



# **GCE A Level Examiners' Report**

**Physical Education  
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 component.

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.<sup>1</sup>

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

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<sup>1</sup> 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.

|                                         |                                                                                                                                                                                                                                                    |                                                                               |
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## Executive Summary

Centre and candidate entries for the qualification are similar in size to previous series. Components 1, 2 and 3 are similar in structure and are assessed in line with assessment objectives (AOs) of previous years. Overall, both examination papers were accessible and offered candidates a broad range of questions across AO1, AO2 and AO3 assessment objectives. In general, evidence suggests that candidates understood the specification content and what was required of them.

Component 1 (written exam) produced a higher mean to that of previous series which demonstrated that the paper was more accessible for candidates. The more challenging questions with the lowest attempt rate by candidates included 2d(ii) (VO<sub>2</sub> max and aerobic training), 2c (audience impact on performance), 3d (choice reaction time) and 4d (amateurism and professionalism).

Component 2 (written exam extended writing) produced a similar mean to that of previous series which demonstrated that the paper was more accessible for candidates. The more challenging questions with the lowest attempt rate by candidates included 1e (attribution) 2d(ii) (leadership), 3b (fuel usage), 3e (deviance) and 4 (gender).

Centres that spent time focusing on developing candidates understanding of the importance of the command verb within a question and how it should then facilitate the relevant response were most successful. Candidates who accessed AO2 marks were able to draw on appropriate practical examples to demonstrate their skills of application. Nearly all candidates would benefit from working on improving examination techniques.

Component 3, Non-Examination Assessment (NEA), was similar in mean to previous series. The range of activities continues to demonstrate the diversity available within the subject. Candidates continue to be accurately assessed. Most candidates still chose to be assessed in the role of performer. Within the written aspect, candidates provided good data to analyse their performance in their PPAE. However, there is evidence in the Evaluation Section of the PPAE that candidates are lacking the necessary skills to provide detailed analytical evaluation.

Centres should provide sufficient evidence at an appropriate level to support the marks awarded. For summer activities e.g. athletics and cricket, evidence should be sourced early in the academic year to support the students. Please note that evidence should be of the student performing or coaching within the academic year for which the candidate was entered. It is important that video evidence is authenticated as some samples were outside the qualification start date.

| Areas for improvement                           | Classroom resources                                                                                      | Brief description of resource                                                                                                                                           |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment objectives/<br>command words         | <a href="#">Digital Resources</a><br><br><a href="#">Examiners reports</a><br><br><a href="#">Portal</a> | Knowledge organisers<br>Blended learning resources<br><br>Comments and recommendations from the Principal Examiner and Principal Moderator<br><br>Portal – CPD Material |
| Examination technique, particularly at AO2/ AO3 | <a href="#">Exam walk through</a><br><br><a href="#">Portal</a>                                          | Examination hints and tips<br><br>Access to most recent past papers/ mark schemes and CPD resources                                                                     |
| NEA: PPAE Evaluation section                    | <a href="#">Specification</a><br><br><a href="#">Portal</a>                                              | PPAE assessment criteria<br><br>NEA CPD exemplar material                                                                                                               |

## PHYSICAL EDUCATION

GCE A level

Summer 2024

### COMPONENT 1: EXPLORING CONCEPTS IN PHYSICAL EDUCATION

#### Overview of the Component

Component 1 seeks to explore the concepts of physical education that appear in the specification. Component 1 has an equal assessment of AO1 marks, a higher percentage of questions that are assessing AO2 and a lower percentage of AO3 marks compared to component 2.

All questions on the 2024 paper had an attempt rate above 95%, with only four questions sitting below 99%. Along with the high attempt rate, most candidates demonstrated good subject knowledge and understanding of the topics assessed in the component. Candidates often correctly applied this knowledge and accompanied it with accurate explanations. A high number of candidates were able to access the exam paper questions which showed an increase in candidates achieving marks generally across the paper, which is reflected in the grade boundaries.

Three items in Component 1 (1c(ii), 3d, and 4a) achieved a facility factor (ff) of less than 50, indicating that these were the most challenging questions for candidates.

#### Comments on individual questions/sections

**Q.1** Items 1a, 1c(i) and 1d were all well accessed by candidates, achieving high (ff) of 89.2, 77.1 and 71.7 respectively.

