



GCSE EXAMINERS' REPORTS

**GCSE (SHORT COURSE)
PHYSICAL EDUCATION**

SUMMER 2018

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

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 - SHORT COURSE

GCSE (NEW)

Summer 2018

UNIT 1

The paper catered for a wide range of abilities. Many candidates completed the paper and answered most of the questions. The overall marks obtained can be improved upon by candidates having a greater in-depth knowledge of the theoretical content of the specification. Without this in-depth knowledge many candidates were unable to fully answer questions where theory had to be applied, for example, Principles of Training linked to improved performance in named sporting activities.

COMMENTARY

- Q.1**
- (a)**
 - (i)** Many good answers especially when selecting balance.
 - (ii)** Several good answers.
 - (iii)** Limited levels of response. Important to fully understand the importance of Principles of Training.
 - (b)**
 - (i)** Many good answers.
 - (ii)** Considerable variation in the quality of answers given.
 - (c)**
 - (i)** Some good answers given regarding the need to understand the importance of measuring heart rate at different points.
 - (ii)** Generally not well answered. Need to be able to apply Validity and Reliability when answering the question.
 - (d)** Some good answers.
- Q.2**
- (a)** Many general answers with limited detail.
 - (b)**
 - (i)** Some good answers but several candidates ignored the more obvious effects of exercise on the body.
 - (ii)** Little knowledge of the physical adaptations of the body after being involved in physical exercise. Candidates could explain the obvious improvements in performance but without the reasoning linking adaptation to improved performance; e.g. muscle hypertrophy-improved muscle strength / power applied to sprinting.
 - (c)**
 - (i)** Many correct answers.
 - (ii)** Some good answers. Many of these made reference to personal experiences.
- Q.3**
- (a)** Some good answers but some answers referred to physical rather than social and mental benefits.
 - (b)** Many good answers linking technology to motivation / adherence.
 - (c)** Many good responses.

- (d)** Many candidates attempted the question but with little reference to Principles of Training. Best answers made reference to POT and the Data provided within the question.

It is difficult to generalise on the responses of candidates due to the range of abilities sitting the paper. There are opportunities in the question paper for candidates to draw upon personal experience however, the key theoretical content within the specification must be capable of being applied. For extended writing questions greater depth and detail is required in order to access all Assessment Objectives.

PHYSICAL EDUCATION

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UNIT 2

Controlled Assessment: The active participant in Physical Education

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 assess accurately and consistently.

All activities seen on the moderation day **must** be clearly identified on the moderation report, this allows moderators and centres to be transparent in the process.

Feedback to centres will be provided through the moderations report which will be available through the IAMIS. No feedback will be provided by moderators on the moderation day.

The WJEC, **not** the moderator, make the final decision on mark adjustments. This will be based on the moderators report, recommendations and the identification of trends in the annotation of the WJPE1 & WJPE2 forms.

Recommendations:

Administration

WJPE1 and WJPE2 forms

All WJPE1 and WJPE2 forms need to be completed and sent to the moderator by the 1ST March. Moderations that take place before this date all paperwork should be sent to the moderator 2 weeks prior to the moderation. These forms need to be clearly annotated with the appropriate activities identified.

WJPE1 and WJPE2 forms are being submitted with too many errors, these include: transferring totals; missing candidates; too many activities; incorrect combinations.

Off-Site Video Evidence

All offsite activities require video evidence and this must be sent to the moderator prior to the moderation. Off-site activities are those that do not take place at the school/college and where it would be difficult to moderate live on the moderation day. (Page 17 of specification)

Centres are not providing appropriate video evidence which clearly justifies the marks awarded by the centre. Mark should be awarded by the centre in line with the centres internal standardisation process allowing consistency in assessment across the range of activities offered by the centre.

Practical Activities

Appropriate **Rich Tasks** which allow candidates to demonstrate their application of skills, techniques, strategies and tactics towards the activity within a competitive situation should be seen on the day. In all activities, candidates need to be clearly identified to support the moderation process. Some centres provide a moderators booklet with candidate identification per activity.

Effective internal standardisation producing accurate and consistent assessment is not happening across all activities and centres.

Moderation

There are still a number of centres that are not showing appropriate **Rich Tasks** for a range of activities. These include: Football, Rugby, Mountain Walking, Orienteering, Lifesaving, and Athletics. The Rich Task must be seen in the moderation.

The competitive games require a full-sided game with candidates playing in specific positions. 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. (Page 17 of specification) To access top of band 4 in *team activities* candidates need to demonstrate an application of skills, techniques, strategies and tactics appropriate to the position or activity in a competitive situation.

Mountain Walking requires candidates to demonstrate their application of skills, techniques, strategies and tactics in pressure situations. Events demonstrated should be at least 10 kilometres in distance with candidates demonstrated planning, pacing, recognising-risks and their ability to make decision on adapting routes. Clear video evidence must be provided which demonstrates assessment and centres should internally standardise marks awarded based on evidence seen in the video. **Duke of Edinburgh evidence is not enough to access the Rich Task.** *Video evidence must be produced and sent to the moderator prior to the moderation. Candidates cannot offer off site unless quality evidence is produced and submitted.*

The Orienteering **Rich Task** must allow candidates to compete in specific events allowing them to demonstrate clear planning, navigational and decision making skills under competitive situations. Once again clear video evidence must be provided which demonstrates marks awarded. Internal standardisation must take place based on evidence provided within the video. *Video evidence must be produced and sent to the moderator prior to the moderation. Candidates cannot offer off site unless quality evidence is produced and submitted.*

The **Rich Task** for Life-saving should allow candidates to be seen in challenging conditions through competitive events or through scenarios which allow candidates to access the assessment criteria. Prescribed activities limit the candidate candidates the full assessment criteria.

Athletic events must show candidates ability to perform under competitive conditions. Candidates only need to perform in one event but to demonstrate their application of skills, technique, tactics, strategies and rules for that event the **Rich Task** must be competitive. All events should be available to be viewed on the moderation day, live or via video evidence.



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