

GCE AS Examiners' Report

Physical Education

AS

Summer 2025

© WJEC CBAC Ltd.2025



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 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.

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.
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 Eduqas

Contents	Page
Executive summary	5
Component 1 – Exploring Physical Education	6
Component 2 – Improving Personal Performance in Physical Education	10
Supporting you – useful contacts and links	12

Executive Summary

The overall qualification performed as expected, due to low entries. The performance in Component 1, the written examination, varies year on year.

The performance in Component 2, the Non-Examination Assessment (NEA) is stable. Entries were like those in previous series.

Component 1

An accessible paper with the mean higher than previous series. Most candidates demonstrated good subject knowledge when accessing AO1 marks consistently across the paper. Most candidates demonstrated sound knowledge on the topics of guidance and stages of learning.

Some candidates failed to access marks due to not matching their responses to the command word or the question content and context.

Nearly all candidates would benefit from improved examination technique such as carefully reading and answering the question and making sure the command verb is evident in their response. Many candidates describe rather than analyse and few candidates offer examples to support their application of the knowledge.

Component 2

The Principal Moderator (PM) reported that centres had been largely consistent with their marking.

A wide range of activities were demonstrated by candidates, as in previous years and agreed the standards of practical work were largely in line with previous series.

Centres are reminded that they should provide evidence of candidates performing in a fully competitive environment, notably within team game activities, to meet the assessment criteria. In coaching sessions, the important concept is to demonstrate analysis and evaluation of own and performers progress within the session.

Better PPAE's included data covering physical, tactical, technical and behavioural aspects of performance, often utilising self-assessment and statistical analysis to generate quantitative data. The comparison of this quantitative data pre and post training programme was key to those candidates achieving successful, detailed, and in-depth evaluations.

PHYSICAL EDUCATION
GCE Advanced Subsidiary
Summer 2025

COMPONENT 1: EXPLORING PHYSICAL EDUCATION

Overview of the Component

Questions that were widely accessed by the majority of candidates included: 1a, 2b, 2c, 3a and 4b.

Questions that were deemed the most challenging included: 1d, 3b, 3c, and 4a.

Most candidates demonstrated good subject knowledge when accessing AO1 marks consistently across the paper. The majority of candidates demonstrated sound knowledge on the topics of guidance and stages of learning with AO1 marks accessed on this question by all who attempted it.

For several questions on the paper, candidates sometimes failed to gain marks due to not matching their responses to the command word at the start of the question or creating relevant response that answered the whole question. For AO1 questions in particular, paying attention to the mark weighting for the question may help them to gain full marks in their response.

Nearly all centres would benefit from developing the candidates understanding of the command words in relation to the assessment objectives.

Centres would benefit from advising to students that application of knowledge as well as demonstrating the correct PE terminology would allow them to access higher marks in higher order questions.

Nearly all candidates would benefit from improved examination technique such as carefully reading and answering the question that they are asked and this would facilitate access to higher marks in the written examination.

Candidates have also missed out on marks for vague responses or responses that fail to demonstrate good or excellent levels of application, analysis, assessment and evaluation.

Comments on individual questions/sections

Question 1

(a) FF 0.84 and mean mark 0.8 (topic area – energy systems)

This question was answered well by the majority of candidates as shown in the facility factor and mean mark for the question. There was no particular pattern present with incorrect responses with answers incorrectly identifying 'line A' or 'line C'

- (b) FF 0.77 and mean mark 2.3 (topic area – energy systems)

Another question that was well attempted, but the first instance of candidates not fully understanding or applying their responses to the command word stated, with some candidates offering single word responses. Also, some responses failed to provide three separate characteristics with some providing 'two' and some duplicating a characteristic within the 'three' they provided.

- (c) FF 0.77 and mean mark 1.5 (topic area – energy systems)

The focus on this question was to identify the factors that could potentially speed up the removal of lactic acid. Although this is a recovery-based question, candidates could not use all recovery methods as the method would need to influence lactic acid levels not levels of glycogen or micro tears for example.

- (d) FF 0.36 and mean mark 1.4 (topic area – energy systems)

Evident in the numbers above for this question, it was a question many candidates struggled to answer correctly or answer well, with some showing evidence of knowledge of the Cori Cycle struggled to apply it correctly or in enough detail to maximise the marks for the question.

