



GCSE EXAMINERS' REPORTS

PHYSICAL EDUCATION (FULL COURSE) GCSE

SUMMER 2023

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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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COMPONENT 1: INTRODUCTION TO PHYSICAL EDUCATION

General Comments

Most candidates attempted most questions with moderate success with the attempt percentage backing up this fact.

The most difficult questions were 1(c), 1(f), 3(d), 5(c) and 5(d) which showed a facility factor of low 30's.

The easiest question was 1(b) with a facility factor of 86. Question 4(b) was also in the 70's for the facility factor.

All others seemed to be in the mid-range.

Comments on individual questions/sections

- Q.1**
- (a)** Good knowledge and understanding of the factors that affect participation of the target groups but explanation of this was a lot weaker.
 - (b)** Well answered with many different responses.
 - (c)** The explanation of the relationship between health, fitness and well-being was poor. Candidates could give definitions of each of the separate components but not explain the relationship between them.
 - (d)** Most candidates fell into Band 2 in this response. They had good knowledge and understanding of the description of the social and mental benefits. Few could relate the links of them to exercise.
 - (e)** **(i) & (ii)** Excellent knowledge.
 - (f)**
 - (i)** This question proved difficult for many. The response needed was to tell us why it is important for a sportsperson to develop the aerobic system. Many went into intensity and duration which is not what was asked for.
 - (ii)** Many replicated a similar response from the previous question. An AO1 mark was given for knowledge of what continuous training is. The AO2 marks were for intensity and duration. A detailed response included specifics for intensity and duration in relation to training the aerobic energy system.
 - (g)** Many gave a generic answer which was for both carbohydrates and fats. Few knew the differences between them both.
- Q.2**
- (a)**
 - (i)** Answered well.

- (ii) This scored well for the AO1 marks. However, many could not use data to explain the response and give a target that was specific. Some candidates did not analyse the table above and use this in their response.
 - (iii) Mixed responses here. Candidates seemed to either get both correct or neither.
 - (iv) Answered well.
- Q.2**
- (b) Basic explanations were predominantly given here. The 'how' seemed to be missing for many in relation to a sprinter.
 - (c) A well answered question, with responses that were detailed.
 - (d)
 - (i) Candidates had a good understanding of the difference between the two classifications of skills e. g., were clear and concise.
 - (ii) This part of the question was far weaker. Most could not identify the type of practice and therefore not accessing the 'explain' mark.
- Q.3**
- (a) A mixed response.
 - (b)
 - (i) Most could define flexibility.
 - (ii) Justification was mostly in relation to injury avoidance rather than more in-depth specific reasons in gymnastics.
 - (iii) Few could name flexibility methods of training. Therefore, low marks were achieved.
 - (iv) Excellent responses.
 - (c)
 - (i) A well answered response. A definition was not needed in this response, a description was. Candidates tended to be more accurate with balance.
 - (ii) Excellent responses.
 - (iii) Excellent responses.
 - (d) A weak analysis in general. AO1 marks were the strongest element to this question. However, candidates could not analyse the characteristics in relation to sport and just identified them.
- Q.4**
- (a)
 - (i) The analysis of the knee was far stronger than the shoulder. Most could give both elements. However, when analysing the shoulder, the agonist was rarely correct.
 - (ii) The most common response shown here was abduction and adduction with excellent examples given. When rotation was used candidates found it difficult to explain.
 - (iii) A well answered response. Many could identify the difference between prime movers and agonists and most used the bicep curl as an example.

- (b) (i) Well answered.
 - (ii) Well answered.
 - (c) Poorly answered in general. Many wrote about motivation rather than feedback. This meant the intrinsic 'feel' was lost in their response. Most response were basic.
 - (d) Poorly answered in general. Most could describe how confidence improves with mental preparation, but this was the limit, as a rule. Therefore, higher than band 2 was rarely seen. Not many described the methods in their response, therefore AO1 marks were generally on Band 1.
- Q.5**
- (a) (i) & (ii) Well answered.
 - (iii) Generally two out of three were identified with radius and ulna being the most common.
 - (iv) This was answered in a basic manner in general. Many could assess the need that they fatigue slowly but could not enter the detailed area. Many spoke about intensity and duration incorrectly.
 - (b) (i) Well answered.
 - (ii) This was answered in a basic manner in general. The more detailed responses needed specific information about intensity and duration.
 - (c) Poorly answered. Most could identify key points about sponsorship and the media. However, most could not relate how they both play a major role in financing sport.
 - (d) Poorly answered. Many could give basic responses in terms of consequences of the use of technology. Most did not relate them to actual examples in sporting performance.

