



GCE AS EXAMINERS' REPORTS

PHYSICAL EDUCATION – COMPONENT 1 AS

SUMMER 2019

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Online Results Analysis

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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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AS COMPONENT 1

General Comments

An increased number of candidates sat the paper this year with the majority attempting all questions. There were some very good papers whereby candidates demonstrated knowledge and understanding of many topics however, there were also many superficial scripts where candidates were often only achieving AO1 and occasionally AO2 marks.

Comments on individual questions/sections

- Q.1**
- (a)** The majority of candidates attempted this question achieving the mark.
 - (b)** Although an AO1 question, this proved difficult for many candidates. Many were able to identify short term responses to exercise however they were not related to the neuro-muscular system.
 - (c)**
 - (i)** Lots of candidates outlined the law of acceleration here. Those who did outline the correct law of reaction did so correctly.
 - (ii)** Many candidates were able to relate the law of reaction to the sprinter leaving the blocks however few candidates were able to apply this law to the sprinter during the race.
 - (d)** No marks were awarded for identifying the adaptation. The command word asked the candidates to explain the adaptations the sprinter may experience. Generally well answered, with the majority of candidates achieving 2 out of the 4 marks.
- Q.2**
- (a)** All candidates attempted this question with many showing good knowledge and understanding of strategies a coach would use with a cognitive performer. In order to access the top of band 2/3 AO3 marks candidates needed to make reference to a number of strategies and compare and contrast the techniques, these candidates achieved between 4 and 6 marks.
 - (b)** Many candidates achieved half marks for this question, they were able to explain the difference between positive and negative reinforcement. Candidates achieving more marks were able to link positive reinforcement to strengthening the SR bond and an increased dominant response.
- Q.3**
- (a)** All candidates attempted this question, with the majority achieving the mark.
 - (b)** This question was well answered; candidates clearly classified the skill correctly on each continuum and were able to give reasons for their judgements.

- (c) This question proved very challenging for many candidates. Marks were achieved for knowledge of interval training and reference to it developing speed etc. Candidates failed to achieve marks by linking the intensity of training to the development of these components and its benefit to a badminton player. The command word also leads the candidates to evaluate the effectiveness of the training to a badminton player and suggestions of alternative methods, few candidates did this.
- Q.4** (a) Lots of candidates gave a brief overview of the components of a balanced diet and linked this to an athlete however the question asked how nutrition can be manipulated, marks were therefore awarded for candidates knowledge of how the components of their diet would change before during and after exercise. Better candidates were also able to make reference to food ratios, timings and volumes of hydration during these times.
- (b) This proved difficult for many candidates. Again there was good knowledge of the energy system and their duration and intensity however, candidates found difficulty in relating this information to a 1500m race. Better candidates were able to link the duration and intensity to the start, middle and end of the 1500m race clearly.
- Q.5** (a) Few candidates were able to name a recognised test for assessing psychological well-being, with most mistaking the question for a physiological test and thus named a fitness test.
- (b) The majority of candidates were able to outline at least one somatic technique, again candidates became confused naming cognitive techniques to control anxiety.
- (c) Candidates demonstrated good knowledge and understanding of the different theories of aggression. Candidates achieving higher marks were able to discuss at least two theories in detail and made reference to a third. In order to achieve band 3 AO3 marks candidates needed to compare and contrast different techniques that could be used to control aggression rather than just give detail of them.
- Q.6** All candidates attempted this question, this was very pleasing with 13 marks available to achieve. The mean mark achieved by candidates was 6, the majority of marks were awarded for detail of broken time payments and the 19th century development of sport, this work was very detailed. Marks were lost when candidates had to evaluate the effect on modern day sport with few candidates linking this to deviance, commercialisation and modern day ethics.

Summary of key points

- All centres would benefit from developing the candidates understanding of the command words in relation to the assessment objectives.
- Continue to reinforce the three assessment objectives and their weighting within the paper.



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