- (e) FF 0.64 and mean mark 2.6 (topic area – health)

An example of not answering the question fully was apparent here in this question. With candidates needing to describe how exercise could reduce the risk obesity **and** also how exercise can reduce the risk of other related diseases to achieve max marks. The mark scheme was broad to cover aspects of physical and psychological illnesses.

Question 2

- (a) FF 0.77 and mean mark 0.8 (topic area – muscular contraction)

This question was answered well by the majority of candidates as shown in the facility factor and mean mark for the question. There was no particular pattern present with incorrect responses. Exam technique would be important here using the image and the corresponding information to correctly identify the correct box to tick along with only selecting **one** box.

- (b) FF 0.89 and mean mark 1.8 (topic area – components of fitness)

For this question a description of **why** power and coordination are required. Often in the answers from candidates, knowledge/description of these were used before then using the knowledge to answer the why they are be required. Coordination was accepted from two perspectives: as a component of skill related fitness from an individual in a team and as a type of organisational factor within a team. This allowed candidates to access more marks from the question.

- (c) FF 0.90 and mean mark 3.6 (topic area – biomechanics)

A question that required candidates to use Figure 3 to explain the change/no change in force on the graph. The STEM for this question, gave an example of 100m race, which many candidates used as their examples throughout, however other examples were accepted as long as they were correctly applied to the points on the graph. There was no expectation for candidates to apply the graph to Newton's Law's however, some of the higher scoring candidates included these in their answers as it allowed them to extend into more detail and moved from a descriptive response.

- (d) FF 0.73 and mean mark 5.9 (topic area – performance analysis)

Responses with marks on this question correctly identified the performance analysis techniques for tactical aspects of performance. Candidates were able to pick up marks for correct application even if the terminology was missing at AO1 level. A common error was that the Notational Analysis technique was omitted but candidates went on to apply the use of 'data' (which would be generated by this technique). Lower scoring responses lacked in depth analysis on the techniques and some incorrectly used physical, behavioural and tactical analysis techniques in their response. However, the question was accessible to many with high AO1 and AO2 marks within the AO3 command word.

Question 3

- (a) FF 0.82 and mean mark 0.8 (topic area – Psychology teambuilding)

This question was answered well by the majority of candidates as shown in the facility factor and mean mark for the question. Many of the candidates achieving zero marks could not correctly identify that 'Forming' was the first stage in group formation but mixed up the of 'storming' and 'norming'.

- (b) FF 0.52 and mean mark 2.1 (topic area – Psychology teambuilding)

Candidates had good knowledge of team cohesion, but many struggled to articulate strong evaluation in their responses using the correct terminology from the topic area. Responses performing well on this question showed that the candidates understood what was being asked for them by the command word for the question.

- (c) FF 0.53 and mean mark 4.2 (topic area – Psychology and socio-cultural)

Candidates had good knowledge of what would motivate people to become involved in exercise, sport and physical activity. But like the question (b) some struggled to articulate the assessment of these motives. And often responses were not achieving the marks in the AO3 band. Many answers were descriptive with elements of application in their nature limiting their responses to the four AO2 marks available. Responses performing well on this question showed that the candidates understood what was being asked for them by the command word for the question and offered assessment of the motives too.

Question 4

- (a) FF 0.58 and mean mark 4.7 (topic area – socio-cultural)

A common theme for the AO3 command words in this paper, was again evident in the responses to this question. With answers failing to analyse the role of universities on modern sport. Candidates often omitted the rationalisation part of the question and heavily focused on codification. Other common errors were candidates failing to focus on the 'Universities' role but focus on the role of '19th Century Public Schools' for large parts of their response.

- (b) FF 0.89 and mean mark 5.3 (topic area – socio-cultural)

This question was answered well, which suggests candidates were either more confident with the AO3 command word for this question or were more knowledgeable on the topic area allowing them to access the AO3 marks available. Candidates often correctly discussed that there was gender equality present in some/many areas of sport but there were also areas that lacked or where equality wasn't present.

