



GCE EXAMINERS' REPORTS

**GCE (NEW)
PHYSICAL EDUCATION
AS/Advanced**

SUMMER 2018

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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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UNIT 1

Q.1 (a) **Which of the following is NOT a function of the skeleton? (1)**

Despite this being an ice breaker multiple choice question, the majority of candidates were incorrect in their response.

(b) **Identify the three main axes of rotation and provide a sporting example for each (3)**

There was a varied response to this question, with many candidates correctly naming an axis, however, the example that was often provided did not match the axis. There was flexibility within the marking due to the varied terminology regarding the three axes of rotation.

(c) (i) **Identify the three bones articulating at the knee and the agonist muscle that produces the movement (3)**

Most candidates achieved at least 1 mark but very few gained the full 3 marks. Many incorrectly stated fibula as an articulating bone. Furthermore, many candidates identified the agonist incorrectly.

(ii) **Identify the 3rd Order Lever. Tick one box below (1)**

Most candidates were correct in identifying the 3rd class level
Analyse the mechanical advantages and disadvantages of using a third-class lever in sport. (4)

This was generally a poorly answered question, whereby it was clear that many candidates had no knowledge of the mechanical advantage of the 3rd class lever. Those who did have knowledge, referred to the fact that such a lever would generate speed but would often lack force.

Q.2 (a) **Using examples, explain three social barriers that may account for the lower participation rate of women in competitive sport.**

This question was well answered with many candidates achieving a full three marks

- (b) (i) **Outline the similarities between the sporting values of 19th Century Public Schools and the original values of the modern Olympic Games. Using examples, discuss why these Olympic values have become eroded over time. (8)**

There was a wide variation between centres for this question. There was some confusion by many candidates who only referred to the Public Schools and the impact they had on sports. Those who did have an understanding of the values often explained how they have been eroded over time. Only the better candidates' responses discussed how some of these values were still in place in modern sport.

A variety of questionnaires are used to measure state and trait anxiety, which of the following is a recognised questionnaire for anxiety. (1)

There was a varied response to this question

- (ii) **Outline the reasons why such questionnaires are not always considered a reliable predictor of state and trait anxiety. (2)**

This question was generally well answered, with many achieving maximum marks.

- (c) **Using practical examples explain somatic anxiety and evaluate somatic anxiety management techniques that could be used prior to competition. (8)**

Many candidates correctly identified and explained somatic anxiety management techniques achieving marks in the AO2 band. However, only the stronger candidates evaluated their use in practical situations.

- Q.3 (c) **Discuss how a coach, through the use of verbal persuasion, could increase levels of self-efficacy in a sports person. (4)**

Many candidates achieved at least 2 marks on this question with most referring to positive aspects of verbal persuasion such as the use of praise and encouragement, however few candidates discussed the avoidance of negative processes.

- Q.4 (a) (i) **Which line, A, B or C represents the ATP-PC system**

Most candidates were correct in their response.

- (ii) **Describe two characteristics of this energy system.**

The vast majority of candidates achieved at least 1 mark with many achieving the maximum 2.

- (b) **Evaluate the factors that determine the predominant energy system used when training to develop strength and muscular endurance. (6)**

There was a mixed response to the question between centres, there was evidence of confusion of the various intensities for each of the energy systems with many candidates focussing on aerobic system. However, of those candidates who did understand the link between intensity and duration in relation to strength and muscular endurance, very few also referred to individual fitness levels as being factor in energy system use.

- Q.5 (a) **Describe how a high level of aerobic fitness can improve recovery after intense exercise. (3)**

This question was reasonably well answered with many candidates achieving marks by referring to how a high level of aerobic fitness will remove lactic acid quicker and how the re synthesis of creatine phosphate is quicker. Many candidates achieved the full 3 marks for this question.

- (b) **Explain how the nutrients consumed immediately after exercise can potentially speed up the recovery process. Provide examples where appropriate. (4)**

There was a varied response to this question with many candidates demonstrating an understanding of the need for carbohydrate and protein within the recovery process. However, many did not explain in the detail that warranted full marks e.g. no reference to high/low glycaemic index carbohydrate and how they are beneficial within the recovery process.

- (c) **Explain the importance of maintaining levels of hydration during exercise. (3)**

Many candidates had superficial knowledge of hydration, but many failed to reference the maintenance of plasma volume as being the key factor in the prevention of de-hydration and the impact this has on performance.

- Q.6 **Using the diagram as a guide, discuss the methods a coach could use to develop the levels of skill in a sporting activity your choice. Provide specific examples to support your answer, where appropriate. (15)**

There was an inevitable spread of marks with all candidates demonstrating some knowledge of skill acquisition and gaining marks within AO1. Also, some were able to apply how coaches develop such skills, although more examples could have been provided in many cases. There was some discussion of how coaches develop the skills for various abilities as well as the advantages and disadvantages to the various techniques, but these responses were in the minority.

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UNIT 2 NEA

Moderations were organised on a cluster basis with the majority being hosted by schools/colleges. Three cluster moderations took place in Cardiff Metropolitan University taking advantage of the excellent facilities available. Moderators and centres worked well together to ensure that moderations ran smoothly, were successful and candidates fairly treated. Many thanks to the centres who hosted moderations, facilitating smooth running days, enabling the candidates and teachers to have a positive and beneficial experience.

Administration was generally good, with the majority of centres submitting their centre marks to WJEC on time. As a result of the inclement weather in February some centres requested an extension, which was agreed by WJEC. A minority of centres had changed marks between the initial submission and the moderation day, and also a number of centres' mark on the cover sheet of the PPP did not correlate with the mark entered on the PEASU2 mark sheet. Centres are to be reminded that all candidates' PPPs are to be brought to the moderation day, as the moderator will choose the sample to be moderated.

Practical Performance

A full range of activities were moderated either through 'live' performance on the day or through video evidence. In the moderation of activities through video evidence there was an improvement in the quality of the evidence provided although some centres failed to include video evidence of coaching/leading. The best evidence included video footage of the candidate in a variety of competitive situations. Many candidates had edited the footage to present 'highlights'. While this makes the evidence more concise, it does not allow the moderator to view the 'whole' performance. Assessment of off-site activities was generally less accurate than the assessment of centre-based activities, with a tendency to be over-generous in marks awarded. The majority of candidates came fully prepared and performed to the best of their ability. Some outstanding examples of practical performance were viewed, the moderation providing an opportunity for candidates to demonstrate their high levels of performance. Similarly to previous years the majority of candidates choose to be assessed in the major games of Rugby Union, Association Football, Netball and Hockey, with Gaelic Football and Camogie being the most popular activities in Northern Ireland. Application of assessment criteria in these activities was largely accurate with the majority of candidates placed in the correct Band. The majority of candidates were assessed as being in Band 4 or top of Band 3. Very few candidates were assessed as being in Band 2. Centres are to be reminded that candidates must be assessed on their current rather than previous performance, with times/distance data being taken from performances completed within the current academic year.

A minority of centres failed to provide medical certificates for candidates unable to perform on the moderation day.

Coaching/Officiating

Coaching remains the more popular option for the candidates. Many candidates choosing this option are experienced coaches, who have developed their coaching skills by assisting with extra-curricular activities/5x60 sessions in their schools, or coach regularly within their sporting clubs. These candidates often delivered progressive sessions demonstrating excellent communication, appropriate organisational skills and high quality feedback. The assessment of coaching was largely accurate with the majority of candidates being assessed at Band 3. Candidates assessed by moderators as being in the lower bands often delivered sessions that lacked progression with little intervention by the coach. There was an improvement in the accuracy of assessment of officiating this year. Similarly to the coaching many candidates officiate on a regular basis often with younger pupils in the school setting or in junior clubs outside school/college. These candidates were generally all assessed as being in Band 4. Netball continues to be the most popular activity for officiating. Those candidates who officiate on a regular basis were much more secure in the correct application of rules, their movement around the field of play and in the use of correct hand signals. Candidates being assessed in off-site activities should ensure that they have video evidence of their coaching/officiating to support the mark awarded.

Personal Performance Profile

Both the quality and accuracy of assessment of the Personal Performance Profile (PPP) saw a significant improvement this year. Centres have adapted and responded to both last year's feedback and information given at CPD. The majority of work was assessed as being at the top of Band 2/ bottom of Band 3. In the analysis of performance the best candidates included objective data e.g. fitness/skill test results and performance analysis statistics, along with informative coach feedback. They used this information to set appropriate SMART targets which usually included at least one technical and one physical fitness target. Candidates at the top end applied the relevant theory when justifying their target selection. The evaluation aspect continues to be the weaker area of the PPP. Similarly to last year evaluations were generally too descriptive and needed further in-depth discussion to achieve the top band.

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UNIT 3

Introduction

In general there were a number of candidates who presented good examination papers and many candidates were able to show a good level of knowledge in many of the questions. In addition the candidates ability to understand the requirements of a question was in the main good, this is a reflection of centres work in ensuring candidates have a good understanding of the AO command words. However future candidates need to thoroughly read questions in order to, for example, understand what specifically they need to discuss, describe or explain. It is also important to support answers with a relevant sporting example, or refer to relevant theories where this is specifically asked for in the question.

- Q.1 (a) The question was fairly well answered with candidates showing good knowledge of the cardiovascular terms. However many candidates did not access all the marks due to the fact that they did not explain the relationship between cardiac output and stroke volume even though their definitions were, by and large, accurate.
- (b) This question was generally well answered with the majority of candidates able to provide a description of redistribution mechanisms and provide an accurate explanation of why this process was necessary. Candidates were unable to access marks with details of the venous return mechanism.
- (c) There were inconsistencies in the responses to this question. Identifying three adaptations was in the main at a good level, although centres should ensure that candidates are clear as to what is the adaptation and what is the effect e.g. cardiac hypertrophy (adaptation) increases stroke volume (effect).
- Q.2 (a) (i) A very well answered question with the majority of candidates accessing high marks.
- (ii) Again this question was, in the main, well answered. The question asked for an outline of social loafing and an explanation of strategies for a total of five marks. Candidates providing both three correct causes and three correct strategies would have ensured maximum marks.

- (b) This question was also well answered with the majority of candidates able to 'describe' the cognitive, affective and behavioural aspects. Candidates who listed these terms were unable to access top marks.
- (c) This banded question had a mixture of excellent, good and very limited answers. The candidates that accessed the top band linked 'relevant theories' with the varying leadership styles in a sporting situation. Answers that did not provide theories, and there quite a few, were limited to band 2. Failure to refer to sporting examples also limited the marks available.
- Q.3 (a) The responses to this question were very inconsistent, there were some excellent candidate answers, but other candidates achieved low marks. The question did ask for an explanation of the factors effecting the flight path of the javelin. Many candidates did not access top marks by listing and not explaining these factors.
- (b) The majority of candidates were only able to access 1 mark on this question, very few candidates showed a good understanding of changes velocity, momentum and time.
- (c) There were two parts to the question and 8 marks available in the banded answer. The first 4 marks were available for an explanation of the Bernoulli effect. Very few candidates were able to answer this element accurately and in detail. The second part of the question was an analysis of how these factors affect the flight path of a discus. This section produced better responses than the first. The excellent answers were able to 'analyse' pressure differentials, lift force and non-parabolic flight path.
- Q.4 (a) This question was well answered with candidates showing good knowledge of strategies to improve reaction time. The candidates that were able to access top marks were able to do so because they related the strategies to a relevant sporting example.
- (b) Generally this question was fairly well answered. Being the only dietary topic in unit 3 all candidates should have been able to describe in detail the depletion, tapering and loading phases of carbo-loading relevant to a tennis player. Many candidates did not access the top two marks because of a failure to do this.
- (c) There were a number of excellent answers to this question with candidates able to access the top band marks. This was because those candidates had excellent knowledge and were able to accurately discuss the role of selective attention, long term memory and feedback in detail and with clarity. Weaker answers did not discuss all three topics, show good knowledge and were only able to discuss these topics in a limited superficial manner.
- Q.5. The majority of candidates were able to access marks in band two for this question and they showed a good understanding of the topic. Those candidates who were able to access band three were able to do so because they discussed many different aspect of commercialism in sport and crucially were able to provide relevant sporting examples. It is important to remember that in order to obtain band three in these high mark essay questions that the discussion will include both sides of the argument, for example in this instance discuss both the positive and negative effects of commercialism on sport.

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UNIT 4 NEA

This is the first year of moderating the A level (Unit 4). The practical moderation of Unit 2 and 4 takes place at the same time. Once again host centres' effective organisation of the moderation days helped the moderation days to run smoothly. Their contribution continues to be greatly appreciated.

Administrative procedures were generally good, with most centres submitting the PEA4 forms to WJEC on or before the published submission date. A small number of centres failed to include the marks for the Investigative Research on this form. As a result of the inclement weather in February some centres requested an extension, which was agreed by WJEC. Centres are reminded that the lead moderator should, whenever possible be informed prior to the day of candidates who are unable to participate/attend the moderation. Medical certificates are required for any candidate unable to participate through illness or injury. Some centres failed to adhere to this process.

PERFORMING

Most candidates chose to be examined in the role of performer. This was to be expected as at this stage of their development the majority are still focussed on performing.

As with PE2 there were many outstanding performers, achieving at the highest level. Most candidates were assessed as being in Band 5 or the top of Band 4.

In the moderation of off-site activities the best evidence included video footage of the candidate in a variety of competitive situations. Many candidates had edited the footage to present 'highlights'. While this makes the evidence more concise, it does not allow the moderator to view the 'whole' performance. Assessment of off-site activities was generally less accurate than the assessment of centre-based activities, with a tendency to be over-generous in marks awarded.

As in PE2 major game activities were the most popular. Teachers' assessments were generally accurate with marking criteria correctly applied. Most candidates were in the correct band, however, the tendency was to over, rather than under mark.

COACHING

This was the second most popular option. The majority of the candidates who chose this option coach/lead regularly either in the school setting e.g. 5x60 activities/assisting with the coaching of school teams, or coaching/leading activities in clubs in the community. The sessions of the best candidates were well planned and delivered effectively. Aims of the sessions were clear, organisation was effective with smooth transitions between activities and constructive feedback was given. These sessions were well received by the groups being coached. Many staff commented on the high standards observed.

Assessment of this area was less accurate than that of performance.

OFFICIATING

This was the least popular option with the candidates. Those candidates who chose officiating were, on the whole, experienced officials. Many regularly officiate in leagues outside of school. This showed in the candidates' performances. The best candidates consistently demonstrated the full range of skills associated with officiating.

Assessment of this area was generally accurate.

INVESTIGATIVE RESEARCH

As expected the work submitted in this first year covered the full range. Many centres were familiar coursework from the Legacy Specification and used that experience to assist candidates in their centre. The purpose of the Investigative Research being that individuals should research factors that could assist in refining their performance in their chosen role. The Specification outlines the stages that should be followed, and generally this process was followed.

The starting point of the Investigative Research is the analysis of personal performance. Many centres followed the advice given in CPD to refer back to the PPP, and then added some more recent measurement of current performance. When evaluating their research many candidates failed to synthesise the information sufficiently, failing to apply it to their chosen activity. Candidates should be encouraged to find similar studies using academic search engines such as Google Scholar or Pub Med. When evaluating the effectiveness of the training programme to achieve Band 3 it is essential that the candidate refers directly to their programme using appropriate examples of how and when they have applied the principle of overload.

As with the PPPs in PE2, candidates struggle in the drawing of conclusions – candidates are evaluating their performance in tests as opposed to performance in their chosen activity.

Many candidates struggled to keep to the word equivalence of 3,500 words.

Most centres annotated their work, some included comments as to why that mark had been awarded – these comments are very useful to moderators. Centres that had annotated candidates' work were generally more accurate in the application of the assessment criteria. There was a tendency to over rather than under-mark candidates' work.

Presentation of the coursework is generally good.



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