



GCE A LEVEL EXAMINERS' REPORTS

PHYSICAL EDUCATION A LEVEL

SUMMER 2018

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COMPONENT 1

The majority of candidates demonstrated a good knowledge and understanding of many topics, with some offering detailed explanations. Candidates demonstrated an understanding of the AO command words, a higher number of pupils were able to access marks in the upper bands. Throughout the paper although candidates were able to recall knowledge of the different topics however they often struggled to support this with detailed explanations and sporting examples.

1.
 - (a) The majority of candidates accessed the mark by identifying goal setting as a strategy not used in combating social loafing.
 - (b) This was fairly well answered with many candidates achieving two out of four marks. Candidates were able to describe the positive or negative effects of an audience. Pupils who accessed full marks used specific terminology e.g. social facilitation and social inhibition and were able to link these to specific theories.
 - (c) Candidates were able to describe the difference between the democratic and autocratic leadership styles and amplify their point in relation to group size, type of learner and danger. Marks were often lost through their attempts to explain the laissez-faire leadership style and the link to a practical example.
 - (d) Candidates had a good knowledge of social learning and were able to provide a relevant sporting example. The second AO2 mark was often lost as candidates failed to explain the effect of social reinforcement of the theory.
 - (e) Responses varied. Two marks were often awarded for understanding how to apply the theory of cognitive dissonance to a practical example however, marks were lost by not stating a strategy a coach could use to change the attitude e.g. reinforcement/rewards.
 - (f) Almost all candidates achieved full marks for explaining the difference between trait and state anxiety with an appropriate sporting example.
2.
 - (a) All candidates answered the question with the majority accessing the mark
 - (b) The second mark was often lost as there was either no application to sport or the example given described no transfer as opposed to a positive or negative effect.
 - (c) Many candidates did not attempt this question. Those who did often scored two out of the three marks displaying good knowledge of the psychological refractory period and attempted application to figure 1.
 - (d) Very well answered with candidates achieving full marks on the whole.

- (e) Lots of candidates got confused with the difference between low organisation and high organisation skills resulting in zero marks. Those that did answer correctly provided a sound sporting example.
 - (f) Many candidates were awarded the 1 mark for their knowledge of reinforcement types. Better candidates linked their response to the SR bond with appropriate sporting examples. This however was rare.
 - (g) In order to access the band 3 AO3 marks candidates had to refer to all stages of learning. Similarly where candidates only referred to one form of guidance only band 1 marks were awarded.
- 3.
- (a) Once again question that almost all candidates answered correctly.
 - (b) Many candidates found this question challenging. Those that were able to identify the stages of globalisation achieved three out of the six marks, in order to be awarded further marks candidates were required to expand on their knowledge with specific sporting examples.
 - (c) The command word evaluate suggests the candidates needed to discuss the positive and negative influence of social media in order to gain full marks. Candidates were confident in providing positive examples and although detailed they could only be awarded two marks without the discussion of the negatives impacts.
 - (d) A well answered question with most candidates awarded band 3 AO2 marks for providing a wide range of examples. The responses began to vary when analysing the reasons why governments invest heavily in elite sport and global events, with lots of candidates achieving low and 2 AO2 marks.
- 4.
- (a) All candidates answered the question with the majority accessing the mark.
 - (b) Most candidates were able to identify to link the correct muscle contraction to each phase. Where full marks were awarded candidates were able to link the muscle contraction to the correct movement type e.g. flexion of the elbow and an eccentric contraction in the downward phase.
 - (c) To be awarded full marks the formula had to be correct and during the calculation the correct units had to be displayed.
 - (d) Again candidates confidently discussed the positive aspects of technology for officials scoring two out of four marks. Those who recognised the command word discuss went on to highlight negative aspects and achieved three of full marks.
 - (e) Very well answered, the majority of candidates accessed the three marks.
 - (f) Candidates who drew diagrams to support their reasoning often achieved four out of the six marks available. The better responses made reference to point of contact on the ball, air pressure and the change in velocity and trajectory.

- 5.
- (a) Attempted by almost all candidates although not always correctly.
 - (b) Candidates were familiar with the role of the sympathetic and parasympathetic nervous system. Specific terminology was used throughout the majority of responses.
 - (c) Almost all candidates were able to define flexibility and achieve 1 mark. On explaining the principles of PNF stretching responses were often simplistic lacking specific terminology.
 - (d) Candidates had to make reference to figure 5 within their response. Better responses provided specific figures from the graph to support their reasoning. Those that achieved full marks were also able to make a comparison between the change in heart rate and blood lactate.
 - (e) Knowledge of progressive overload was good. However if the application was not specific a maximum of two marks were awarded. For example candidates had to specifically explain how they would increase intensity of duration with an appropriate example.
 - (f) Inevitably there was a varied response within and between centres for this essay question. Better responses structured their answer to analyse exercise intensity, duration and level of fitness in relation to food fuel usage. They were able to explain the variation of fuel using appropriate sporting examples. Too many candidates approached the question focusing on the three energy system which meant they confused their reasoning and analysed how they would be used in different activities as opposed to answering the question.

