific examples e.g. Maximal oxygen consumption test v The Multi Stage Fitness Test.
 - (f)** Many candidates demonstrated knowledge and understanding of how nutrition, hydration and cool down can speed up recovery and some developed their points with specific examples and great detail e.g. they were able to give time frames and ratios of when to eat food / hydrate specifically. Again it was a lack of understanding of the command word that meant candidates lost AO3 marks as although they were able to recall information they had learnt they did not analyse the methods

Summary of key points

- All centres would benefit from developing the candidates' understanding of the command words in relation to the assessment objectives.
- Ensure that candidates are familiar with the command words so that if a question spans over two words that a candidate accesses both parts of the question.
- Continue to reinforce the three assessment objectives and their weighting within the paper.

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COMPONENT 2

General Comments

Candidates presented good examination papers and were able to show a sound level of knowledge across the range of questions. The percentage of questions attempted by all candidates was very good with the highest attempted questions being 2a and 2b (100%) whilst questions 1a, 1b, 1e, 2e and 4 were above 99%. The lowest attempted questions was 1f (86.5%) and 2g (87.9%). In general candidate ability to understand the requirements of a question was pleasing and they showed a good understanding of the Assessment Objectives and associated command words.

There were 19 questions in total and the mean mark was higher than 9 questions. Question 3a (87%) and question 2e (79%) had the highest mean whilst the lowest mean was question 2b (27%) and question 2d (28%).

Comments on individual questions/sections

- Q.1 (a)** Using Figure 1, analyse how and why the contributions of the energy systems differ across the different athletics events. (8)
Mean mark – 4.6

This banded question was well answered by many candidates who had good knowledge of all the energy systems and were able to apply that knowledge to the specific athletic events. Weaker answers only described the data that was provided in the table and contained little or no analysis.

- (b)** Explain the physiological adaptations that would result from altitude training. (4)
Mean mark – 1.2

There were a great deal of inconsistencies within the answers to this question. The good answers showed sound knowledge of the adaptations whilst weaker answers lacked detail and included long term adaptations to exercise or referred to the effects of exercise as opposed to altitude training specific adaptations. Centres should ensure that candidates are clear as to the difference between adaptations and their effects.

- (c)** Describe the process of carbo-loading and explain why it may aid the performance of a marathon runner. (4)
Mean mark – 2.1

There were two parts to this question. Credit of two marks was given for 'describing' the carbo-loading process, reference to percentage CHO and the timescale of the process were required to access full marks. A further two marks for the effects on marathon performance. These answers, on the whole, tended to be too generic.

- (d)** Explain distraction-conflict theory and describe a cognitive stress management technique which could be used to reduce its effects. (3)
Mean mark – 1.4

Two marks were available for an explanation of the theory. Many candidates did not have the detailed knowledge to achieve this. There were good responses to the one mark available for the cognitive stress management techniques, although some candidates did offer somatic strategies and as such were not give credit.

- (e)** Analyse why despite the risks, athletes continue to use performance enhancing drugs and evaluate the success of strategies used to combat doping in sport. (6)
Mean mark – 3.9

Candidates offered good responses for the three marks available in relation to reasons for drug use in sport. Answers were generally weak in terms of the other three marks available that required an evaluating the success of strategies to combat these problems.

- (f)** Analyse why many athletes choose to undertake regular mobility training as part of their programmes. (5)
Mean mark – 1.7

Many candidates had difficulty accessing more than three marks in this question due in the main to a lack of knowledge but also an inability to analyse the effect of this type of training. Many candidates stated that there would be an improvement in flexibility and a reduction in injuries.

- Q.2 (a)** Identify the type of joint labelled A in Figure 2 and the movement action at this joint during the complete breaststroke arm action. (2)
Mean mark – 1.1

The majority of candidates got the one mark available for the type of joint. There were more inaccurate answers for the second mark in relation to movement type.

- (b) (i)** Define linear motion. (1)

This question was disappointing in terms of the quality of answers. At A level candidates cannot expect to get marks for just stating 'movement in a straight line' or similar vague definitions.

- (ii)** Calculate the initial acceleration of the swimmer and the distance covered by the swimmer during the first 25 seconds on the race. (4)
Mean mark – 1.3

This question was very poorly answered. Answers asking for calculations will not be awarded credit for stating theories.

- (c) Outline the factors influencing fluid friction during the 100m breaststroke and explain ways in which swimmers may reduce the effects of drag. (6)
Mean mark – 2.9

The question was answered reasonably well and was split into two parts in terms of the mark scheme. Three marks were available for factors influencing fluid friction, an outline of how size, shape and speed would have secured the marks here. The remaining three marks were allocated for an explanation of how swimmers can reduce the effects of drag.

- (d) Using sporting examples, explain what role motor programmes have in performing a sporting activity. (4)
Mean mark – 1.1

This question was very poorly answered, answers lacked detailed knowledge of motor programmes and specifically it's application in terms of performing a skill. Where a question such as this one specifically asks for 'sporting examples' there will be limited marks awarded for answers where they are not provided.

- (e) Explain, using specific examples, how a coach may use different forms of guidance when teaching young children to swim. (4)
Mean mark – 3.2

Candidate knowledge on this topic was accurate and the responses provided were good. The weaker answers, as in the previous question did not provide 'specific swimming examples' to reinforce their point.

