GCSE Examiners' Report

Physical Education (Full Course)

GCSE

Summer 2026

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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.[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	Eduqas 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.eduqas.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 Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. 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 component level. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (eduqas.co.uk)

[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.***

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Exam Results Analysis	Eduqas 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.eduqas.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 Eduqas subject page.
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Executive Summary

Overall performance of the qualification was in line with previous series, with candidates demonstrating secure knowledge and understanding of key theoretical concepts and continued to perform well in the non-examined component (practical). Candidates were generally most successful when recalling knowledge and identifying key concepts, while questions requiring application, analysis and evaluation proved more challenging.

Component 1: Introduction to Physical Education

Candidates demonstrated good knowledge and understanding across the breadth of the specification, including health, fitness and well-being, exercise physiology, movement analysis, psychology and socio-cultural influences. The most accessible questions were typically AO1 recall-based items requiring candidates to identify or describe concepts, while application and evaluative questions were less successfully answered.
A key strength was candidates' ability to recall subject knowledge, particularly in areas such as fitness testing, muscular contractions, training methods and physiological adaptations to exercise. Many candidates also demonstrated sound understanding of concepts such as mental preparation and information processing when these were supported by clear sporting examples.

The main area for development was the application of knowledge to sporting contexts. Candidates often demonstrated understanding of concepts such as energy balance, nutrition, overload, training zones and commercialisation, but frequently failed to apply this knowledge to the specific performer, activity or scenario presented. AO3 questions requiring discussion, evaluation and justified conclusions were particularly challenging. Common weaknesses included describing rather than evaluating, failing to consider alternative viewpoints, and not fully addressing all elements of a question. Continued development of extended writing, data interpretation and evaluative skills would support improved performance in future series.

Component 2: The Active Participant in Physical Education

Centres continued to offer a broad range of activities and the overall standard of administration and coursework remained strong. Most centres submitted accurate documentation and practical evidence appropriately, and the quality of Personal Analysis and Evaluation (PAE) work was generally positive. Candidates frequently demonstrated good self-analysis skills, with evidence of improvement in monitoring and evaluation sections compared with previous series.

Moderation identified ongoing concerns regarding the accuracy and consistency of practical assessment, particularly in badminton and athletics. In some cases, marks awarded were not fully supported by the evidence presented. Common issues included limited competitive conditions, restricted opportunities to demonstrate tactical awareness, insufficient technical proficiency and generous marking at the highest bands. The use of small-sided games also continued to restrict opportunities for candidates to demonstrate the full range of skills required by the assessment criteria.

Centres should continue to strengthen internal standardisation and cross-moderation procedures, particularly in individual activities, and ensure that assessments take place under fully competitive and valid conditions.

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PHYSICAL EDUCATION (FULL COURSE)

GCSE

Summer 2026

COMPONENT 1: INTRODUCTION TO PHYSICAL EDUCATION

Overview of the Component

The assessment covered three Assessment Objectives (AOs). AO1 was weighted at 50 marks and focused on demonstrating knowledge and understanding. AO2 was worth 40 marks and assessed application and interpretation. AO3 carried 30 marks and evaluated the ability to make judgements, analyse and draw conclusions, and consider different perspectives.

This paper developed theoretical knowledge and understanding of the factors that underpin physical activity and sport. Candidates were expected to demonstrate an understanding of how physiological and psychological factors affect performance in physical activity and sport, and the contribution that physical activity and sport make to health, fitness and well-being. In addition, socio-cultural influences were assessed in relation to the factors that impact participation and involvement in physical activity and sport.

Learners were assessed through a range of short- and extended-answer questions.
The following item had the lowest facility factor: Question 2(c)(ii) (FF = 0.20).

Questions 2(b)(i) and 2(b)(ii) had the highest attempt rates overall, with all parts receiving over 100% engagement from candidates. These responses were assessed using AO1 criteria.