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COMPONENT 2

General commentary

This was the first sitting of the reformed Eduqas Advanced Level Physical Education (Component 2) paper. The strongest area in terms of assessment objectives was AO1 (in essence, knowledge recall) with many candidates displaying secure knowledge of the content covered in the paper. It is the case that some candidates need to be encouraged to use more sporting examples (from a range of activities) to exemplify their points and demonstrate understanding in order to access the higher-level AO2 marks. The weakest aspect of the responses viewed across a number of centres relating to accessing AO3 marks relating to analysis and evaluation. This is an area where top performing candidates exceeded. These candidates were able to debate issues in depth and from differing perspectives and drew logical conclusions based on evidence presented.

1.
 - (a) This was an accessible question with the majority of candidates accessing at least two marks. The most popular responses make reference to the nature of the game (fast-paced, high scoring) and the entertainment factor (with many candidates using specific examples such as half-time shows and cheerleaders to develop their points).
 - (b) Again, this was an accessible question. Many candidates demonstrated good knowledge of the factors which influence the trajectory of a projectile (i.e. speed of release, height of release, angle of release, fluid friction factors) and were able to use appropriate examples to demonstrate their understanding. Some candidates simply identified factors with no explanation or sporting examples and so were unable to access the AO2 marks.
 - (c) Given that feedback (specifically, knowledge of results and knowledge of performance) is covered as part of GCSE specifications, the responses for this question were surprisingly varied. Weaker candidates tended to identify forms of feedback but did not relate them specifically to the question set (in relation to learning new skills). Credit was awarded for explanation of how other forms of feedback (such as positive feedback, concurrent feedback) might aid the learning of new skills.
 - (d) There was a mixed response to this question. Whilst there was generally secure knowledge and understanding of the possible mechanisms that might be employed to manage anxiety (both somatic and cognitive techniques), candidates were weaker on assessing the impact of state anxiety on performance. The best responses included a definition of state anxiety and clear explanations of how both somatic state and cognitive state anxiety might affect performance with the use of sporting examples. These responses were well-structured and included a conclusion enabling candidates to access AO3 (Band 3). Weaker responses tended to focus solely on the mechanisms for control anxiety. There was also some confusion evident between arousal (and arousal theories) and anxiety.

- (e) High level responses to this question covered a number of theories in relation to both group dynamics (such as Tuckman, Steiner, Carron) and leadership (such as Fiedler and Chellandurai) and clearly linked these theories to the development of successful teams. In the strongest responses, candidates showed excellent analysis and evaluation of the importance of both group cohesion and leadership in building successful teams drawing appropriate, evidence-based conclusions. In these responses, there was excellent use of technical language throughout. More limited responses tended to focus on one area (i.e. leadership or group dynamics) – these responses were often descriptive as opposed to evaluative. In these weaker responses, there was limited engagement with the actual question set (the concept of building successful teams).
2. (a) The responses to this question were variable in quality. In the best responses, candidates, using the information presented in the question, demonstrated excellent understanding of energy systems (e.g. ATP-PC and Lactic Acid systems), employed a range of technical language and were able to explain clearly the implications for training these particular energy systems in relation to particular playing positions. However, in the more limited responses, there was a lack of technical language employed and candidates failed to make full use of the information presented. In these responses, the implications for training were underdeveloped or simplistic e.g. front row forwards need to take part in continuous training.
- (b) Candidates demonstrated good knowledge of movement types and many were able to identify the muscle being used to cause the action. The best responses also made reference to the type of muscular contraction.
- (c) Candidates demonstrate good knowledge of skill continuums. It should be noted that this is a justify question (AO3) and, consequently, no marks were awarded for candidates who simply identified where they would place the skill on the particular continuums.
- (d) There was a variable response to this question. At the highest levels, candidates demonstrated very detailed knowledge of assertive play, instrumental aggression and hostile aggression and were able to illustrate their understanding using detailed sporting examples. These candidates also used technical language. However, in weaker responses, there was confusion between the terms and candidates used general examples (such as a slide tackle in football) without making any reference to intention/purpose or legitimacy.
- (e) Excellent responses to this question discussed in detail the process of excess post-exercise oxygen consumption (EPOC). Higher level candidates used technical language throughout their responses and were able to discuss in detail both the fast and slow replenishment stages of recovery (AO3). Limited responses to this question tended to focus on the different strategies that may be used to speed up recovery. These responses tended to be very general (referring to nutrition and cool-downs for example) with no real links with either alactacid or lactacid components of EPOC. In these responses, few examples were used to demonstrate understanding.