- (f) Evaluate the effectiveness of a coach using persuasion and cognitive dissonance to encourage positive attitudes towards training. (6)
Mean mark – 2.7

This was a banded question and in order to achieve band three the candidates had to provide an excellent evaluation and analysis of **both** persuasion and cognitive dissonance as techniques to encourage positive attitude to training. Only a limited number of candidates were able to do this accurately with knowledge of cognitive dissonance and its application being the weakest topic in the answers.

- (g) Define core stability and explain its importance in reducing injury rates.(3)
Mean mark – 0.9

The one mark available for defining core stability was poorly answered. The further two marks available for explaining how it can reduce injury was also weak, candidates will not be given credit for repeating information provided in the question, in this instance many candidates stated that good core stability will reduce the risk of injury (or similar). The marks were available for stating 'how' this would happen e.g. helps to maintain good posture

- Q.3 (a)** In the context of the development of cricket, explain the distinction between a *gentleman* and a *player*. (2)
Mean mark – 1.7

This was a very straightforward question and, in general it was well answered.

- (b)** Analyse the importance of this model of leadership in relation to building successful teams. (9)
Mean mark – 3.6

This was a banded question and there were inconsistencies in the quality of answers presented by the candidates. Band three was achieved when candidates used the model provided in the question as a guide to analyse how team ethos is formed in relation to different situations along with members and coach characteristics. The use of relevant example is important to reinforce points in this type of question. Weaker answers only described the model and did not provide good examples of how it could be applied.

- (c)** Discuss the barriers faced by females participating in cricket and analyse reasons for the surge in the popularity of the women's game. (6)
Mean mark – 3.8

Another banded question based on female participation within a cricket context. The first part of the question was well answered on the whole with good discussion of barriers facing females within the game. Analysis of the reasons for increased popularity was the weaker element of the question. Examples of current strategies to promote female participation along with examples of success and increased media coverage would have secured band three, whereas repetition of content included in the question stem had limited value.

- (d)** Explain the role of anticipation in sport and identify ways in which a performer may improve their response time. (4)
Mean mark – 2.1

This question was an equal two way split of four marks, firstly for explaining the importance of anticipation and secondly identification of strategies to improve response time. The question was, in the main, well answered.

In the build-up to major events as a Test series, cricketers will set themselves targets as part of their preparation.

- (e)** Explain, using examples, the main principles behind effective goal setting. (4)
Mean mark – 2.2

This question was well answered. The majority of candidates were aware of SMART principles in relation to goal setting. The weaker answers did not provide examples, as requested in the question, and as such were not able to access the higher marks.

- Q.4** Discuss the impact and consequences of the increasing commercialisation and globalisation of sport. [20]
Mean mark – 10.9

This question was well answered. The majority of candidates had been made aware by centres that they need to present a counter argument and include terms like 'however', 'on the other hand' or 'whereas' in the essay question in order for it to be a discussion of the topic.

The majority of candidates were able to access marks in band two for this question and in general there was a good understanding of the topic. The answers were restricted to band two because they failed to discuss in depth both the positive and negative impact of commercialisation and globalisation on sport.

The candidates who were able to access band three were able to do so because they discussed in detail the positive and negative impact. Crucially band three answers were able to provide current and relevant sporting examples. Answers were restricted to band one when they only provided a description of a limited number of effects or only one side of the argument.

Summary of key points

- All centres would benefit from developing the candidates understanding of the command words in relation to the assessment objectives.
- Candidates should support answers with a relevant sporting example, or refer to relevant theories where this is specifically asked for in the question.
- Ensure that candidates are familiar with the command words so that if a question spans over two words that candidate accesses both parts of the question.
- Continue to reinforce the three assessment objectives and their weighting within the paper.

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COMPONENT 3 NEA

General Comments

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

Many thanks to those host centres who organised the activities on the day in terms of sorting teams, positions and running warm up drills and officiating the activities. This really helped the moderators to focus on the moderation process on the day. It should also be noted that host centres are in contact with the cluster centres and the team leader of the moderation team and the more information that can be shared prior to the moderation day the smoother the process seems to be!

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 most centres submitting their centre marks to WJEC on time. It is important to clearly identify performers and coaches and indeed clearly identifying males and females will assist the team leader when selecting activities.

Comments on individual questions/sections

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 to varying degrees of accuracy with best practice being 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. In some cases, coaching was very basic or not specific enough to allow candidates to access the higher marks. Coaches should be able to provide a detailed session plan of their session to assist the moderation process.

Whilst video evidence in most centres was adequate centres would be advised to try and provide evidence which is clearly audible. Good practice was to provide an annotated script of what was said by the coach and by specifically filming any interaction close enough to allow the moderator to hear what was being said!

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 A2 PE written coursework element (Personal Performance Analysis & Evaluation – PPAAE) was generally well attempted.

Students accessing the higher grades certainly provided evidence of initial analysis, evaluation of research, the effectiveness of the training programme and an overall analysis of the whole programme. Centres are reminded to annotate the scripts to show where and why marks were awarded. Several centres provided substantial information within the appendix which was of little significance. The word count is 2500 – 3500!

Summary of key points

- To support the centre marks we encourage centres to actively internally standardise their marks. This ensures consistency across different activities. If external coaches are used to assess candidates, they should be involved in the internal standardisation process. Most centres provide video evidence of some activities often off-site which is a perfect opportunity to use for this process.
- The practical and written coursework assessment was accurate.
- 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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