**(b)** Surprisingly as an AO1 tick box question, the mean mark for this question was 0.6 out of 1, with a (ff) of 58.6. Many candidates were unaware of a physical activity readiness questionnaire and were unable to carry out a process of elimination from knowing what the other 3 boxes were to arrive at the correct conclusion.

**(c) (ii)** As a follow-on question regarding adaptations from training programmes, this question was aimed at assessing the candidate's knowledge of cardiovascular and respiratory adaptations but at AO2 level. Candidates were required to use their GCE knowledge of adaptations to explain why VO<sub>2</sub> max increases. There were no marks at AO1 for this question meaning that identification of the indicative content alone was not enough for a candidate to achieve marks on the question. Few candidates accessed the 'detailed explanation' whilst also showing knowledge of the terminology in the GCE specification. Below is a comprehensive answer that achieved 4/4.

- (ii) Explain why  $\text{VO}_2$  max increases following an aerobic training programme. [4]

$\text{VO}_2$  max is the maximum amount of oxygen that the body can take in and utilise per minute.  $\text{VO}_2$  max increases following aerobic training because there is an increased red blood cell count after <sup>prolonged</sup> aerobic training, meaning more haemoglobin, so a greater oxygen carrying capacity. This means more blood can be transported in the blood. Also, cardiac hypertrophy will occur, meaning the muscles of the heart (myocardium) have increased in strength and size. This means more oxygenated blood can be pumped per beat out of left ventricle (increased stroke volume). This means that there is more oxygen being pumped to working muscles, so athletes can work aerobically for longer. An example is a marathon runner who will work aerobically for longer, achieving a higher anaerobic threshold delaying OBLA, so can work harder for longer and have a better chance of achieving a PB time.

**Q.2** All five items in question 2 were highly accessible to candidates, producing (ff) between 60-90. Question 2b and 2e were particularly well answered, achieving (ff) of 91.1 and 85.7 respectively.

- (a) There were two AO1 marks for this question which produced a mean of 1.3 marks and a (ff) of 62.9. Quite clearly candidates that did not achieve the maximum marks could not identify either the correct lever or correctly apply the GCE terminology for a contraction that produces movement (pedalling). This is an AO1 area of the specification that centres should look to focus on.
- (c) This was the first question on the paper that assessed the candidates at AO3, and it was worth 10 marks. It required the candidates to demonstrate knowledge of social facilitation/inhibition theories, use examples of this taking place and discuss the effects (using both social facilitation and social inhibition). With a mean mark of 6.3, answers were often one sided or offered limited discussion on the effects. For example, drive theory can cause facilitation for elite performers but inhibition for beginners. Likewise, the support from the home crowd can improve performance or the pressure or expectation from them can be detrimental to a sportsperson. Centres are reminded of the importance of the command word to match the assessment objective in the question.

- (d) With a mean of 3 out of 5, and an attempt rate of 99.7% this question was generally well accessed by candidates (ff=60.1). There was one AO1 mark for knowledge of self-efficacy which was missed by some candidates. Application of the components of Bandura's self-efficacy theory was good, though some candidates did not explain fully why these would lead to a difference in a novice and a professional athlete's levels of self-efficacy. Below is a fully comprehensive response that achieved 5/5.

(d) Explain why self-efficacy levels may differ between a novice and a professional athlete. [5]

Self efficacy is the belief in one's ability within a specific task.

Bandura's model of self efficacy states that performance accomplishments has the most influence on self efficacy. Therefore as we learn and master skills, self efficacy will increase. Novice athletes are new to the sport and so they are likely to have few past experiences to draw upon. Whereas a professional athlete will have previous successes that will help boost their self confidence. Therefore a novice performer is likely to have lower levels of self efficacy than a professional athlete.

Novice performers may also continuously decrease their self efficacy through learned helplessness. This is when incorrect attributions are made, such as blaming failure due to ability. <sup>However,</sup> professional athletes may be better trained and practiced at ensuring self serving bias takes place. This is when they correctly attribute and explain performance. For instance, blaming failure on external unstable reasons (luck) such as 'the decisions did not go as well today'. Therefore self efficacy levels differ between a novice and professional.

**Q.3** Three out of the four items (3a, b, c) in question 3 achieved high a (ff) of over 70.

- (d) This question had the second lowest facility factor on the paper (42.5) and the third lowest attempt rate (98.3%). Some candidates demonstrated no knowledge of choice reaction time or were unable to distinguish between general reaction time and choice reaction time. This meant that any explanations were vague and generic rather than specifically about choice reaction time. Candidates that understood choice reaction time still had to use their knowledge to explain how it can affect performance levels for maximum marks. Below is a comprehensive response that achieved 3/3.