The questions with the highest facility factors included Questions 1(a)(i), 2(a)(i) and 2(b)(ii). The majority of these were AO1 questions, requiring straightforward recall or identification of knowledge. Notably, Question 1(a)(i) required candidates to analyse an infographic relating to food groups before identifying the correct response. The accessible nature of these "identify" style questions is likely to have contributed to the stronger performance.
In contrast, Question 2(c)(ii) had a very low facility factor of 0.20. This AO2 question required candidates to outline how weight training can be used to improve muscular strength. While many candidates demonstrated knowledge of weight training methods, responses frequently described general principles of weight training rather than outlining the specific characteristics required to develop muscular strength, such as using heavy loads with low repetitions. As a result, many candidates were unable to access the available marks.

Questions 3(d)(ii) and 4(c) also had noticeably lower attempt rates, with both receiving responses from fewer than 96% of candidates. Centres should continue to encourage candidates to attempt every question, as even partial responses can gain credit.

Question 1(a)(ii) was an AO2 question requiring candidates to explain why a sports performer should be aware of the energy balance equation. It had a low facility factor of 0.41, indicating that many candidates found the question challenging. While most candidates demonstrated knowledge of the energy balance equation, many failed to apply their responses to a sports performer.

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Question 4(c) was an AO2 question requiring candidates to justify why jogging and the triple jump are placed at opposite ends of the basic–complex continuum. It had a low facility factor of 0.45. Responses frequently described the continuum rather than applying it specifically to jogging and the triple jump, limiting the marks that could be awarded.

Question 3(e) was an extended-response question assessing AO1 knowledge and AO3 evaluation. It had a low facility factor of 0.47. While many candidates demonstrated a sound understanding of deviance in elite sport, fewer were able to evaluate the extent to which commercialisation contributes to its existence. Responses often focused solely on examples of deviant behaviour, with limited reference to commercialisation or consideration of other contributing factors. As a result, many answers lacked the balanced discussion and justified judgement required to access the higher mark bands.

Question 5(a)(ii) was an AO3 evaluation question with a facility factor of 0.41. Candidates were required to evaluate why knowledge of heart rate, training zones and thresholds is important when planning a training programme. While many candidates demonstrated sound knowledge of these concepts, fewer were able to evaluate their importance in the context of planning an effective training programme. Responses often described heart rate, training zones and thresholds in isolation, with limited consideration of how this information can be used to individualise training, monitor intensity or maximise training adaptations.

The 2026 paper show similar degree of difficulty to previous series.

Comments on individual questions/sections

Q.1 (a) (i) had one of the highest facility factors on the paper (FF = 0.96) and an attempt rate of 99.8%. This AO3 question required candidates to analyse an infographic and identify the impact of different food groups on the body's varying nutritional needs. The straightforward nature of the task, combined with the visual stimulus contributed to the high level of candidate success.

(ii) had a facility factor of 0.41 and an attempt rate of 99.5%. This AO2 question required learners to demonstrate their knowledge of the energy balance equation and explain its relevance to a sports performer. This was a common trend, with many candidates' demonstrating sound knowledge of the energy balance equation but failing to apply it to the sporting context. Responses often made only a brief reference to sport without explaining why maintaining an appropriate energy balance is important for supporting sports performance.

(iii) had a facility factor of 0.63 and an attempt rate of 99.0%. This AO2 question required candidates to explain the role of nutrients for a sports performer. Stronger responses successfully linked nutrients to sporting contexts, such as carbohydrate loading for endurance events or the role of protein in muscle repair and recovery following weight training. However, many responses were limited to explaining the general functions of nutrients within the body, rather than their specific importance to sports performance.

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(b) had a facility factor of 0.59 and an attempt rate of 99.4%. This question required candidates to analyse how positive lifestyle choices can influence participation in physical activity. Candidates needed to demonstrate knowledge of lifestyle choices, such as adequate sleep, a balanced diet and regular exercise, and explain how these choices influence an individual's ability or motivation to participate in physical activity.

Generally, candidates demonstrated a good understanding of positive lifestyle choices, and many were able to explain how these choices support participation. However, some responses focused on the benefits of participating in physical activity rather than explaining why specific lifestyle choices encourage or enable participation. While these responses could gain some credit where relevant, candidates often limited their marks by not explicitly linking their answers to the lifestyle choices identified in the question.

