



GCE AS EXAMINERS' REPORTS

PHYSICAL EDUCATION AS

SUMMER 2022

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<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

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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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PHYSICAL EDUCATION

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COMPONENT 1: EXPLORING PHYSICAL EDUCATION

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. Where candidates answered incorrectly, they had mistaken the lever as being second class.
 - (b)** Where candidates had incorrectly identified the lever in Q.1 (a), their response to this question followed the incorrect pattern. Similarly, those who answered Q.1 (a) correctly were able to access at least two out of the three marks on offer.
 - (c)** Lots of candidates provided a detailed explanation and related their response to anaerobic training. The most common responses included muscular hypertrophy and increased fast twitch fibre types. The more developed answers were able to further describe the benefit of increased bone density and mobility.
 - (d)** Many candidates were able to explain the difference in carbohydrate and protein intake required for a weightlifter and an endurance athlete. Candidates that accessed Band 3 marks often made reference to specific percentages and values.
- Q.2**
- (a)** All candidates attempted this question, with the majority achieving the mark.
 - (b)** Another well answered question. The majority of candidates achieved both marks.
 - (c)** The majority of candidates attempted this question, demonstrating a good knowledge and understanding of why goal setting is used by athletes. The most common responses were centred around motivation and adherence. More developed responses were able to link goal setting to levels of stress and anxiety.
 - (d)** There was a good use of sporting examples to illustrate reasons for aggressive behaviour in sport. Many candidates were able to link these examples to relevant theories of aggression. However, few candidates followed the command word 'analyse' and were unable to make comparisons and contrasts between each theory.

- Q.3** (a) Few candidates achieved full marks on this question. Overall, there was a good understanding of DARMMM but candidates failed to support their knowledge with appropriate sporting examples to access the AO2 marks.
- (b) This question was well answered. Candidates clearly understood the different types of guidance and were able to give reasons for their use in all stages of learning. Candidates that achieved marks in Band 3 displayed understanding of the command word assess and were able to offer the advantages and disadvantages of each method.
- Q.4** (a) Lots of candidates gave a brief overview of how sport promotes societal and cultural values. Marks were awarded for candidates' use of examples relating to the NHS, conforming to rules, and the promotion of national pride. Better candidates were able to link these to economic and social benefits, making sound judgments and highlighting the importance of such promotion.
- (b) Many candidates were able to discuss the positive influence of role models and social media and were able to support their answers with relevant sporting examples. Candidates that accessed the marks in Band 3 extended their answer with reference to negative influences making their response more balanced.
- Q.5** (a) Candidates demonstrated good understanding of the joint action and type of muscle contraction. There were varied responses to articulating bones with some candidates making reference to the bones articulating the elbow as opposed to the shoulder, as stated in the question.
- Q.6** This question was attempted by all candidates. This was very pleasing as it offered the highest awarding of marks on the paper. Excellent responses included knowledge of all four areas of analysis (Physical, Technical, Tactical and Behavioural) and candidates were able to offer specific examples of techniques in each area. Where candidates had understood the command word 'discuss', their responses also offered the advantages and limitations of techniques and explained their use in different sporting arenas.

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.

PHYSICAL EDUCATION

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COMPONENT 2: IMPROVING PERFORMANCE IN PHYSICAL EDUCATION

General Comments

This was the first series of moderation since 2019 because of the Covid pandemic. Centres were offered the opportunity of a live moderation or moderation through the submission of video evidence. Each centre was appointed a moderator and centres arranged either an individual moderation, not cluster based, or moderation through the submission of video evidence.

The majority of centres submitted their marks on time (first Friday in March) but there were several centres who did not. Whilst we understand the moderation process had been changed during Covid, centres must adhere to the submission dates.

The range of activities assessed continues to demonstrate the diversity available within the subject. Again, centres were predominantly assessing students following the performance not coaching pathway. Centres continue to be accurate with their assessment and it was evident that centres had prepared their students thoroughly for practical moderation.

The number of centres offering AS PE seems to be in decline and the number of centres that opted for a moderator visit were less than those centres who submitted video evidence. It was refreshing to have the opportunity to moderate live performance and coaching once again. However, we understand the practical issues in running a moderation day using just your own school or college students, especially with game activities. Good practice observed was where centres had supportive evidence of individual students to be utilised if the students did not perform as well on the day of moderation.

Coaching was assessed to varying degrees of accuracy with best practice being demonstrated by those students who lead sessions using a Rich Task, which enabled individual feedback to students performing a more complex skill – i.e. not just running drills but setting up scenarios. In some cases, coaching was basic or not specific enough to allow students the opportunity to access the higher marks.

Video evidence in most cases was very good with some exceptional examples. However, there were some not so good examples. Centres should clearly identify students, providing sufficient evidence at an appropriate level to support the marks awarded. This year centres were issued with additional guidance and many centres took this on board and provided evidence that fully supported the marks awarded. Whilst we appreciate the difficulty of collecting suitable evidence this is the only evidence we can use to moderate centres.

Live centre moderation took place for the first time since 2019. Each centre was appointed an individual moderator and the centre was assessed independently, not in a cluster. Centres were very creative in providing sufficient student numbers to allow game activities to take place. This was welcomed and we appreciate the difficulty of organising full sided game activities at an appropriate level to allow students to perform at the level that their marks suggested. Good practice included progressive warm up drills, modified half court games, and teacher lead sessions to show technical and tactical student ability.

Centres videoed the entire process, as requested. This provided supportive evidence in case of an appeal. We anticipate the return of cluster moderation visits next year.

To support the centre marks, we encourage centres to actively internally standardise their marks across activities, to ensure consistency. If external coaches are used to assess candidates, they should be involved in the internal standardisation process. Most centres provided video evidence of some activities, particularly offside activities.

Finally, for summer activities e.g. athletics and cricket, evidence should be sourced early in the academic year to support the students. Please note evidence should be of the student performing or coaching within the academic year for which the candidate was entered.

Comments on individual questions/sections

Practical

Practical assessment took place across a range of activities. It is worth noting there are several new activities now available within the AS specification and staff should check the Eduqas website for updates on a regular basis.

Assessment of both live and video evidence was accurate, and it was pleasing to see centres had taken note of the modifications and focused on generating evidence to support the marks using modified practices, progressive drills, and where possible, competitive situations. The submission of marks for AS should be noted – only allows for a short window of time for centres to generate evidence and in particular summer-based activities need careful management to make the start of March submission deadline.

PPAE

The AS PE written coursework element (Personal Performance Analysis & Evaluation – PPAE) clearly followed the assessment criteria. To access the higher grades students were required to focus on both analysis and evaluation. Many students provided good data to analyse their performance, especially for the physical component. There was a tendency for centres to mark the evaluation section generously and we would encourage centres to provide detailed evaluations which would include information on physical, technical, tactical, and behavioural outcome.

Many centres are using electronic platforms to compose their projects and centres should be reminded that coursework should be annotated to show where marks have been awarded.



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