(d) Explain how choice reaction time can affect performance.

[3]

Choice reaction time is when there is many stimuli one response or many responses with one stimuli. Hick law states that as the number of choice increases, reaction time is slowed because all stimuli is attended to. Therefore this could affect performance by ~~add~~ increasing their response time. For example a tennis player may respond slowly to an opponent's serve, this could cause them to lose a point.

**Q.4** This question facilitated a wide variety of response quality from candidates and included the hardest question on the paper. 4b (ff= 80.7) and 4c (ff=77.3) were well accessed by candidates.

- (a) As the most difficult question on the paper, this was the most surprising with a very low (ff) of 28.4 and a mean of 0.6 out of 2. A high majority of candidates were unable to show knowledge of joint classification/type and type of bone. This paints a similar picture to question 2a and is an AO1 area of the specification that centres should look to focus on.
- (d) This question had the second lowest attempt rate (97.5%) which no doubt impacted the facility factor (52.8) and mean (6.3 out of 12). Many candidates understood the terminology of an amateur and professional and then went on to explain the shift from an amateur ethos. There was then, good use of sporting examples to support an amateur ethos. Similarly, there were good reasons given why professional athletes appear in the Olympic Games in the present day.

One area for improvement on this question were the links made to the Olympic Games when using sporting examples to support points and opinions. Many offered limited examples or examples from a wider perspective than the Olympics, which was not the focus of the question. The main area that separated top band candidates with middle band candidates was the discussion command word. The answer needed to cover in depth the fact that there is still a large focus on amateurs at the Olympic Games and that there are examples where professionals/professionalism is not accommodated. Candidates often failed to comprehensively disagree with the statement as much as they agreed with it, meaning a lack of discussion had taken place. Candidates are unable to achieve higher bands in an AO3 discussion question without posing two sides in the response.

**Q.5** Items 5a and 5b facilitated the best outcomes for candidates with (ff) of 76.3 and 87.8 respectively.

- (c) This was the lowest attempted question on the paper at 96%, with a (ff) of 59.4 and a mean of 2.4 out of 4. Some candidates were comfortable with referencing the triadic model. Some were able to explain how an attitude can be changed/formed but without direct reference to the model and few had basic knowledge of the model paired with a basic explanation. The latter option was the most common combination of marks being awarded. Candidates often failed to show detailed knowledge along with a detailed explanation in their answers. Below demonstrates a comprehensive response of 4/4.

(c) Explain, with reference to the triadic model, how a positive attitude towards sport and physical activity could be formed. [4]

The triadic model is made up of three components. The cognitive component is the beliefs in a situation, such as training helps me improve. The affective component is the emotions and feelings towards the attitude object, such as training is enjoyable. Finally, the behavioural component is the action that occurs, like I will attend every training session.

Attitudes can be formed through socialisation, previous experiences and from parents. Previous experience such as in PE at school, have a huge impact on attitudes. If children have <sup>positive</sup> experiences within school such as being <sup>praised</sup> for <sup>scoring</sup> a goal, ~~a negative attitude towards that~~ a positive attitude towards that sport can be formed. Furthermore, if parents are encouraging of physical activities, perhaps they participate themselves, then young learners can develop positive attitudes. Therefore elements within the triadic model would be overall positive as they have had a role model reinforcing the positive attitude.

- (d)** The largest question on the paper examined all AOs at a split of 5:4:7. The range of marks was wide, but the mean mark was above 60% at 10.1 marks. From the breakdown of AOs, it was clear that most candidates had excellent knowledge of the tiers of the sports development pyramid and could appropriately explain (often with examples) a sports person experiences within the tiers. The candidates that achieved higher marks (and many times full marks), analysed different sports or different types of sportspersons. Reasons/causes, experiences and key factors that influenced these athletes may have been different to others already analysed, which often produced different results and experiences. Similarly, some sports have more funding and less support at certain levels and have fewer provisions at the stages of sports development, which the higher marked candidates were able to successfully explore in their answers.

## **PHYSICAL EDUCATION**

### **GCE A level**

### **Summer 2024**

## **COMPONENT 2: EVALUATING PHYSICAL EDUCATION**

### **Overview of the Component**

Component 2 was the second A Level Physical Education exam paper of this specification and series. It contained 4 questions broken down into a series of sub-questions ranging from 1-20 marks with numerous extended questions posed throughout.

Overall, the paper was very accessible and offered candidates a good range of questions across AO1, AO2 and AO3. In general, evidence suggests that candidates understood specification content and what was required of them. There were some excellent responses given at AO3 where candidates demonstrated both excellent subject knowledge and application in response to the questions set. However, there was evidence of some misinterpretation of questions and in some cases, responses at AO1 and AO2 still reflect an issue with the understanding of the command words. Some candidates still write extensively in questions that only require identification and description.

Those candidates who did well in component 2 were those that, read and understood the demands of the question. They communicated a depth of knowledge and understanding, produced clear and concise responses, correctly interpreted the practical context of the question, made appropriate practical applications when required as well as, being able to analyse, discuss and evaluate aspects to access full marks. Those candidates who did less well in this component were those that confused key concepts, misunderstood or misread the questions, produced responses that lacked a depth of insight and struggled to apply theoretical knowledge to the practical context required.

The percentage of questions attempted by all candidates was very high in all but one question (1e, attribution, 89.5%) and the mean was on or above 50% in 17/20 of the questions. The highest attempted questions were Q1(a, b, c and d) (99%), 2c(i) (99.2%), 3a(i) (99.2%) and 4 (99.4%). The lowest attempted questions were 1e (89.5%) and 2a(ii) (91.8%). The questions with the lowest facility factors (ff), indicating the greatest challenge to candidates were: 2a(ii) (ff=17.7, mean=0.4 out of 2), 3a(ii) (ff=40.8, mean=2.4 out of 6) and 3b (ff=41.3, mean=4.1 out of 10).

Centres are encouraged to remind candidates to read the question carefully to ensure that they are aware of the demands of the question and apply their knowledge to examples. Centres should continue to reinforce the three assessment objectives and their weighting within the paper and place more focus on developing the candidates understanding of the command words in relation to the assessment objectives.

### **Comments on individual questions/sections**

**Q.1** Three out of the five items in question 1 (a, b and c) were highly accessibly to candidates achieving a (ff) of between 77.5 - 89.2.

- (d) This question only achieved a mean of 2.5 out of 5. Some candidates gave clear and succinct responses as to how a coach could optimise positive transfer on learning a new skill. Weaker and unsuccessful responses only gave a basic explanation and were not correctly applied to practical examples to fully access the marks at AO2. Below is an example of a comprehensive 5/5 response.

Positive transfer is the transfer of a skill from one sport to another (or skill) whereby the skills acquired act as motor programmes which aid learning. An example of this would be a football player being able to convert in rugby: the motor programme of kicking a ball. A coach could optimise this by ensuring the skill is frequently trained and developed which will assure the motor programme is actively recalled without much conscious effort. The coach could use both verbal and visual guidance to optimise the ability of the skill which subsequently makes it easier to retrieve from ones long term memory. For example, the positive transfer between an underarm and overarm ~~star~~ serve in tennis is achieved by assuring its motor programme is frequently performed/ trained.

- (e) This was the poorest answered item within question 1. Responses were inconsistent with a mean of 4.0 out of 8 (50%). This question differentiated between those who had a basic knowledge and understanding of the attribution theory and those who showed a depth of insight and could apply their knowledge and understanding to how a coach could use knowledge of this theory to benefit the performance of both individuals, and/or teams. Candidates who considered a broader range of factors, such as the use of attribution retraining, self-serving bias, learned helplessness and need achievement theory achieved higher bands within the mark scheme.

**Q.2** Question 2 produced a variety of responses. Of the 8 items, 6 achieved a (ff) above 60 (2a(i), b, c(i), c(iii), d(i) and d(ii)).

- (a) (ii) This was the worst performing question on the paper with a (ff) of 17.7 and a mean of 0.4 out of 2. Many candidates were unable to calculate acceleration and either used the same calculation as they did for velocity or simply did not answer the question at all, and so failed to access any of the marks available at AO2. Centres need to ensure that candidates are not only able to define these terms but also their calculations.

- (c) (ii) Candidate responses to this question were average with a (ff) of 52.9 and a mean of 3.2 out of 6. Those who did not achieve the full range of marks focused on explaining figure 4 but failed to explain in detail 'why' levels will and do vary before and after performance. Again, knowledge of the AO2 command verb of 'Explain' is vital here to ensure that candidates are giving enough to access top marks and are apply this to performance. Below is a comprehensive answer that achieved 5/6.

Up to a week before a competition, cognitive anxiety can't become apparent however it's most noticeable initial rise is around 48 hours before the competition, at this point the performer is thinking about it and maybe worrying, causing cognitive anxiety to rise and be maintained. 1 hour before the competition, as shown in figure 4, cognitive anxiety starts to gradually decrease as the performer warms up and gets ready to perform, potentially making use of techniques such as centring to decrease cognitive anxiety. It continues to decrease during the competition but isn't completely gone, and continues decreasing after the competition until completely gone, up to 24 hours after. Somatic anxiety doesn't face any increase until 6 hours before, as shown in figure 4, at this point feelings of nausea might occur, butterflies might start happening or an increased sweating might become apparent, it continues increasing until 1 hour before the competition at which point it starts gradually decreasing in line with cognitive anxiety due to techniques like centring. E.g. Adam Peaty may feel high levels of both cognitive and somatic anxiety around 1 hour before a competition so uses deep breathing and centring to deal with it.

- (d) (ii) This was a generally well answered question with a mean of 6.1, indicating that over half of the candidates were able to fully access the mark scheme. This question required candidates to identify the various styles of leadership and analyse their effectiveness. Most candidates did this well by considering most, moderately and least favourable situations. Those candidates who did not access the mark scheme commonly only considered most favoured situations and did not consider the reverse.

**Q.3** Questions 3a(i) and 3c facilitated the best outcomes for candidates here with a (ff) of 93.3 and 88.6 respectively.

- (a) (ii) Despite the attempt rate of 96.7% responses to this question were inconsistent with a facility factor of 40.8 and a mean of 2.4 out of 6. Many candidates provided a basic explanation of the techniques that can be used before, during and after performance to maintain hydration levels and only lightly touched on volumes and timings. Most candidates achieving full marks were able to offer detailed explanations applying their responses to volumes and timings throughout. The response below achieved 5/6.

BEFORE: an athlete should consume 4-7L of fluids up to 24 hrs before competition, and 2-3L over the 2 hours right before to minimise dehydration. DURING exercise an athlete should consume around 150-200ml of water every 10-15mins; if exercise is 90+, an athlete should consume hypotonic, isotonic and hypertonic drinks to aid performance. AFTER performance an athlete should consume 1 litre of water for every 1kg of body weight lost during exercise. 08

- (b) Despite the attempt rate of 96.6% responses to this question were also inconsistent with a facility factor of 41.3 and a mean of just 4.1 out of 10. Many candidates provided a basic analysis, knowledge and understanding in relation to how fitness levels, exercise intensity and duration of exercise impacts on fuel use. Some candidates did show knowledge of the specific fuels used in relation to the three aspects posed by the question. e.g. the use of fats would be far more predominant when performing at a low to moderate intensity for longer durations.
- (d) This question produced a poorer (ff) than expected (45.3). Some candidates were able to assess why a volley in tennis could be classified as a complex skill. Some candidates did, however, confuse this with a highly organised skill or simply got too carried away with the example of a volley in tennis and did not fully answer the question.
- (e) This was a banded response where candidates were expected to show their knowledge of the various types of deviance and discuss whether their presence in sport had increased or not and why/why not; referring to specific examples to justify their points throughout. It achieved a (ff) of 53.8 and a mean of 5.4 out of 10. Candidates generally demonstrated a good knowledge and understanding of the types of deviance but those achieving fewer marks simply referred to doping as their example and either agreed or disagreed with the statement posed. Candidates accessing more of the mark scheme were able to show an in-depth knowledge of deviance and gave several examples throughout their responses discussing both sides of the argument equally; recognising that, positive deviance is not sportsmanship.

**Q.4** This was a 20 mark banded response where candidates were expected to show their knowledge of gender and discuss whether participation levels had indeed increased or not and why/why not; referring to specific examples to justify their points throughout. Candidates generally demonstrated good knowledge and understanding of why participation levels have increased in sport with a facility factor of 66.3 and a mean of 13.3 from 20. Those achieving fewer marks simply referred to the sport used in the stem of the question (football) as their example and either agreed or disagreed with the statement posed. Candidates accessing more of the mark scheme were able to show an in-depth knowledge of how and why participation levels have increased referring to media coverage of various sports, role models, better facilities and funding level changes in some sports such as cricket and, many referred to schemes such as 'This Girl Can' and discussed in detail the issues still faced by women in sport at various levels. Therefore, discussing both sides of the argument equally and providing a much fuller response.