Q.2 **(a)** **(i)** was answered by 99.7% of candidates and had a relatively high facility factor of 0.77, indicating that it was well understood. This question required candidates to explain why Figure 2 was testing agility. Candidates needed to refer to the key characteristics of agility, namely the ability to change direction quickly while maintaining speed. Most candidates successfully identified these characteristics and applied them to the activity shown in the figure, enabling them to access the majority of the available marks.

(ii) was answered by 99.6% of candidates and had a facility factor of 0.53, indicating that many candidates found the application of their knowledge more challenging than in Part (i). This AO3 question assessed candidates' understanding of the importance of agility for a sports performer. Many candidates repeated points from part (i) by describing what agility is, rather than assessing why it is important within a sporting context. To gain credit, candidates needed to explain the significance of agility in performance, for example, how the ability to dodge an opponent in netball can create space and improve the chances of a successful pass or shot. Responses also needed to demonstrate a clear link to agility, as examples that could have applied equally to any component of fitness were not credited.

(iii) required candidates to analyse the importance of fitness testing for a sports performer. This question was not asking for a simple list of reasons why fitness tests are undertaken; instead, candidates needed to explain why fitness testing is important and how the information gained can benefit a performer. This had a facility factor of 0.57 and attempt rate 99.6.

For example, candidates could explain that fitness testing helps identify strengths and weaknesses, allowing performers to target specific areas for improvement. They could also discuss how fitness testing can motivate performers by providing measurable goals and evidence of progress, encouraging them to continue training and improving their performance.

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(b) **(i)** was answered by 100% of candidates and had a relatively high facility factor of 0.75, indicating that it was accessible to the majority of learners. This question required candidates to identify the muscles used during a plank and then analyse the type of muscular contraction taking place. Most candidates were able to identify the relevant muscles and, at times, correctly recognise that the contraction was isometric, allowing them to access the majority of the available marks.

(ii) was answered by 100% of candidates and had a high facility factor of 0.80, indicating that it was accessible to the vast majority of learners. This AO1 question required candidates to identify the training method associated with a plank exercise, which was generally answered correctly.

(iii) In contrast, had a lower facility factor of 0.54, despite an attempt rate of 98.3%. This AO2 question required candidates to explain how the principle of overload could be applied to the training method identified in Part (ii). While many candidates demonstrated some understanding of the principle of overload, responses were often limited to describing overload rather than explaining how it could be applied in practice. Higher-performing candidates successfully applied aspects of overload, such as frequency, intensity and duration, and provided clear examples of how these variables could be manipulated within the training method. Less successful responses identified elements of overload but did not explain how they would be implemented, limiting access to the higher marks. To access higher marks, responses needed to include specific examples of how overload could be applied within the training programme.

(c) **(i)** There are no significant areas to highlight for this question.

(ii) had the lowest facility factor on the paper at 0.20, despite an attempt rate of 99.1%, indicating that while almost all candidates attempted the question, few were able to access the available marks. This question required candidates to outline how weight training can be used to improve muscular strength. Many candidates responded by describing the general effects or benefits of weight training rather than explaining how it should be used specifically to develop muscular strength.

The most successful responses explained how high-intensity loads and an appropriate repetition range can be used to develop muscular strength.

(d) The identification and naming of the axes proved to be a weaker area than providing examples of movement. Commonly accepted examples included a somersault, cartwheel and spinning actions. Candidates who correctly named the axes and supported their responses with relevant examples were able to access the full range of marks. This question had a facility factor (FF) of 0.53, indicating a moderate level of difficulty, while the 98.5% attempt rate demonstrated that almost all candidates engaged with the question despite the challenges in accurately identifying the axes.

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Q.3 **(a)** This question required candidates to identify and analyse information presented within a table. The most common error was the incorrect identification of the agonist and antagonist muscles, with many candidates confusing the roles of the two. The analysis of the plane of movement was the weakest aspect of responses overall. While many candidates were able to identify the movement taking place, they were less successful in accurately analysing and linking it to the correct plane of movement. Candidates who clearly distinguished between the agonist and antagonist and correctly analysed the plane of movement were able to access the higher marks available. The question had a facility factor (FF) of 0.72, indicating that it was relatively accessible for most candidates, while the 98.7% attempt rate showed that almost all candidates engaged with the question, despite the challenges associated with accurately identifying muscle roles and analysing the plane of movement.

(b) This question required candidates to describe how power and flexibility are specifically used by a high jumper. Definitions of these components of fitness were not required; instead, candidates needed to apply their knowledge directly to the performance of the high jump. The most successful responses clearly linked power to the take-off phase, explaining how explosive force enables the athlete to generate sufficient height to clear the bar. They also linked flexibility to the body's position when crossing the bar, explaining how increased flexibility allows the athlete to arch and bend effectively, reducing the likelihood of dislodging the bar. The question had a facility factor (FF) of 0.57, indicating a moderate level of demand, while the 99.8% attempt rate demonstrated that virtually all candidates engaged with the question. Those who achieved the highest marks applied their knowledge to the specific demands of the high jump rather than providing generic descriptions of the components of fitness.

(c) This question required candidates to explain how the use of mental preparation could aid a sports performer. Candidates were not required to identify or describe specific types of mental preparation; instead, they needed to focus on how mental preparation can positively influence performance. Most candidates were able to access marks by explaining benefits such as increased confidence, improved motivation and a reduction in anxiety. The strongest responses developed these points further by linking them directly to performance outcomes, such as improved focus, decision-making and execution of skills during competition. The question had a facility factor (FF) of 0.55, indicating a moderate level of difficulty, while the 99.1% attempt rate showed that almost all candidates engaged with the question.

(d) **(i)**&**(ii)** No areas to highlight.

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(e) This predominantly AO3 question required candidates to discuss whether deviance exists in elite sport as a result of commercialisation. Candidates could access two AO1 marks by demonstrating knowledge and understanding of both deviance and commercialisation, while the AO3 marks were awarded for discussion, requiring candidates to consider arguments both for and against the view that commercialisation is a catalyst for deviant behaviour in sport.

Many candidates found this question challenging. A common issue was that responses focused on the benefits of commercialisation or the causes of deviance in isolation, with little or no discussion of the relationship between the two. Frequently cited examples included the pressure to win, financial rewards and sponsorship opportunities as factors that may encourage deviant behaviour. Counterarguments often referred to intrinsic motivation, the fact that deviance existed before the growth of commercialisation, or the nature of certain sports, such as ice hockey, where aggressive behaviour may be more common. Performance-enhancing drugs were the most frequently used example of deviant behaviour, and many candidates were able to provide relevant sporting examples. However, these responses often lacked a clear explanation of how commercialisation may have influenced or contributed to the deviant behaviour.

The question had a facility factor (FF) of 0.47, making it one of the more demanding questions on the paper, while the 96.5% attempt rate showed that the vast majority of candidates attempted it. Those who achieved the highest marks presented a balanced discussion, explicitly linking commercialisation to deviant behaviour while also considering valid counterarguments before reaching a supported judgement.

Q.4 **(a)** **(i)** & **(ii)** No areas to highlight.

(b) **(i)** This question required candidates to explain the information processing model, specifically the stages of input, decision making and output. A scaffold was provided for the feedback stage to support candidates in structuring their responses and applying the model effectively. Many candidates were able to provide excellent sporting examples for all three stages of the model. The weaker aspect of responses was often the theoretical explanation of each stage, with some candidates relying heavily on examples without fully explaining the underlying process. Nevertheless, the question was generally answered well across the cohort. Higher-performing candidates typically used a single sporting example throughout their response, allowing them to demonstrate a clear understanding of how the stages are linked. These candidates were also more likely to reference memory within the decision-making stage, showing a deeper understanding of the information processing model. The question had a facility factor (FF) of 0.61, indicating that it was accessible to most candidates, while the 98.4% attempt rate demonstrated that almost all candidates engaged with the question. Those who integrated clear theoretical explanations with a consistent sporting example throughout their response were able to access the highest marks available.

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(c) This question required candidates to justify the placement of jogging and the triple jump on the difficulty continuum. Many candidates were able to identify that jogging is a relatively simple skill and that the triple jump is a more difficult skill. However, some responses were limited to stating that jogging was "easy" and the triple jump was "hard" without providing further justification. Higher-performing candidates were able to explain their reasoning in greater depth by linking their responses to factors such as the amount of decision making required, the level of coordination involved and the complexity of the movement patterns. These candidates recognised that jogging involves relatively few decisions and low levels of coordination, whereas the triple jump requires precise timing, coordination of multiple phases and greater cognitive processing to execute successfully. The question had a facility factor (FF) of 0.45, making it one of the more demanding questions on the paper, while the 98.3% attempt rate indicated that almost all candidates attempted the question.