Question 5

FF 0.70 and mean mark 9.8 (topic area – skill)

The largest mark question on the paper had an mean mark of 9.8 (max 14). This was down to candidates showing excellent knowledge of the various stages of learning and being able to correctly link guidance methods with appropriate stages of learning. Many responses focused on guidance with feedback appearing less often and in much less detail when it was used by candidates. The responses that were achieving higher marks were analysing across both guidance and feedback at the various stages of learning offering a more balanced response. Again, many candidates often matched guidance types with a particular learning stage (achieving AO1 and AO2 marks) rather than analysing them and looking at situations and scenarios where different approaches could also work missing out on the AO3 marks available. Feedback was often limited to intrinsic and extrinsic, which some candidates overlooking other areas/types of feedback that could be used across the stages of learning.

PHYSICAL EDUCATION
GCE Advanced Subsidiary

Summer 2025

COMPONENT 2: IMPROVING PERSONAL PERFORMANCE IN PHYSICAL EDUCATION

Overview of the Component

Component 2 is the non-examination assessment (NEA). It is designed to assess the following components via assessment objective 4 (AO4):

- Practical performance in one activity as a player/performer or coach.
- Personal performance analysis and evaluation (PPAE) with the aim of improving 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 and followed the correct protocols in preparation for their centre-based moderation day. Most centres undertook a live moderation, with a small number opting for 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 evidence.

The range of activities assessed continues to demonstrate the diversity available within the qualification. As in previous series, centres predominantly assessed students via the performance rather than the coaching pathway. Centres continue to demonstrate accuracy in assessment.

There is only a short window of time for centres to generate evidence and summer-based activities in particular need careful management to ensure that the start of March submission deadline is met. For summer activities e.g. athletics and cricket, evidence should be sourced early in the academic year to support the students. Please note that any evidence must be of the student performing/coaching within the academic year for which the candidate was entered.

Practical

Centres were largely consistent in their assessment of practical activities and there were few adjustments this series. Practical assessment took place across a range of activities which is pleasing. Most centres effectively used the full range of marks within the assessment bands, resulting in both live and recorded evidence being assessed accurately.

Centres are reminded that they should provide evidence of candidates performing in a fully competitive environment, notably within team game activities, to meet the assessment criteria. On occasions some centres were not able to demonstrate the required levels of performance to access the top band because of the standard of participants, available on the day, to make up full teams or opponents. We therefore strongly recommend centres have supplementary evidence on video to support candidate marks on the day.

This year evidence was uploaded to IAMIS and the centres that followed the E-Submission guidance mostly managed this process well. Good practise is the clear identification of candidates on video evidence. This can be achieved by circling the candidate, using an arrow or identification via an introduction at the beginning of the video.

Coaching

Coaching was selected by a minority of students and was assessed to varying degrees of accuracy. Better sessions focused on developing a range of skills and techniques to develop a specific aspect of performance.

The important concept is to demonstrate analysis and evaluation of own and performers progress within the session. Too often candidates used simplistic, very basic skills which did not enable candidates sufficient coaching opportunities to access the higher marks.

Coaching plans were often minimalistic and lacked detail. Better coaching plans showed how the specific session observed fitted into a macro scheme and how the specific focus would benefit the subject's performance in a competitive situation.

Personal Performance Analysis and Evaluation (PPAE's)

Most centres completed and submitted authentication sheets to accompany their PPAE's. Many centres are using electronic platforms to compose their projects and centres should be reminded that coursework must be fully annotated to show where students have accessed the marks awarded.

The PPAE has 2 elements (Analysis of Performance and Evaluation) with equal weighting of marks. Most students provided good quantitative data to analyse their performance. Candidates often focused on fitness results to evidence the Physical aspect of their performance. Better PPAE's included data covering tactical, technical and behavioural aspects of performance, often utilising self-assessment and statistical analysis to generate quantitative data.

Candidates often missed opportunities to access the top band in the evaluation section. The comparison of quantitative data pre and post training programme was key to those candidates achieving successful, detailed, and in-depth evaluations. Utilising coach feedback and notational analysis alongside self-assessment to make clear recommendations for improving performance. Better PPAE's also included an evaluation of underpinning theory and its relevance to improving performance. I would strongly recommend reviewing the PPAE marking grid in the specification.

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@eduqas.co.uk

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

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

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.eduqas.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.

[Regional Support Team | Eduqas](#)

Eduqas Qualifications

We are one of 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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk