



GCSE EXAMINERS' REPORTS

**PHYSICAL EDUCATION FULL 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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PHYSICAL EDUCATION

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COMPONENT 1

General Comments

There has been an almost doubling of entries for 2022 compared to 2019. The mean has decreased significantly for both matched 16's and all candidates.

This might be a combination of a shift in the difficulty of the paper and a change in the ability of the cohort from the new entries.

Centres were given advanced information on broad topic areas within the exam to help mitigate against possible effects of Covid. The paper was accessible and offered the same level of demand and accessibility as previous series.

Comments on individual questions/sections

- Q.1**
- (a)**

 - (i)** Many candidates were able to identify that heart rate was elevated for the untrained individual and that they recovered slower. Some referred to the adaptation in this part of the question rather than the response. Lower resting heart rate was observed incorrectly often in this question.
 - (ii)** Why there was a difference in heart rate was answered generally well. However, the development was sometimes weak.
 - (b)** Very few answered this correctly.
 - (c)** Regulation of body temperature to cool the body down was answered in depth. Most referred to sweating and some radiation. Some described vasodilation. When it came to reserving heat only a few discussed vasoconstriction.
 - (d)** This question requires 'how' continuous training could improve cardiovascular endurance. Many went into the intensity and duration similarities. However, some just described the training with no relation to the question asked.
 - (e)**

 - (i)** Most could describe the meaning of intrinsic and extrinsic motivation. The development of it aiding adherence was more limited.
 - (ii)** A mixed response for methods to aid mental preparation.
 - (f)**

 - (i)** Answered well.
 - (ii)** Answered well. Many could give an in-depth response for the physical, mental, and social benefits.

- Q.2**
- (a)** Not answered well.
 - (b)** Answered well, although many incorrect spellings.
 - (c)** Most could give a response that it was due to the move being high intensity, not as many linked the heart rate zone.
 - (d)** Answered well.
 - (e)**
 - (i)** Answered well.
 - (ii)** Answered poorly. Many could not relate to how the training helps power. Some could describe the basics of plyometrics.
 - (iii)** Answered well.
 - (iv)** Most could state why we monitor the fitness levels. Many could not justify the importance.
 - (v)** Answered well.
 - (f)** Most related this question to raising body temperature, elasticity of muscles and more blood to muscles.
 - (g)** This was answered poorly. Most could state the meaning of gamesmanship and sportsmanship. Few could then relate to the question asked. The main points given by candidates were in relation to pressure to perform or 'win at all costs.' However, this was not common.
- Q.3**
- (a)**
 - (i)** Answered well.
 - (ii)** Candidates had a good understanding of the types of guidance and why they are used. However, the responses were more limited when it came to relating the guidance to just the cognitive performer. Therefore, many remained in Band 2 for this response.
 - (b)** Most could state why we cool down. Fewer could justify the impact of the reason.
 - (c)**
 - (i)** Answered well. In some cases, the candidate became vague in their answers and did not explain the rate, speed or start of the skill.
 - (ii)** Answered well.
 - (d)** Answered well.
 - (e)**
 - (i)** Very few answered correctly.
 - (ii)** Answered sporadically well. Breathing was a common response. Some went down the route of transport of oxygen rather than the taking in, or expulsion of air.
 - (f)** Most could give a basic analysis of the different fibre types. The sporting examples given were commonly of generic sports rather than team games. For this reason, many remained in Band 2.

- Q.4**
- (a)**
 - (i)** Answered poorly.
 - (ii)** Answered poorly. Most could not identify the movements. Many could identify the biceps for extension but most did not identify biceps for flexion.
 - (iii)** Answered well.
 - (b)** Answered well.
 - (c)**
 - (i)** This was answered poorly. The candidates could state what overload is and sometimes what progression is. Many went straight to progressive overload. Few assessed the importance of applying them to a training programme. If they did assess correctly, in many cases, they went for pushing the body to improve.
 - (ii)** Answered well.
 - (d)** Many answered this well. Responses were excellent in terms of advantages and disadvantages of the media. Some went down the route of general discussions rather than the focus on sport. The response needed to keep to the question asked.
 - (e)** Answered well.
- Q.5**
- (a)** Responses seemed to be general. Types of practice methods could be described. However, the importance of them to develop movement skills were a little weaker. Most candidates stayed in Band 2 for these reasons. Those who progressed into Band 3 analysed whole and part.
 - (b)** Motivation and focus were the most common responses here.
 - (c)** Most went down the route of video analysis here. Answered well.
 - (d)** Many did not answer this well.
 - (e)** Sporadic in the responses. Candidates could either describe the 3 stages of the energy balance equation or none at all. Some did not receive the final mark for this question due to the limited relationship to a sporting example.

Summary of key points

Candidates need to be reminded of the command verbs and expectations for the Assessment Objectives.

It would be helpful to candidates to further develop examination techniques and look at how to access marks in the questions rather than giving more general responses.

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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 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. 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 4, 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 4 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 component 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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk