



GCE Examiners' Report

**Physical Education
AS and A Level
Summer 2024**

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	<p>For unitised specifications click here:</p> <p>Results, Grade Boundaries and PRS (wjec.co.uk)</p>

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject, and inform your teaching.	Become an Examiner WJEC

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Executive Summary

AS

The AS qualification performed as expected, with a stable entry (1,700). Most candidates entered for the qualification are 17-year-old males while just over 14% of entries are Welsh medium following a similar pattern to previous series. Also, candidates were deemed to be a stronger cohort.

Unit 1 (written exam) produced a lower mean than that of 2019 and 2023 which demonstrated that the written paper was less accessible and more demanding for candidates.

The more challenging questions with the lowest attempt rate by candidates were 1d (guidance), 2b (periodisation), 4a (self-efficacy) and 5c (social mobility). As often the case responses to AO1 were well answered in comparison to AO2 and AO3 questions.

The performance in Unit 2, the non-examination assessment (NEA), was similar in mean to that of 2019 and 2023 series and entries were slightly higher. Candidates continue to be accurately assessed and coaching remains the preferred option for nearly all candidates.

A level

Entries have increased by over 300 to 1,200 candidates. Most candidates entered for the qualification are 18-year-old males while just over 14% of entries are Welsh medium.

The performance in Unit 3 (written exam) produced a similar mean to that of 2019 which demonstrated that the written paper was equally as accessible for candidates.

The more challenging questions with the lowest attempt rate by candidates included 1c (pulmonary and systemic circulatory systems), 3b (psychological refractory period), 3d (motor programmes), and 4c (deviance under/over conformity).

The performance in Unit 4, non-examination assessment (NEA), was similar in mean to that of 2019 and 2023 series and entries were slightly higher. Candidates continue to be accurately assessed. Most candidates chose to be examined in the role of performer. The investigative research project was accurately assessed especially in the initial self-analysis section.

For examination Unit 1 and Unit 3

It is important for the specification content to be delivered in such a way that it can be related to specific sporting examples and applied across a range of sporting contexts to enable more candidates to continue to access more marks from AO2 and AO3 questions.

For NEA Unit 2 and Unit 4

The most effective evidence included video footage of the candidate in a variety of Rich Tasks and competitive situations. Major games are still the most popular activities.

Centres are encouraged to ensure that all video evidence clearly shows where and why candidates have accessed certain marks.

Areas for improvement	Classroom resources	Brief description of resource
Assessment objectives/ command words	Digital resources Principal Examiners Reports Portal by WJEC	Knowledge organisers Blended learning resources Comments and recommendations from the Principal Examiner and Principal Moderator Portal – WJEC GCSE PE CPD Material
Examination technique, particularly at AO2/ AO3	Exam walk through Past papers/ mark schemes	Examination hints and tips Past papers/ mark schemes

PHYSICAL EDUCATION

GCE

Summer 2024

UNIT 1: EXPLORING PHYSICAL EDUCATION

Overview of the Unit

A very high number of candidates attempted questions on the Unit 1 paper. A total of 13 out of 16 questions had an attempt rate of 99% with 95.5% being the lowest. However, the mean was higher than 50% in only 7 out of the 16 questions. The highest attempt rate by candidates (100%) focused on questions 1a, 3a, 3b, 4c and 5a. The lowest attempt rated question was 5c (95.5%).

The questions with the lowest facility factor (ff) were 5c (17.7) and 4b (27.8) suggesting that these were the least accessible to candidates.

As often the case, responses to AO1 were well answered in comparison to AO2 and AO3 questions. The focus of this report will therefore be on the questions that were deemed challenging, rather than those where the performance was as expected and/ or questions that required a multiple-choice response and therefore less room for error.

Comments on individual questions/sections

Q.1 Question 1a and 1b achieved the best outcomes for candidates, both with (ff) over 70.

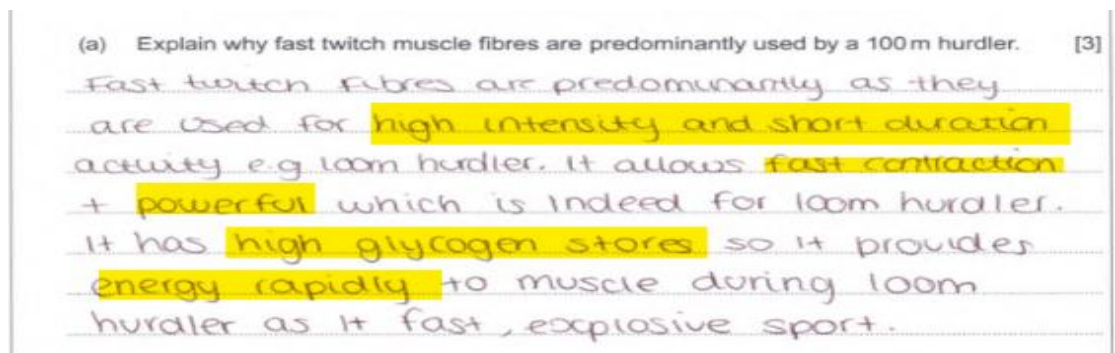
Q.1 (c) This item facilitated the lowest (ff) in question 1 (41.8) and secured a mean of less than 50% (1.3 out of 3). Many candidates did not explain how the different types of transfer can help the learning of a new skill. There was no requirement to name the types of transfer, but many did and described each one but then failed to explain how these different types can help learning of a new skill.

(c) Explain how different types of transfer can help the learning of a new skill. [3]

Positive transfer can aid the learning of a new skill as the athlete can use one skill to develop another. For example, golfing and hockey both use sticks and have similar hand placements. Another type of transfer

Another type of transfer is bilateral. This is the transfer from limb to limb. For example, using my ability to kick with my right foot and transferring it to the left.

- Q.1 (d)** Another with a lower (ff) of 45.3 and below 50% mean (2.7 out of 6). However, this question had a very high attempt rate of 99.9%. This response required the analysis of how guidance could be used for the cognitive stage of learning and not a description of what guidance is. Practical examples were required throughout the response to consolidate the relevance to the cognitive performer. Many candidates only described visual/verbal and mechanical/manual guidance rather than analysing its use. Naming the cognitive learner in the response was not a requirement as it was in the question, the assumption of the information being about the cognitive learner was there unless stated otherwise. Centres are reminded of the importance of reiterating the command words associated with the assessment objectives so that candidates are aware of the demands of each question.
- Q.2 (a)** This question produced a mean of over 50% (1.7 out of 3), a very high attempt rate (99.9%) and a (ff) of 56.3. It required candidates to explain 'why' fast twitch fibres are used by the sprint hurdler. Most candidates either described fast twitch fibres or explained them with respect to intensity and duration. Many missed an opportunity to include the relevance of contractions in some way. Some candidates documented descriptions and did not develop the 'therefore' within the response. This would have kept the mark out of the highest awarding detailed explanation. Again, the importance of AO2 command words is vital here.



- (b)** This was a more challenging AO3 question, producing a (ff) of 39.3 and a mean of just 2.4 out of 6. Candidates needed to have a clear understanding of the structure of periodisation and the reasons why it can improve an athlete's performance. The expectation would be to understand the cycles and seasons and what would be included in them and how they would build towards peaking. Many candidates knew one or two of the cycles but not what they would develop or why they are needed.
- Q.3** 3a and 3b were well answered questions with (ff) of over 60. 3c proved more difficult for candidates.

- (c) Despite a high attempt rate (99.8%), this was one of the weaker answered questions in the paper, with a (ff) of 39.0 and a mean of just 2.3 out of 6. A successful response needed the explanation of how you hydrate before, during and after exercise for the AO2 marks. Many candidates did not know values or the variety of hydration drinks that may be important for different stages of exercise. Many candidates misinterpreted the question as the reasons why you need to hydrate rather than the how. Only 1 AO1 mark was awarded for knowledge of why we hydrate. It is therefore important that candidates focus on examination technique and the importance of reading the questions carefully.

Q.4 4c facilitated the best response for candidates with a (ff) over 60 and a mean of 1.9 out of 3. 4a and 4b were some of the weaker questions on the paper.

- (a) Having a scaffold to follow did enable most candidates to attempt this question (99.2%). However, the (ff) and mean were both low (34.9 and 2.1 out of 6 respectively). Many did not understand the topic area and could not analyse (AO3) how the stages of self-efficacy documented could influence performance. More candidates could access the AO2 marks of explanation in terms of increasing confidence and motivation but could not go into more depth and use examples to support their response. Very few candidates accessed Band 3 AO3.
- (b) A poorly answered question with a (ff) of 27.8 and a mean of 1.1 out of 4. This required an 'evaluation' of the different types of rewards and how they increase motivation. Candidates needed to link tangible rewards to extrinsic motivation and intangible rewards to intrinsic motivation. Many candidates accessed some marks through generic motivation analysis (AO3).
- (c) This was a higher awarded response with a (ff) of 61.9 with a mean of 1.9 out of 3. Most candidates could access the mark scheme for the points of keeping a performer motivated towards your goal. Some went down the route of explaining what SMART meant, which was not the expectation of the question, however a few candidates picked up marks if they subsequently explained how this would influence performance. This could have been a positive or negative influence.

(c) Explain how the setting of goals can influence performance. [3]

Setting goals may give direction to the performer, helping them to focus on specific tasks, which may help them to improve. Goals will also offer milestones for the performer to meet, so they have an increase in motivation to succeed at the goal. Setting goals also demonstrates to the performer gives them endless opportunities, limitless dreams, and that they can reach any level, and achieve anything they desire. All of which helps the performer to eventually succeed in their goal.

Q.5 5a and 5b were well answered questions by the majority of candidates with (ff) above 70.

(c) This was the worst performing question on the paper with an (ff) of just 17.7 and a mean of just 1.7 out of 6. Very few candidates understood the meaning of social mobility and could not then access the AO1 mark. Very few were able to access the AO2 marks for the application of the importance of social mobility. Some candidates accessed AO3 marks for discussing the barriers that may have impacted sport as being an avenue for social mobility, but they were regularly one sided and did not enter into the discussion needed for AO3 marks.

Q.6 Despite having a high attempt rate of 99.7%, the (ff) was at the lower end at 35.8 and the mean was just 5 out of 14. Candidates regularly documented general and limited knowledge of personality. They often wrote about extroverts and introverts, however, fewer could relate to the AO1 marks of personality theories; many could only discuss one theory and some candidates demonstrated no knowledge of theories at all. To gain AO2 marks the candidates needed to apply their knowledge of the theories into sporting situations which many found difficult. Some candidates offered limited theoretical background with no examples to back this up. AO3 marks were awarded for the discussion of the relationship between personality and performance. The quality of the discussion was often limited throughout, with many candidates failing to offer two sides.

Discuss the relationship between personality and performance.

Personality can be measured through personality profiling, through observations by the coach, ^{or personality tests like eg} SCAT (sporting cognitive anxiety test), PDMS (profile of mood state) and the CASTELL personality test. Interviews can also be used, ~~which is~~ where the coach can create structured interviews, where they have written questions, semi-structured interviews, where they have a list of questions but can derive from it, and non-structured interviews, where the which is like a conversation between the coach and sporting individual. All these methods of ~~personality~~ profiling may help the coach know their personality better, and how to aid them in coaching them, and ~~how~~ to get the best out of them, for example, if someone is prone to stress, then the coach may put exercises in place to reduce the anxiety, like mental rehearsal. This ^{personality} the coach may also use ^{perhaps} to appoint roles for the team, ~~above~~ e.g. ^{eg} captaincy. The observation can also be used to assess sporting performance to determine captaincy too. However, the player may not answer honestly during the interviews or questionnaires, as they may want to appear desirable to other people, and the coach. The questionnaires may also have limited options, so the sporting performer may not have an answer for a question. They may also misinterpret a question as the

questionnaire.

The trait theory by Eysenck is based on the belief that personality is determined by genes ^{from the parents} and other ^{and biological} nature based arguments. The trait theory proposes that everyone is somewhere on two continua. Neurotic (being prone to anxiety and stress) and a stable personality (to not being prone to fluctuations in emotions, and not prone to stress). An individual with a neurotic personality may be more likely to become a rugby player ^{eg} or contact sports, as they have high levels of arousal, however a stable personality may be more likely to be a rock climber ^{eg} as they'll need a level head. The second continuum is extrovert to introvert. An extroverted person is more likely to prefer working as a team ^{as they enjoy} talking to people, and are more outgoing, however an introvert is more likely to play an individual sport, like athletics, as they are more withdrawn, and may find speaking to people more stressful. There are therefore 4 types of personality: neurotic and extroverted, neurotic and introverted, stable and extroverted and stable and introverted. However, this theory doesn't take the environment into account, ^{saying that} saying that ^{people} someone's personality is fully based on genes, ^{and} type of personalities ^{is} more driven to succeed, and are more competitive, so they are more likely to be competitive athletes, which for example

+ saturated...

a long distance runner competing in the olympics, running 5km, compared to a Type B personality who is more likely to participate for the fun of it, to enjoy the sport, as they're not competitive, and have a low level to succeed, for example a runner participating in a fun run, to enjoy the sport. A Type A personality would also have high levels of stress and would want to succeed, ^{and} for example in football, they would be more likely to take risks, and be more verbal, as they would want to win, and have a high NACH (need to achieve). However, Type B personalities have lower levels of stress and anxiety, and wouldn't want to lead, so in football, they may be more reserved and not as verbal.

Bandura's social theory on personality, social behavioural theory is where based on characteristics developed through the environment, and the people around you, it states that there are 3 layers to your personality. The inner core that's your true personality and no one sees, then the middle layer, that only specific people see, closest to you, that may change depending on the situation. For example, a player in rugby may become more stressed and prone to aggression when playing sport as they are very competitive and which may be unlike them normally.

~~However, this theory doesn't take into account that is a person's nature of personality.~~

The interactionist theory states that your personality is based on the both the environment and your genes, and inherited characteristics, which states that

Bandura's social learning theory is partly based on the environment, and doesn't take nature and genetics into account.

PHYSICAL EDUCATION

GCE

Summer 2024

UNIT 2: IMPROVING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

Overview of the Unit

In 2024, most centres opted for live practical moderation days. Some centres with smaller entries opted for remote moderation and used video evidence for moderation.

CPD at the start of the year ensured that centres were aware of the protocols for both live and remote moderation. Most centres followed correct protocol and ensured effective organisation of the live and remote moderation days respectively. Most candidates continue to be accurately assessed and coaching remains the preferred option over officiating for nearly all candidates.

Centres are reminded that the moderator should, whenever possible, be informed prior to the day of candidates who are unable to participate in/attend the moderation. Centres are also reminded of the need to film the live moderation day in its entirety and then submit this film within a week of the moderation taking place. Centres are reminded that medical certificates are required for any candidate unable to participate through illness or injury. These should be presented to moderators at the start of the moderation day (or before) so that there is time to organise alternative arrangements. Centres are encouraged to maintain communication with moderators to ensure a smooth and effective moderation process.

Comments on individual questions/sections

Practical Performance

Assessment of practical activities continues to improve in accuracy with nearly all assessments in the correct band. The most effective evidence included video footage of the candidate in a variety of Rich Tasks / competitive situations. Major games are still the most popular activities. Application of assessment criteria in these activities was largely accurate with the majority of candidates placed in the correct band. The majority of candidates assessed were in Band 4 or the top of Band 3. Very few candidates were assessed as being in Band 2.

Centres should try to arrange for candidates to perform in the best facilities possible to allow them to clearly evidence where they have accessed marks. The most effective centres had pre-organised bibs or numbers to ensure that candidates were easily recognisable before the activities had started. They also provided these lists to the moderator at the start of the day to ensure a fast and effective programme.

Centres are also encouraged to ensure that all video evidence clearly shows where and why candidates have accessed certain marks.

Coaching/Officiating

Coaching remains the preferred option for nearly all candidates. Candidates assessed as being in the top band 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 who opted to officiate tended to be qualified officials who regularly officiate at school and in the wider community. Most of these candidates were 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 appropriate video evidence of their coaching/officiating to support the mark awarded.

Personal Performance Profile (PPP)

Assessment of the Personal Performance Profile (PPP) was generally accurate in terms of banding and standardisation. The majority of candidate work was assessed as being at the top of Band 2/bottom of Band 3. Once again, a small minority of candidates struggled to produce any quantitative data. This was often due to the nature of the sport/activity itself. Some centres overcame this issue by getting candidates to include objective data e.g. fitness or 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. Candidates who regularly compete at a higher level were able to utilise their knowledge and understanding of their sport and effectively apply this in their projects to access higher marks.

Centres are reminded to annotate candidates' Personal Performance Profiles to highlight where marks have been awarded.

PHYSICAL EDUCATION

GCE

Summer 2024

UNIT 3: EVALUATING PHYSICAL EDUCATION

Overview of the Unit

The percentage of questions attempted by all candidates was very high, with the highest attempted questions being 4a(i) (99.8%) and 4a(ii) (99.8%), whilst the lowest attempted questions were 3d (85.6%) and 3b (90.2%).

In general, candidates' ability to understand the requirements of a question was pleasing and they showed a sound understanding of the Assessment Objectives and associated command words. Where candidate answers were weaker there was a lack of detailed knowledge evident, this was particularly evident in questions 3d and 4c and to a lesser extent question 1c. In addition, some questions had not been carefully read, answers were superficial and/or they did not meet the criteria to, for example, analyse, discuss, describe, or explain. Candidates should support answers with a relevant current sporting example or refer to relevant theories where this is specifically asked for in the question.

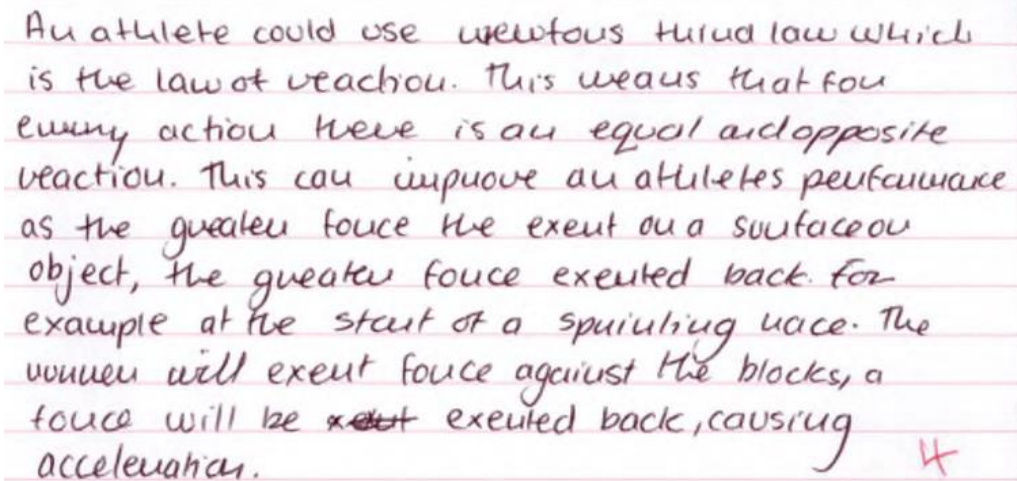
There were 15 questions in total and the mean mark was higher than 50% in 12. Question 1a was most accessible (ff=86.4), whilst candidates found 3d the most challenging (ff= 25.2). The mean mark was below 50% in 3/15 questions for English medium candidates, whilst the mean mark was below 50% in 5/15 questions for Welsh medium candidates. This statistic follows the trend of recent years.

Candidates who answered question 5 at the start of the examination performed well in this question. Some candidates who left question 5 until the end of the paper tended to rush the answer or even ran out of time. The questions in this paper have a thread or theme running through them which is designed to enable candidates to focus on an element of the specification. Some candidates did not answer questions in sequence and jumped from, for example, 1a to 3b and 4c. When taking this approach, some candidates did not answer every question and in general did not score highly with their answers. These are techniques candidates need to consider in future examinations.

Comments on individual questions/sections

Q.1 1a achieved a (ff) of 86.4 and was well answered by pupils.

- (b)** This was fairly well answered with a mean of 2.5 out of 4. There were 4 marks available within a 1-2 basic and 3-4 detailed mini-band structure. The command word 'Explain' is AO2. There were good answers, but some candidates were not able to access full marks. The first requirement of the question was to explain Newton's third law of equal and opposite reaction. Some candidates failed to do this even though they had explained the law in 1a and must have thought, incorrectly, that they did not have to do this again in a separate question that had a different command word. The second part of the answer should have given an accurate sporting example. Many candidates, correctly, stuck to the tried and tested sprinter pushing off the blocks example. There were other examples that lacked clarity and were not entirely specific to the third law.



An athlete could use Newton's third law which is the law of reaction. This means that for every action there is an equal and opposite reaction. This can improve an athlete's performance as the greater force they exert on a surface object, the greater force exerted back. For example at the start of a sprinting race. The runner will exert force against the blocks, a force will be ~~not~~ exerted back, causing acceleration. 4

- (c)** This was the weakest item within question 1 (ff=42.2, mean=2.5 out of 6) and many candidates did not have sufficient knowledge to access the higher marks. There were 6 marks available and the key to understanding the full requirements of the question lie in the mark scheme 5-6 mini-band criteria. The emphasis here is on 'how' the blood is distributed and goes beyond the structural description and pathway of blood along pulmonary and systemic circulations. Some candidates fell short by just describing the structures or even describing the hearts action as a dual action pump.

Q.2 There was scope in question 2 for candidates to score well as there were two 6 mark questions based on popular topics. Both questions facilitated (ff) in the high 50's.

- (a) This would seem a relatively straightforward question, however the question requires an explanation with examples of how a coach could use feedback. Therefore, just describing the types of feedback limits candidates answers to the lower mini bands. (mean = 3.5 out of 6). To access the higher tier, 5-6 marks, candidates needed to explain, for example, how a coach could use feedback to praise, motivate, inform, detect errors or even punish a performer. The better answers also included knowledge about how a performers stage of learning, the type of activity or performer personality could influence how feedback is used. Relevant examples always support a candidates answer in these types of questions.
- (b) In general, this question was well answered, producing another mean of 3.5 out of 6. Most candidates were able to explain reasons for aggressive behaviour and were able to back up their answers with reference to relevant theories. Most candidates referred to trait and social learning theory in order to access the lower mini bands. Although centres should make it clear to candidates that quoting the bobo doll experiment has little relevance to sport. The candidates who extended their answers and therefore access the higher marks were able to explain the frustration-aggression hypothesis and aggressive cue hypothesis in the correct context.

Q.3 Questions 3a (ff = 56.6, mean = 2.3 out of 4) and 3c (ff = 66.0, mean = 2.6 out of 4) facilitated the best outcomes for candidates.

- (b) This 'explain' (AO2) question (ff = 50.1) offered 1-2 marks for a basic answer progressing to 3-4 marks for a developed answer. To access the higher mini-band detailed knowledge of PRP was needed giving clear explanations of how the delay in response time is affected by multiple stimuli. The better responses were able to link the brain's channel of limited capacity, single channel hypothesis and Hick's law into their answer. In addition to access the higher mini-band examples should have been presented that showed the effect on reaction time.

The psychological refractory period is based off of the single channel hypothesis in which that stimulus ~~can~~ can only be processed one at a time. The PRP is the total time between the ~~the~~ processing of information for stimulus 1 and the start of processing the information for stimulus 2. For example in tennis the player will receive information that the ball has been hit back to them so that information is processed but then the ball clips the net and now the player has to process the second stimulus but after the first one is processed. Hick's law suggests that as there is an increase in stimuli there is an increase in the time it takes to process information.

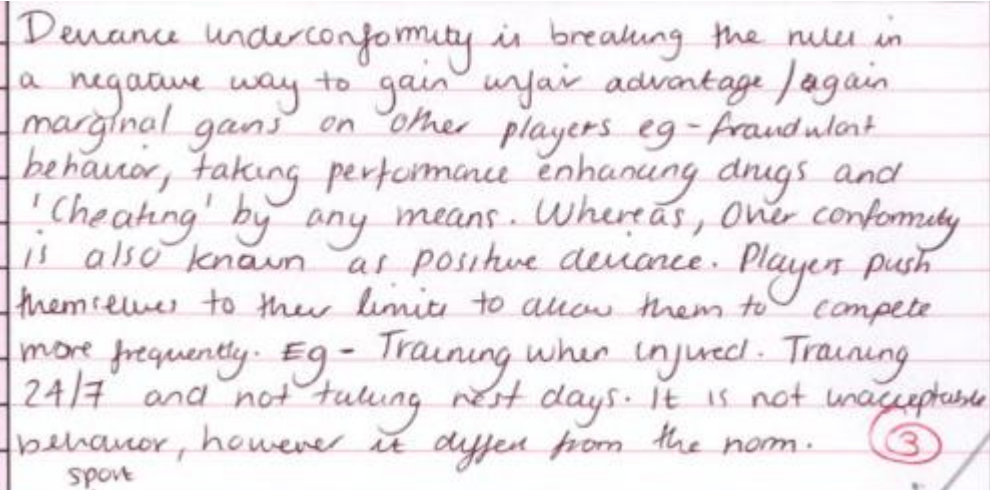
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- (d) This was the worst answered question on the paper with an attempt rate of 85.6%, a (ff) of just 25.2 and a mean of 1.5 out of 6. Explaining the role of a motor programme along with an understanding of its sub-routines and hierarchical sequence would (depending on detail) access basic/developed mini band. The better answers provided detail of open and closed loop control systems, made links to the DCR process and in addition explained the Schema theory in relation to this context.

Up to this point in the examination paper there have been nine questions with a total value of 43/90 marks. The remaining six questions carry 47/90 marks and are therefore vital for those candidates who wish to secure the higher grades.

Q.4 Question 4a(i), 4a(ii), and 4b were all well answered, achieving (ff) of between 60-80. Candidates found 4c much more challenging, producing a mean of just 1.4 out of 4 and a (ff) of 34.7.

- (c) The answers to this question were very disappointing. It is an area that is clearly stated in the specification. Despite this a number of candidates did not attempt the question and a greater number got deviance under conformity and over conformity the wrong way around, showing complete lack of learning or AO1 knowledge and understanding. The best answers acknowledged the difference between under and over conformity and the consequences of both behaviours to achieve the higher 3 or 4 marks out of 4.



Deviance under conformity is breaking the rules in a negative way to gain unfair advantage / gain marginal gains on other players eg - fraudulent behavior, taking performance enhancing drugs and 'cheating' by any means. Whereas, Over conformity is also known as positive deviance. Players push themselves to their limits to allow them to compete more frequently. Eg - Training when injured. Training 24/7 and not taking rest days. It is not unacceptable behavior, however it differs from the norm. (3)

spot

Questions 4d and 5 carry a total of 32/90 marks; over a third of the paper total and they are heavily weighted to AO3 criteria and are banded answers. This Unit 3 paper carries 36% weighting of the total qualification and therefore these two questions alone are worth 12.5% of the total qualification.

- (d) This was the first banded question in this paper and this year carried a hefty 12 marks for a familiar and popular topic and achieved a mean of 7.2. The AO allocation was AO1-2, AO3-10. Many candidates had clearly been made aware that they needed to present a counter argument in a 'Discuss' question. In this context, both the positive and negative influences of television on sport were required.

Many candidates were able to access the full marks that had been allocated for AO1 by showing good knowledge of how television has influenced modern sport. For the AO3 mark allocation the answers were restricted to Band 1 if candidates failed to discuss both sides of the argument. Candidates were able to access Band 2 if they provided a counter argument. Candidates who were able to access Band 3 produced an excellent discussion on both positive and negative sides of the topic as well as providing current and relevant sporting examples.

- Q.5** Question 5 in Unit 3 will always carry 20 marks and this year it facilitated a mean of 11.0. Candidates and centres should consider the importance of planning this answer, as well as, using the correct examination strategy to maximise marks. Unit 3 is a 120-minute paper carrying 90 marks, this roughly equates to just over one mark per minute. Therefore, on Q5, bearing in mind its structure and weighting, candidates should spend in the region of 25-30 minutes on their answer. On average this would equate to around three sides of an answer book.

