



GCE AS Examiners' Report

Physical Education

AS

Summer 2024

Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	EDUQAS offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.edugas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the EDUQAS subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (edugas.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	EDUQAS provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.edugas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the EDUQAS subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Edugas

Contents	Page
Executive summary	5
Component 1 - Exploring Physical Education	7
Component 2 - Improving Personal Performance in Physical Education	11
Supporting you – useful contacts and links	13

Executive Summary

The overall qualification performed as expected, due to low entries. The performance in Component 1, the written examination, varies year on year.

The performance in Component 2, the Non-Examination Assessment (NEA) is stable. Entries were similar to those in previous series.

Most candidates entered for the qualification are 17-year-old males.

Component 1

The paper follows a similar structure from series to series.

The highest facility factors (ff) were shown in questions, 1c (ff=92.1), 2b (ff=76.8), 4b (ff=79.4) and 5a (ff=89.9). These were considerably higher than the 2023 paper. Many other questions had a (ff) ranging between 35 and 70 suggesting that the paper was more accessible to candidates.

Centres that had the most effective outcomes spent time focusing on developing candidates understanding of the importance of the key word within a question and how it should then facilitate the relevant response from the candidate.

Candidates were able to draw on Component 2 to provide relevant sporting examples and application due to their increased knowledge and understanding of their sport. These candidates were able to access more AO2 marks as a result.

Nearly all candidates would benefit from working on improving examination technique. Simple skills, such as carefully reading and answering the question that they are asked would allow an increasing number of candidates to access higher marks on the theory paper.

Component 2

The Principal Moderator (PM) reported that centres had been largely consistent with their marking and that there had been few adjustments.

A wide range of activities were demonstrated by candidates, as in previous years. The PM moderated and cross moderated centres and agreed that the standards of practical work were largely in line with previous series.

Centres should provide sufficient evidence at an appropriate level to support the marks awarded to candidates. For summer activities such as athletics and cricket, evidence should be sourced early in the academic year to support the students. Evidence should be of the student performing or coaching within the academic year for which the candidate was entered. It is important that video evidence is authenticated as some samples were outside the qualification date.

Coaching was assessed to varying degrees of accuracy, with best practice being demonstrated by those students who led sessions using a Rich Task.

Many students provided good data to analyse their performance in their PPAE. However, there is evidence in the Evaluation Section of the PPAE that candidates are lacking the necessary skills to provide detailed analytical evaluation.

Areas for improvement	Classroom resources	Brief description of resource
Assessment objectives/ command words	Digital resources	Knowledge organisers Blended learning resources
Sport in society: The origins of the modern Olympics and the role of 19 th century public schools in the emergence of modern sport	Sport and Society Sport and Society Sport and Society	Knowledge organisers Blended learning resources
Examination technique	Exam walk through Past papers/ mark schemes	Examination hints and tips Past papers/ mark schemes

PHYSICAL EDUCATION
GCE Advanced Subsidiary

Summer 2024

COMPONENT 1: EXPLORING PHYSICAL EDUCATION

Overview of the Component

100% of candidates attempted all questions on the paper.

Questions with the lowest facility factor included 5b (ff=35.8), 4a(i) (ff=43.3) and 3b(i) (ff=43.8). Questions that were widely accessed by the majority of candidates included 1a(i) (ff=92.8) and 1c (ff=92.1).

Most candidates demonstrated good subject knowledge when accessing AO1 marks consistently across the paper. For higher order questions, candidates sometimes failed to gain marks due to not basing their responses on the command word at the start or the key word within the question to facilitate the relevant response. Nearly all centres would benefit from developing the candidates understanding of the command words in relation to the assessment objectives. Centres would benefit from reinforcing the three assessment objectives and their weighting within the paper.

Candidates who were physically performing at a higher level are often the same candidates who were able to provide relevant sporting examples and application due to their increased knowledge and understanding of their sport. These candidates were able to access more AO2 marks as a result.

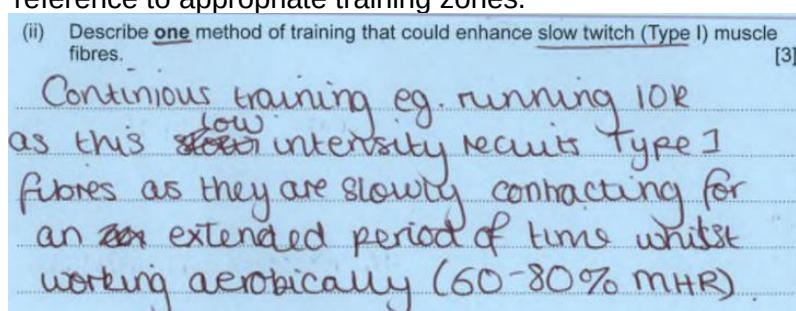
Nearly all candidates would benefit from improved examination technique. Simple skills such as carefully reading and answering the question that they are asked would facilitate access to higher marks in the written examination. Candidates are still missing out on these key marks because they are not actually answering the question asked.

Comments on individual questions/sections

Q.1

Questions 1a(i) (ff = 98.2, mean = 0.9 out of 1) and question 1c (ff = 92.1, mean = 2.8 out of 3) facilitated the best outcomes for candidates.

- (a) (ii) Only 50% of candidates were able to describe a suitable method of training to enhance slow twitch (Type 1) muscle fibres. With a mean of just 1.5 out of 3, most candidates lacked sufficient detail regarding intensity and duration. The best answers identified a method of training and described it in terms of intensity and duration and with reference to appropriate training zones.



- (b) Despite a lower (ff) of 66.3, candidates produced a mean of 2 out of 3 when analysing the gymnast holding a handstand balance. Most incorrect responses came from identifying the wrong type of muscle contraction in the quadriceps.

Q.2

Questions 2a, 2b and 2d were highly accessible and all produced (ff) between 60-80. However, in 2b, candidates were notably better at providing positive as opposed to negative examples of reinforcement to develop skilled performance.

- (c) This was the weakest item within question 2 with a (ff) of 51.3 and a mean of 2.1 out of 4. Many candidates understood open/closed and self-paced/externally paced skills, however, there were a number who failed to justify their responses in relation to the hockey player. The best candidates accurately justified the skills placement on the continua and provided hockey related sporting examples to support this to access the full range of AO2 marks available. This highlights the importance of reading the question fully.

Continua	Justification
*weather, location of teammates and the Open/Closed	This ^{is open} because the ~~opponents~~ ^{teammates} can close you down so affect ^{when} ~~how~~ the skill is performed.
*externally-paced Self-paced/Externally paced	This ~~is~~ ^{is not} because the opponents closing you down, and available teammates can affect when/how quickly the skill is performed.

Q.3

The facility factors in question 3 were considerably lower and all between 45-65.

- (a) With a (ff) of 60.1 and a mean of 2.4 out of 4, many candidates provided a basic description of how protein and carbohydrate could help improve recovery times. However, to access top marks candidates needed to provide a detailed description which included reference to quantity and time e.g. 1g of carbohydrate per kg of bodyweight as soon as possible and then every 2 hours following the event.
- (b) (i) This question had one of the lowest facility factors (43.8) which meant that many candidates struggled to access maximum marks here. A few candidates provided a basic explanation of the effects of dehydration on sporting performance. To access full marks, candidates needed to clearly link their answer to the effect on sporting performance e.g. strength decreases, and the rugby player will not be able to tackle as effectively.

(i) Explain the effect of dehydration on sporting performance.

[2]

Dehydration can lead to headaches, fatigue and nausea, meaning that a performer will not be feeling their best and their performance will decrease.

- (b) (ii) Some candidates provided superficial detail such as “drink more” to avoid dehydration to access some marks (mean = 2.5 out of 4). Candidates who accessed the higher marks were able to expand in detail and provide information in terms of volumes and timings e.g. consume 100-200ml of fluid every 20 mins during exercise. Candidates who accessed full marks were able to consider hydration strategies before, during and after the event.

Q.4

Three out of the four items within question 4 produced an (ff) of less than 60. Item 4b was most accessible with a (ff) of 79.4 and a mean of 2.4 out of 3.

- (a) (i) Despite being a relatively straight forward AO1 question this had one of the lowest (ff) on the paper (43.3) and a mean of just 0.4 out of 1. Many candidates failed to identify a recognised questionnaire to measure an athlete’s anxiety. The most common correct answer was “SCAT” and “CSAI-2”. This potentially highlights a gap in candidates’ knowledge in this area of the specification.
- (ii) Candidates were able to identify why questionnaires may not always be reliable predictors of anxiety, though with a mean of 1.2 out of 2, it was clear that many candidates lacked the ability to explain why this might be in greater detail.
- (c) This question produced a (ff) of 57.2 and a mean of 3.4 out of 6. It was clear that many candidates understood the importance of group cohesion, though there was a lack of reference to appropriate theories (as stipulated in the question). The better responses showed clear knowledge of appropriate theories (such as Tuckman/Steiner/Ringelmann), and they were able to assess these theories in relation to building a successful team. The key to answering this question correctly was understanding the command word at the start of the question and shaping the response accordingly.

Q.5

5a was very well answered with a (ff) of 89.9 and a mean of 3.6 out of 4 whereas 5b was the worst accessed question on the paper.

- (b) This was a banded response. This question had the lowest facility factor on the paper of 35.8 and a mean of just 2.9 out of 8. The reason for this is that some candidates did not answer the question correctly. Many candidates incorrectly wrote about the influence of public schools on the development of sport. They did not discuss original sporting values or how they have eroded over time, as the question had asked.

To access full marks, candidates needed to firstly discuss the original values (sportsmanship, fair play, respect, no prize money, following rules etc), then provide a detailed discussion of how these original values still exist today (including relevant sporting examples) and how they have eroded over time (Lombardian ethic, state sponsored doping, Sport washing, professionalism etc). This question again highlighted the importance of reading the question carefully and understanding the key command word to shape the response accordingly.

Q.6

This question, again, highlighted the importance of the key command word “Analyse” (ff= 56.8, mean = 7.9 out of 14). This question also resulted in the largest standard deviation of 4.0.

Most candidates understood how performance can be analysed physically, technically, tactically, and behaviourally. The better responses considered analysis before, during and after the event. Video analysis and physical fitness tests (lab and field based) were the most popular techniques chosen by candidates. The better candidates were also able to provide relevant examples and application of current analysis methods (GPS, Catapult, Hudl, Prozone, Dartfish, Sportscore etc).

Candidates who perform at a high level in terms of practical ability were better able to draw on their own experiences and provided some excellent examples of current performance analysis techniques that are used by coaches before, during and after competition. This was reflected in the standard deviation and suggests that the better candidates were able to utilise and apply their practical knowledge effectively to secure higher marks.

PHYSICAL EDUCATION
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COMPONENT 2: IMPROVING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

Overview of the Component

Component 2 is the non-examination assessment (NEA). It is designed to assess the following components via assessment objective 4 (AO4):

- Practical performance in one activity as a player/performer or coach.
- Personal performance analysis and evaluation (PPAE) with the aim of improving personal performance.

Candidates are expected to:

- Demonstrate and apply relevant skills and techniques in physical activity and sport.
- Analyse and Evaluate performance.

The NEA is internally assessed and externally moderated. Most centres submitted their marks on time and followed the correct protocols in preparation for their centre-based moderation day. Most centres undertook a live moderation, with a small number opting for a remote moderation/ supplementary video evidence due to small cohorts. Centres are reminded of the requirement to film the live moderation day in its entirety and then submit this film within a week of the moderation taking place.

The range of activities assessed continues to demonstrate the diversity available within the qualification. As in previous series, centres predominantly assessed students via the performance rather than the coaching pathway. Centres continue to demonstrate accuracy in assessment.

There is only a short window of time for centres to generate evidence and summer-based activities in particular need careful management to ensure that the start of March submission deadline is met. For summer activities e.g. athletics and cricket, evidence should be sourced early in the academic year to support the students. Please note that any evidence must be of the student performing/coaching within the academic year for which the candidate was entered.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria and internal marking.

Practical

Practical assessment took place across a range of activities. Centres were largely consistent in their assessment of practical activities and there were few adjustments this series. Most centres effectively used the full range of marks within the assessment bands, resulting in both live and recorded evidence being assessed accurately on the whole.

Centres are reminded that they should provide evidence of candidates performing in a full competitive environment, notably within team game activities, to meet the assessment criteria. This was generally well implemented where centres performed in full sided games or provided supplementary video evidence from competition. There were some instances where the sole use of drills and/or conditioned games did not provide sufficient evidence to justify the marks awarded.

This year evidence was uploaded to Surpass and the centres that followed the E-Submission guidance mostly managed this process well. The majority of centres were able to provide suitable evidence to facilitate the assessment process. Centres were also required to record the moderation day at their centre and upload this to the Surpass platform. Accurate identification of individual candidates particularly in team or group activities is vital to this process. Centres are encouraged to submit appropriate team sheets with any video evidence to support this.

Coaching

Coaching was assessed to varying degrees of accuracy, with best practice being demonstrated by those students who led sessions using a Rich Task. One of the main characteristics that limited some coaching sessions was the choice of activity. Often coaches delivered sessions covering very basic techniques, which did not enable candidates to access the higher assessment bands.

A lack of coaching plans and greater understanding of how this session would fit into overall plans were also areas to note.

Personal Performance Analysis and Evaluation (PPAE's)

Most centres used the correct authentication sheets to accompany their PPAE's. Many centres are using electronic platforms to compose their projects and centres should be reminded that coursework must be fully annotated to show where students have accessed the marks awarded.

Many students provided good quantitative data to analyse their performance. This was particularly evident in the physical aspect. It is advised to include data derived from the tactical, technical, and behavioural aspects of performance, which could include coach feedback or statistical data.

Candidates that identified clear SMART targets were able to design suitable training programmes. However, some candidates were lacking the necessary skills to provide detailed analytical evaluation. The comparison of quantitative data pre and post training programme was key to those candidates achieving successful, detailed, and in-depth evaluations. This is necessary to enable candidates to demonstrate the impact of the training programme on improving overall performance.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404271

Email: physicaleducation@edugas.co.uk

Qualification webpage: [AS and A Level Physical Education | Edugas](#)

See other useful contacts here: [Useful Contacts | Edugas](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

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