(d) This question required candidates to explain part practice and provide a relevant sporting example. To gain full credit, the example needed to be clearly linked to the use of part practice rather than simply naming a sport or skill. Many candidates were able to explain the concept of part practice; however, the quality of the sporting examples varied. The strongest responses selected complex skills that are well suited to part practice and clearly explained how individual elements of the skill could be practised separately before being combined into the full movement. Higher-performing candidates went a step further by identifying the specific parts of the skill that would be broken down and practised in isolation. This demonstrated a more detailed understanding of how part practice can be applied effectively, as shown in the example below. The question had a facility factor (FF) of 0.62, indicating that it was relatively accessible to candidates, while the 95.9% attempt rate showed that the majority engaged with the question.

Q.5 **(a)** **(i)** No areas to highlight.

(ii) With a facility factor of 0.41 and an attempt rate of 95.9%. This evaluative question required candidates to explain the importance of knowledge of heart rate, training zones and training thresholds when planning a training programme. To access the full range of marks, candidates needed to address all three aspects of the question and evaluate how this knowledge could be used to inform training decisions.

Many candidates were able to provide general reasons why an understanding of these concepts is important. However, responses often lacked specific examples and did not fully distinguish between heart rate, training zones and training thresholds. As a result, many candidates were unable to develop their evaluation sufficiently to access the higher marks available.

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Higher-performing candidates were able to discuss each aspect individually and provide specific examples of how the information could be used within a training programme. These candidates often referred to different areas of the training zone continuum and explained how training at particular intensities and heart rates could benefit aerobic or anaerobic performance. They also demonstrated a clear understanding of how this knowledge can be used to tailor training programmes to the needs of different performers and training goals.

Although some candidates produced strong evaluative responses, the ability to apply this knowledge directly to the planning of a training programme was less common across the cohort.

Q.5 **(b)** **(i), (ii)** & **(iii)** No areas to highlight.

(c) This question required candidates to describe the long-term effects of exercise on both the musculoskeletal system and the cardiovascular system. It has a facility factor of

Less successful responses often listed the effects of exercise without providing any description or development. In contrast, stronger responses explained the adaptations in detail and demonstrated a clear understanding of how exercise leads to physiological changes.

Common responses for the musculoskeletal system included increased muscle strength and increased bone density or strength. For the cardiovascular system, candidates frequently referred to increased cardiac output and a lower resting heart rate. Many candidates were able to describe these adaptations effectively and relate them to improvements in health, fitness or anatomical function, provided that the adaptation was clearly linked to the effects of exercise.

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PHYSICAL EDUCATION (FULL COURSE)

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COMPONENT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

Overview of the Component

Non exam assessment

- Learners are assessed in three different activities in the role of player/performer in at least one individual and one team sport (30%).
- Learners are also assessed through an analysis and evaluation of their performance in one of their chosen activities (10%).

Candidates continued to demonstrate a wide variety of activities, with an increasing number of centres offering Badminton and Athletics. While the range of activities remains a strength, moderators identified concerns regarding the accuracy and consistency of marking in these areas. Athletics and Badminton were frequently assessed generously and often lacked sufficient evidence to justify marks awarded in the higher bands.

In many cases, candidates were not performing in fully competitive environments, limiting their ability to demonstrate the required level of skill, technique and tactical awareness.

Overall, whilst administration and coursework standards remain strong across centres, there is a continued need to ensure that assessment decisions are fully aligned with the published criteria and that cross moderation is applied effectively.

Centres are reminded that the entire live moderation day must be recorded, and the footage submitted within one week of the event. It is essential that all candidates are clearly identifiable, for example, through the use of bibs, and that the candidate identification document shared with the moderator is also uploaded at this time.