This year three sections of the syllabus were incorporated into the synoptic format. Therefore, in an ideal scenario one side of an answer book would allocate for each topic. The three topics were long-term physiological adaptations, biomechanics in the form of fluid analysis and group dynamics from the psychology section. This question was banded with a maximum mark allocation of AO1-2, AO2-2, AO3-16.

There were some excellent answers presented by candidates. These answers covered all three topics in detail and with equal measure and crucially were able to reference to how a coach could use this knowledge to improve a team's performance. Answers were limited to Band 1 if they only covered one topic, Band 2 was accessible for two topics dependant on knowledge detail and analysis.

PHYSICAL EDUCATION

GCE

Summer 2024

UNIT 4: REFINING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

Overview of the Unit

In 2024, most centres opted for live practical moderation days. Some centres with smaller entries opted for remote moderation and used video evidence for moderation.

CPD at the start of the year ensured that centres were aware of the protocols for both live and remote moderation. Most centres followed correct protocol and ensured effective organisation of the live moderation days and remote moderation days respectively.

Centres are reminded that the lead moderator should, whenever possible, be informed prior to the day of any candidates who are unable to participate in/attend the moderation. Centres are also reminded of the need to film the live moderation day in its entirety and then submit this film to the moderator within a week of the moderation taking place. Centres are reminded that medical certificates are required for any candidate unable to participate through illness or injury. These should be presented to moderators at the start of the moderation day (or before) so that there is time to organise alternative arrangements.

Centres are encouraged to maintain communication with moderators to ensure a smooth and effective moderation process.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

Practical Performance (Performer/ Coach/ Official)

Assessment of practical activities continues to improve in accuracy with nearly all assessments in the correct band. Most candidates chose to be examined in the role of performer. As was the case in Unit 2 there were many outstanding performers who secured marks at the highest level. Most candidates were assessed as being in Band 5 or the top of Band 4. For off-site activities, the most effective evidence included video footage of the candidate in a variety of competitive situations or performing Rich Tasks. Teachers' assessments were generally accurate with marking criteria correctly applied and clear evidence of improved standardisation.

Centres should try to arrange for candidates to perform in the best facilities possible to allow them to perform at their optimum level on moderation day. The most effective centres had pre-organised bibs or numbers to ensure that candidates were easily recognisable before the activities had started. They also provided these lists to the moderator at the start of the day to ensure a fast and effective programme. Centres are encouraged to ensure that any video evidence clearly shows where and why candidates have accessed certain marks and that it is authenticated within the qualification start date.

A small minority of candidates elected to be assessed as coaches or officials. Generally, these candidates had been coaching or officiating for a significant amount of time and many held several qualifications to support their marks. The majority of the candidates who chose this option coach or officiate regularly, either in a school setting e.g. activities/assisting with the coaching of school teams, or coaching / officiating activities in clubs within the wider community. The most effective sessions were well-planned, demonstrated excellent subject knowledge and were delivered with excellent communication skills. Aims of the sessions were clear, organisation was effective with smooth transitions between activities and constructive feedback was also given. As a result, a significant number of candidates had been assessed as being in the top of Band 4 or in Band 5.

Investigative Research

CPD at the start of the year helped centres and candidates to improve the general standard of projects in 2024. The strongest aspect of candidates' work was once again the initial self-analysis of their performance. Many candidates used a combination of fitness testing, coach feedback and performance/notational analysis to produce a sound analysis of their current performance, whilst also providing appropriate quantitative data.

Most candidates chose to investigate physical or technical aspects of their performance. The majority of centres are becoming more effective at helping students to generate quantitative data. This is especially true in the case of activities where there is less of a reliance/use of quantitative data in the first instance. CPD at the start of the academic year helped to facilitate this improvement. Analysis and evaluation of the programme continues to be an area that candidates find most challenging.

Centres are reminded that the research section should be completed using The Harvard Referencing system. A small number of centres failed to annotate candidates' work. The centres that provided detailed annotation were generally more accurate in the application of assessment criteria and all centres are encouraged to annotate candidates' Investigative Research projects to facilitate this process.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404271

Email: physicaleducation@wjec.co.uk

Qualification webpage: [AS/A Level Physical Education \(wjec.co.uk\)](https://www.wjec.co.uk/AS/A-Level-Physical-Education)

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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