Summary of key points

Candidates found the AO1 responses clear and seemed to access those with ease.

When the question requires more thought the candidates seemed to miss the point of the question. Candidates should focus on the full requirements of the question asked rather than just the topic area. For example, when the sponsorship and the media were in the question many jumped straight into why they are in sport and what they do in general for sport, rather than the relationship of financing sport.

Work in centres on the command words are vital.

AO2 type questions do require candidates to provide examples within their answers to gain access to the full range of marks.

Candidates did find the aerobic system questions challenging, the differentiation between the why and what was weak.

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COMPONENT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

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 eradicate any issues later in the process.

A number of centres are still following the WJEC specification and marking out of 28 rather than 20. Paperwork is then having to be resubmitted using the correct marking criteria. 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). Centres need to ensure they use the documentation provided 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.

Following completion of the practical assessment in school it is important the centres transfer their marks carefully onto IAMIS so that moderators can complete their moderation and write the reports. Some centres enter different marks onto IAMIS than they have on the PE1. Please check the information carefully when moving this across from one document to the other.

In order for centres to be assessed accurately they must ensure that students are provided with the opportunity to perform in full sided games. Pupils cannot be awarded marks in band 4 if they do not fulfil the assessment criteria. Small-sided games do not allow for accurate decision making and showing appropriate use of tactics. Within a full sided game, they can also demonstrate effective communication and use of appropriate strategies. 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 essential that small centres take this into consideration when choosing activities. It is important to remember when moderating within centres that centres cross moderate across the activity areas so that the marks reflect the standard of performance across all the activities.

For Athletics and 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. Throwers should be throwing the correct weight implement for their age category. It is also important to check what competitions pupils are entering as some distances change through the age groups. Cross moderation is essential within centres to ensure fair and accurate marking across all. Throwing a shot putt in sports day once needs to be cross moderated with someone who has played football consistently for years. This is to ensure all pupils are fairly assessed.

Badminton is becoming more popular and on the whole is being assessed accurately. It is important to ensure pupils are aware of the difference in rules when playing singles and doubles. Pupils cannot access band 4 marks if they are only able to perform one type of shot, or only have one type of serve. They must be able to consistently show an accurate selection of strokes and have a good knowledge of tactics and strategies to outwit opponents.

Candidates can be assessed using video evidence. This can be very effective but does depend on the quality of the video evidence provided. The moderator can only see what is sent to them on video so should ensure the video evidence matches the mark that has been awarded. It is also essential that the candidates are easily identifiable on the video.

When sending video evidence of the day to the moderator, any information which helps the moderator identify the candidates when they are watching this back should be sent.

Performance Analysis and Evaluation

It is essential that the written coursework is cross moderated particularly if there are two different members of staff delivering the work. Work needs to be consistently moderated across the centre.

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. The stronger candidates were also able to link improvements to the cardio, respiratory, muscular, and skeletal systems theory which demonstrated excellent subject knowledge. There was also a range of graphs used to illustrate progress made.

Regular monitoring and training have improved but is still an area which requires some attention. Pupils need to be able to demonstrate that they have adapted their training program based on what they have completed and how they think those changes will be beneficial moving forward. The evaluation continues to be an area which requires improvement. Pupils often repeat what they have said during their monitoring and say what they did rather than what impact this has had on their fitness, and ultimately their performance. Stronger candidates are able to use graphs and tables to demonstrate progress and then link this data to theory and evidence from their sporting activities. They are also able to give suggestions about how they could make changes moving forward.

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 activity's 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.

There was a large range of marks within most centres from band 1 to band 4. The evaluation of the coursework requires attention as pupils often repeat what has already been said in the monitoring section of the coursework rather than discussing the impact.



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