Comments on individual questions/sections

Practical Performance

Most centres adhered to the specification requirements, and paperwork was generally accurate, complete and submitted on time. However, there remains variability in marking accuracy across activities, particularly where evidence does not support the marks awarded. In a number of centres, candidates were not consistently placed in competitive environments, limiting opportunities to demonstrate higher-level performance. Candidates must be provided with appropriate conditions to show advanced skills, decision making and tactical awareness in order to access the top mark bands. This is true of both live moderation and when video evidence is provided. Centres are also reminded that candidates must be easily identifiable for moderators.

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Team games

Centres must continue to ensure that candidates perform in full-sided competitive situations to enable accurate assessment. Small-sided games continue to restrict opportunities for candidates to demonstrate positional play, communication and tactical awareness. Where full-sided games are not possible on the day, supplementary evidence must be provided or alternative activities considered.

Badminton

There has been a continued increase in the number of centres offering Badminton. While some centres assess this activity accurately, moderators noted that Badminton is often generously marked. In many cases, candidates demonstrated a limited range of recognised shots and showed insufficient understanding of the rules and regulations. Additionally, there was limited evidence of tactical application within match play. Centres must ensure that candidates:

- demonstrate a wide range of recognised shots
- show clear understanding of rules and scoring
- apply tactics effectively within competitive situations

Badminton should be cross moderated with other activities to ensure consistency and accuracy of marking.

Athletics

Athletics was a significant concern across a number of centres in this series. In some cases, all candidates within a centre were entered for the same Athletics activity as their third sport. These candidates often failed to demonstrate high levels of skill or knowledge, yet the range of marks awarded did not reflect differences in ability. In other centres, candidates were entered across a range of athletic events, but marking was frequently over-generous. Performances were often not in fully competitive environments, and candidates did not demonstrate the required techniques or performance levels associated with the higher mark bands.

Common issues included:

- candidates not performing on appropriate facilities (e.g. 100m not completed on a track or over an accurate distance)
- lack of recorded times and distances
- limited evidence of technique and performance at a high standard

Candidates awarded marks in Band 4 without meeting the criteria Centres must ensure that:

- all athletics performances take place in a competitive environment
- accurate times and distances are recorded and evidenced
- candidates demonstrate appropriate technique and performance levels
- athletics is cross moderated against other activities to ensure consistency

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Personal Analysis Evaluation (PAE)

The overall standard of PAE coursework remains strong across the majority of centres, and marking is generally accurate.
The self-analysis component continues to be a strength, with many candidates demonstrating a clear understanding of their performance strengths and areas for development. Monitoring and evaluation sections have shown some improvement compared to previous series.

However, the section relating to adjustments made as a result of monitoring remains an area where standards begin to decline. Many candidates show a limited understanding of how to adapt their programmes effectively based on performance data. While evaluations have improved, the “recommendations for future improvement” section continues to require further development. Responses are often basic and lack depth in linking performance analysis to meaningful future actions.

Centres are encouraged to:
- develop candidates’ understanding of how to adapt training based on monitoring
- strengthen links between evaluation and future recommendations
- ensure annotations clearly justify marks awarded

Administration

Administration across centres was generally accurate, with the majority of documentation completed and submitted on time. Centres are reminded that:
- athletics and swimming events must be clearly stated on PE2 forms so moderators are aware of the specific events being assessed
- all documentation must remain unaltered and follow the published format Continued adherence to administrative requirements has been a positive feature of this series.

IAMIS

Centres are reminded of the importance of the accurate and timely use of the IAMIS system. All marks should be uploaded as close to the moderation date as possible and within the required one-week deadline, which also applies to the submission of video evidence from the moderation day. Video files must be clearly labelled to identify the activity being assessed, and, where possible, centres should upload individual activity videos alongside the relevant candidate to support accurate identification. It is also essential that all additional materials provided to the moderator on the day are uploaded to IAMIS. This includes PE1 and PE2 documentation, Candidate Authentication Sheets (CAS), all PAE written coursework reviewed during moderation, and candidate identification records. Consistent and organised uploading greatly supports the moderation process and reduces the need for follow-up requests

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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: **029 2240 4271**
Email: **physicaleducation@eduqas.co.uk**
Qualification webpage: GCSE Physical Education | Eduqas

See other useful contacts here: Useful Contacts | Eduqas

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