3. (a) Candidates displayed good knowledge of self-efficacy. Many were able to define self-efficacy and then explain, using appropriate sporting examples, how a coach might improve the self-efficacy of a performer. In the best responses, candidates make reference to the work of Bandura and explained in detail how self-efficacy could be improved through past or early success (performance accomplishments), vicarious experiences, persuasive communication and emotional control.
- (b) The majority of candidates demonstrated good knowledge of selective attention and were able to access at least two marks. However, some tended to state ways in which a coach might improve a performer's selective attention as oppose to describe as this prevented many from accessing full marks.
- (c) As with the previous question, whilst candidates demonstrated good knowledge of PRICE, they tended to simply state or identify the components of the procedure as opposed to explaining the procedures that may be followed for the immediate management of a soft tissue injury.
- (d) In the best responses, candidates discussed in detail the potential reasons for the increase in female participation and barriers still faced by women in closing the participation gap. These candidates used technical language throughout (such as self-esteem, sexploitation, gender stereotyping) and used specific examples to illuminate their points (for example, campaigns such as *This Girl Can* and *Cover The Athlete*). Debate was a feature of these responses. The more limited (Band 1) responses tended to be more descriptive in nature; discussion was very superficial, and few examples were used to back points. In these responses, points were identified as opposed to being discussed.
4. Candidates who produced excellent responses to this question engaged fully with all of the different dimensions of the question. These excellent responses considered both sides of the debate and drew logical conclusions based on evidence presented. The best responses were well-structured: points were made, backed with relevant sporting examples and then analysed. High level responses incorporated excellent knowledge of deviance, sportsmanship and fair play whilst simultaneously analysing the factors which may have contributed to the decline in fair play within professional sport. Additionally, excellent responses tended to be synoptic in nature and drew from many of the *Sport and society* and *Sports Psychology* sections of the course. Limited responses tended to be very descriptive in nature with limited examples. In these responses, there was little evidence of engagement in debate and analysis was superficial.

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COMPONENT 3 NEA

This is the first year of moderating the A level (component 3). Moderations were organised on a cluster basis with the majority being hosted by schools/colleges.

The range of activities assessed continues to demonstrate the diversity available within this subject. Predominantly candidates were assessed through the performance strand. Centres continue to be accurate with their assessment and it was evident that centres had prepared candidates thoroughly for practical moderation during centre/cluster visits.

Administration was generally good, with the majority of centres submitting their centre marks to WJEC on time.

Increasingly it is proving difficult for centres to demonstrate full-sided game activities given the lower number of candidates within certain activities. Many centres reverted to modified games to facilitate the moderation process. We would suggest centres provide additional video evidence to support candidate marks if this trend continues!

Coaching was assessed fairly with students providing clear evidence of session and progression plans. Good practice was demonstrated by those students who taught a rich task that enabled individual feedback to students performing a more complex skill – i.e. not just running drills but setting up scenarios e.g. attacking the D in netball

Video evidence in most cases was very good with some exceptional examples. Please note that whilst video compilations of the 'best bits' are welcome we would encourage longer periods of play to be submitted especially in game activities. These provide a more realistic snapshot of a candidates ability overall which allows technical, tactical and physical components to be observed.

In some cases students provided an element of an activity e.g. the running section of triathlon, we would encourage students to provide a full range of evidence for the selected activity i.e. for triathlon evidence of swimming, cycling and running. Finally, for summer activities e.g. cricket evidence should be sourced early in the academic year to support the student. Please note evidence should be of the student performing or coaching within the academic year for which the candidate was entered.

The A2 PE written coursework element (Personal Performance Analysis & Evaluation – PPAE) was generally well attempted. Students accessing the higher grades certainly provided evidence of initial analysis, evaluation of research, the effectiveness of the training programme and an overall analysis of the whole programme. Several centres provided a very good initial analysis which was packed with information but tended to provide less detail for the other 3 sections. Please note the marks allocated are 9, 12, 12, and 12 for each of the 4 sections and students should demonstrate this weighting to access the higher marks. Several centres provided substantial information within the appendix which was of little significance. The word count is 2500 – 3500! Please note we would encourage centres to annotate the written coursework to help identify where and why marks were allocated.

Overall, the practical ability and the well-presented written coursework were of a very high standard. Host centres should be congratulated for successfully organising the practical moderation days, with staff running sessions, fully equipped and appropriate to the specification. The diverse range of activities should be noted which is a real positive for our subject.



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