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# **GCSE EXAMINERS' REPORTS**

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**PHYSICAL EDUCATION  
GCSE**

**SUMMER 2019**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=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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# GCSE PHYSICAL EDUCATION

## GCSE

Summer 2019

### COMPONENT 1 – EXTERNALLY ASSESSED

#### General Comments

2019 paper proved to be more accessible than the previous year with most candidates being able to make a reasonable attempt at all questions. Encouragingly, many candidates achieved well in the more demanding AO3 questions.

#### Comments on individual questions/sections

- Q.1**
- (a)**
    - (i)** Answered well.
    - (ii)** The types of movement were generally answered well. Candidates were not **specific** in their use of examples as the question asked. Also, some candidates lost track of the hip being the key part of the body to analyse.
  - (b)**
    - (i)** Answered well.
    - (ii)** This was answered well. Many candidates used jumping for a power explanation and throwing and catching for the co-ordination explanation.
    - (iii)** Answered well.
  - (c)** Most candidates could accurately identify the SMART targets. The question needed the candidates to relate SMART targets to well-being AND performance. This did not need to be a balanced attempt, however, an attempt at both was needed for AO3 marks. Many candidates were able to relate the reasons the SMART targets could relate to performance and achieve AO2 marks. The well-being evaluation seemed to focus upon motivation.
  - (d)** Most candidates were able to explain 1 reason why a sports performer needed to monitor fitness levels. The depth of the response was limited at times. Strengths and weaknesses were a common response.
  - (e)** Answered well.
- Q.2**
- (a)**
    - (i)** The candidates were generally good at identifying what an open skill was. Most were also able to link it to passing.
    - (ii)** Again, most were able to explain what a closed skill was. Clear key words were expected here with reference to the predictability of the skill.

- (b) A very open-ended question where physical, mental and social long-term benefits could have been drawn upon. Candidates needed 3 long term effects of regular exercise which were analysed in relation to improving performance to hit AO3 marks. Many were successful at this and most were able to access AO2 bandings in their responses.
  - (c) (i) The key to this response was to ensure they were recognised tests, muscular endurance could not just be awarded for press up test, this needed a time element to gain the credit. Most candidates answered this well.
  - (c) (ii) Many candidates were vague when answering this question.
  - (d) This question needed full understanding of the commands and many parts to the question. The explanation needed to be in relation to a team game. Those who this seemed to max the marks however, many went to default settings and put marathon and 100m events which is not relation to the question asked.
  - (e) Answered poorly. Many candidates were telling the examiner what open/closed skills worked better with rather than 'what' the types of skill are.
- Q.3**
- (a) Not answered well. The question required the candidate to relate the discussion to the elite performer. Many went very generic in their response and spoke about how commercialism and media aided mass participation. There were very few examples used which were needed for high Band 2 and Band, AO3 credit. Most could identify 2 roles of the media, however, little discussion occurred.
  - (b) Generally answered well. Some candidates did give deviance examples rather than gamesmanship.
  - (c) (i) A question that had a variety of responses. The comparison work was attempted by many. Some could not achieve direct comparisons to gain full marks.
  - (c) (ii) There were a small proportion of candidates who had a really good understanding of the feedback difference for the two types of guidance. Candidates were allowed a mark for explaining the types of guidance. Lots used knowledge of results and knowledge of performance to aid their discussion.
  - (c) (iii) Most candidates could give two effects of a warmup, but they did not always back that up with the reason why it is undertaken.
  - (d) This was answered well. Many in depth explanations given. Ice baths and massage were very common responses.
  - (e) (i) Answered well.
  - (e) (ii) Answered well.

- (e) (iii) Most candidates could identify breathing frequency values but not Tidal volume or minute ventilation.
- Q.4**
- (a) Most candidates identified flexion and extension.
- (b) The multiple-choice response here allowed some to gain marks. Many candidates could not identify the plane of movement.
- (c) Answered well. Most candidates could identify a fitness training method and were able to explain the reasons why it was suitable for a game's player
- (d) This question showed a good general knowledge of factors that affect participation. Some candidates were able to give relevant examples to support their discussion, this was not a common theme. This was a requirement of AO3 Band 3.
- Many were not giving a positive and negative discussion and were very one -sided, therefore could not come out of Band 3 for those type of responses.
- (e) (i) Many candidates were able to label the effort, load and fulcrum successfully.
- (e) (ii) Antagonistic muscle action was generally explained in a functional way with the names of the muscles
- (e) (iii) Identification of the muscle contraction was generally well answered.
- (f) (i) A mixture of responses for the identification of the bones.
- (f) (ii) Generally well answered.
- Q.5**
- (a) Candidates were able to use their knowledge of training zones and methods to analyse the graph. Most candidates could identify interval training as the training method and the reasons behind their decision. Most candidates did use the data in the graph well.
- (b) Some stated the training threshold rather than the training zone. Most answered well.
- (c) This was poorly answered, and few candidates understood the correct value of cardiac output.
- (d) Many candidates stated a consequence of leading sedentary lifestyles. The explanation of why it is a consequence was sometimes missing.
- (e) This was answered very well. Regular exercise and diet were the most common responses.

- (f) (i) Most could name a principle of training. There were still some candidates who did not know any principles.
- (f) (iii) Many candidates could explain what the principle of training was. However, the relationship of how they can be used for the fitness of a sports performer was weak at times.
- (g) This was answered very well. Both advantages and disadvantages were addressed.

Many examples were used, in particular VAR. The relationship to the official was pleasing

### **Summary of key points**

In general, the basic knowledge shown was very good. Centres are encouraged to continue to apply the knowledge to a variety of sporting activities to enable more candidates to continue to access AO2 and AO3 questions.

# GCE PHYSICAL EDUCATION

## GCSE

Summer 2019

### COMPONENT 2 – NON-EXAMINED ASSESSMENT

#### 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.

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

#### Comments on individual questions/sections

##### Administration

Centres should be in contact with the moderator prior to the moderation visit. This allows effective and efficient moderations to take place and for any queries to be identified and dealt with as early as possible.

A number of centres have been following the WJEC specification and therefore entering candidates for activities which do not exist on the EDUQAS specification. 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 March 1<sup>st</sup> whichever is the earliest. These forms need to be clearly annotated with the appropriate activities identified. Please can all centres ensure they use the documentation provide rather than creating their own.

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.

## **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 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.

Individual activities tended to be marked more generously than team activities. Cross moderation is essential within centres to ensure fair and accurate marking across all activities.

## **Performance analysis and evaluation**

Similarly, to last year the work produced in this element of the course was of a high standard. Self-analysis was an area of strength in most centres, but it is important to remember to expand on test results and link this back to the sport being analysed. The area of work that requires the most improvement is still the regular monitoring of the training and the changes being made to the training programme as a result of this monitoring. This will allow the student to demonstrate their understanding of the principles of training through their application. Recommendations for improvement were significantly better than last year.

## **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. The video evidence must show the candidate or candidates completing the rich task and the candidates must always be easily identifiable. If an activity cannot be seen live on the day and there is no video evidence available, then that activity cannot be offered.

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.



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