## **PHYSICAL EDUCATION**

### **GCE A Level**

#### **Summer 2024**

### **COMPONENT 3: IMPROVING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION**

#### **Overview of the Component**

Component 3 is the Non-Examination Assessment (NEA), worth 30% of the final grade. It is designed to assess the following –

- Practical performance in one activity as a player/performer or coach
- Analysis and evaluation of personal performance

Candidates are expected to:

- Demonstrate and apply relevant skills and techniques in physical activity and sport.
- Analyse and Evaluate performance.

The (NEA) is internally assessed and externally moderated. Most centres submitted their marks on time (first Friday in March). The range of activities assessed continues to demonstrate the diversity available within the subject. Centres predominantly assessed students following the performance not coaching pathway. Most centres undertook a live moderation, with a small number opting for a remote moderation/ supplementary video evidence due to small cohorts. Centres are reminded of the requirement to film the live moderation day in its entirety and then submit this film within a week of the moderation taking place. Centres continue to be accurate with their assessment and it was evident that centres had prepared their students thoroughly for practical moderation.

There is only 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. 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.

#### **Tasks**

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

#### **Practical**

Practical assessment took place across a wide range of activities and centres are using the full range of marks available within the assessment bands. Centres that had employed internal standardisation were able to apply the assessment criteria accurately across a range of activities.

It is important that candidates are assessed in full competitive environments. Sole use of drills or conditioned games does not meet the assessment criteria and therefore does not provide sufficient evidence to justify the marks awarded in team games. Best practice was noted in centres that had supplementary evidence of individual students, when in some cases, live performances did not allow the students to be seen at their best. Where cohorts are small, using younger performers or performers who do not play regularly did not always put the candidates under enough pressure to demonstrate a top band performance. Centres are reminded that candidates must be assessed in a full competitive environment to access the criteria.

The majority of centres recorded the practical moderation day activities and were able to upload evidence to Surpass with little difficulty. It is important to provide individual candidate identification material alongside any footage. This is to ensure accurate identification of individual candidates to support the moderation process. This is particularly important in team or group activities.

## **Coaching**

Coaching session evidence was generally of a good standard, especially when accompanied with coaching session plans and a scheme of learning to show how that specific session fits into the overall coaching plan. Best practice included either filming closely or using a microphone worn by the candidate to clearly hear the instructions and feedback.

### **Best practice for practical/ coaching video evidence**

- Provide candidate commentary to set the scene and identify the candidate at start and throughout the footage. Veo footage is outstanding but shot from a distance and often difficult to identify candidates.
- Provide clips of continuous play which is consistent with live moderation. Candidates need a wide range of evidence in varying situations to make assessment more accurate.

## **Personal Performance Analysis and Evaluation**

Most centres used the correct candidate authentication sheets (CAS) to accompany their PPAAE's. These can be found on the EDUQAS website in the NEA section. Many centres are using electronic platforms to compose their projects and centres should be reminded that coursework should be annotated to show where students have accessed the marks that have been awarded.

Section 1 'the initial analysis of performance' is generally very good with centres identifying both strengths and weakness using a range of quantitative data across physical, psychological, technical and tactical areas.

'Research' conducted in section 2 is being used in conjunction with the quantitative data generated in section 1 to suggest methodologies for improving performance. Best practice is the development of a plan for improving performance that includes aspects of physical, psychological, technical and tactical factors.

Section 3 is the 'completion of training programme' and keeping a training diary or log is an example of best practice in this section. Candidates could improve further through a detailed analysis of pre and post training programme outcomes and in particular the impact the training programme has had on their own personal performance.

The comparison of quantitative data pre and post training programme was key to those candidates achieving successful detailed and in-depth evaluations. The important concept here is the use of quantitative data to support any recommendations.

## **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@edugas.co.uk](mailto:physicaleducation@edugas.co.uk)

Qualification webpage: [AS and A Level Physical Education | Edugas](#)

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

### **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.edugas.co.uk/home/professional-learning/>

### **Regional Rep Team**

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.

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### **EDUQAS Qualifications**

We are one the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, offering valued qualifications to suit a range of abilities. Each and every one of our qualifications is carefully designed to engage students and to equip them for the next stage of their lives.

We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



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