



GCSE EXAMINERS' REPORTS

PHYSICAL EDUCATION SHORT COURSE

GCSE

SUMMER 2022

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

General Comments

Most candidates made a reasonable attempt at all questions, but a large proportion of questions proved to be inaccessible with candidates only being able to make limited attempts when formulating their responses.

Comments on individual questions/sections

- Q.1**
- (a)**
 - (i)** Accessed by many candidates with many correct responses given. Several incorrect responses labelled A and B the wrong way around.
 - (ii)** Many struggled to correctly identify the correct component of fitness.
 - (iii)** Poorly answered due to the incorrect component of fitness being identified in Q.1 (a) (ii). Successful candidates gained some credit for examples that supported the definition, such as moving around the court to get to the shuttle and being able to hit the shuttle, but for many candidates the explanation was basic.
 - (iv)** Few candidates correctly defined agility.
 - (v)** Poorly answered due to lack of knowledge of what agility is. Candidates were unable to provide detailed explanations of examples to support the definition of agility.
 - (b)** Well answered and one of the most accessible questions in the paper.
 - (c)** Poorly answered. Candidates were limited in their knowledge of Principles of Training and provided a limited/no assessment of how these principles are used to improve performance. Where credit was gained, it was for identifying the principle of specificity with basic examples of what training a performer might use for the sport that they play.
- Q.2**
- (a)**
 - (i)** Well answered and one of the most accessible questions in the paper.
 - (ii)** One of the worst answered questions on the paper with the majority of candidates being unable to give a developed explanation directly related to the gymnast's performance of a cartwheel. In the main, credit was awarded for a basic explanation of balance being needed to not fall over.
 - (iii)** Poorly answered with candidates unable to correctly identify the appropriate movement within each of the tables provided.

- (b)
 - (i) One of the worst answered questions with the lowest accessibility across the whole paper. Candidates failed to identify the basic concept that muscles undergo tension when they contract or that muscles work in pairs, which would have gained them some credit. Correct descriptions for concentric and eccentric contractions were limited which limited the opportunity to make an appropriate comparison.
 - (ii) Some candidates correctly described the functions of ligaments and tendons.
 - (c) Generally well answered, with the most popular responses being linked to making friends, meeting new people and improved self-confidence. Some candidates identified physical and mental benefits without specific and clear links to make these credit worthy.
- Q.3**
 - (a) AO1 marks were achieved consistently with a good knowledge/suggestion of how young people could lead a healthier lifestyle. AO3 marks were more limited due to limited/no evaluation of the data provided and limited detail to support suggestions for leading a healthier lifestyle.
 - (b) Majority of candidates could accurately identify the function of water with less consistent success at identifying the functions of vitamins and minerals.
 - (c) Candidates had an overall good knowledge of the mental health benefits of taking part in sport and physical activities. Where candidates failed to achieve maximum marks, it was due to lack of detailed explanation to fulfil the AO criteria of the question.

Summary of key points

Centres are encouraged to continue to provide learning opportunities for candidates which allow them to apply knowledge that is related to a wide variety of sport specific examples. This will enable more candidates to access the AO2 and AO3 questions.

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COMPONENT 2

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 to eradicate any issues later in the process.

A number of centres are still following the WJEC specification and therefore, entering candidates for activities which do not exist on the Eduqas specification or have been marking out of 28 rather than 20. The activities that are being offered then have to be altered. This doesn't take place until the paperwork has already been submitted two weeks prior to moderation day and therefore, does not give the candidates an appropriate length of time to become proficient in these new activities.

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). All centres should ensure that they use the documentation provided rather than creating their own. There were numerous centres this year who completed the full course paperwork but were only completing the short course and therefore, when they came to enter marks on the IAMIS system they couldn't make the marks fit as it was a maximum of 20 for short course, but candidates had been awarded marks for two sports.

PE1 and PE2 forms were 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.

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 four 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. For athletics & 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 four, 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 four 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. Individual activities once again tended to be marked more generously than team activities. Cross moderation is essential within centres to ensure fair and accurate marking across all.

Performance Analysis and Evaluation

Having not assessed the written element of the unit for a couple of years it was good to see that the standard of written coursework on the whole was to a good standard. The self-analysis and comparison to the national average continues to be well researched and explained. 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.

There was a clear link between their training programme and elements of theory such as the Principles of Training and SMART targets. 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. This is a key element of the component and should be given due consideration.

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 activities 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.

The standard of written coursework was high.



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