



GCSE Examiners' Report

Physical Education (Short Course) 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.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	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and component level.</p> <p>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.</p>	<p>For unitised specifications click here:</p> <p>Results and Grade Boundaries and PRS (eduqas.co.uk)</p>

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

Exam Results Analysis	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.edukas.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

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Executive Summary

The overall qualification performed as expected, due to the low entries (460).

The performance in Component 1 varies year on year.

The performance in Component 2 Non-Examination Assessment (NEA) is stable. Entries were slightly higher than those in previous series.

Most candidates entered for the qualification are 16-year-old males.

Component 1

The paper follows a similar structure from series to series. The challenge of the paper met by candidates was of a similar level to 2023 but more accessible than 2019.

There was a higher attempt rate to questions where a framework was provided for the candidate response. These questions included multiple-choice, tick box options and table completion format. In addition to the attempt rate, the Principal Examiner (PE) also reported that questions with a framework were often answered better than more open questions. As often the case responses to AO1 were better answered compared to AO2 and AO3 questions, though there were also some notable gaps in AO1 knowledge throughout the paper. The questions with greater accessibility included questions 3c(i) (ff=0.80) and 4c (ff=0.88).

Application to relevant sporting examples needs to be more prevalent in candidate responses.

Ensure candidates provide a “WHY” to support their “WHAT” in questions requiring explanation and justification to achieve AO2 objectives.

Component 2

The mean mark is stable for matched 16's and has decreased for all candidates compared to 2023 series.

The Principal Moderator (PM) reported that centres had been largely consistent with their marking. A few adjustments had been necessary, though this was mostly applicable to new centres. These adjustments had helped keep the mean similar to that of 2023.

A wide range of activities were demonstrated by candidates and the PM agreed that the standards of practical work are largely in line with 2023. The PM noted an increase in entries for athletics and that these assessments had tended to be marked generously. Furthermore, the PM reported that in some centres, candidates were not fulfilling the rich task, as full sided games were not always shown. Therefore, candidates were unable to access elements of the assessment criteria.

All candidates were not always easily identifiable in the video evidence submitted (for activities that could not be seen live on the day). This made moderating some candidates challenging. The candidates should be shown fulfilling the rich task and easily identifiable with an accompanying identification team sheet if necessary.

Areas for improvement	Classroom resources	Brief description of resource
AO1 knowledge to alleviate gaps in knowledge	Specification Knowledge organisers	GCSE SC specification Knowledge organisers
AO2/ AO3 extended answers	Digital resources Portal	Blended learning resources Tips and hints for accessing AO2/AO3 marks
Examination technique	Exam walk through Past papers/ marks schemes	Examination hints and tips and how to prepare for NEA. Past papers/ mark schemes
Accurate completion of key documents	Key documents (non-examination assessment)	Relevant GCSE SC paperwork
Practical assessment and standard of video evidence: Accurate internal cross moderation and assessment of practical activities, particularly athletics and team games	Specification Assessment Criteria (appendix A) and Performance Skills (appendix C) Portal	The assessment criteria and performance skills identify the skills and techniques for each activity along with examples of how they can be demonstrated and assessed within the full context of the activity. CPD materials available on portal to support with the moderation process. New face to face CPD in the autumn term available – dates to be confirmed.
Team games: In some centres candidates were not seen fulfilling the rich task as they did not show full sided games.	Specification Portal by WJEC Face to face CPD available in the autumn term	Specification All previous CPD is available on WJEC portal to support with the moderation process.
Standard of video evidence and internal cross moderation:	Specification Portal by WJEC Face to face CPD available in the autumn term	Specification All previous CPD is available on WJEC portal to support with the standard of video evidence required.

PHYSICAL EDUCATION (SHORT COURSE)

GCSE

Summer 2024

COMPONENT 1: INTRODUCTION TO PHYSICAL EDUCATION

Overview of the Component

Overall performance in the examination was mixed with candidates scoring between 0 and into the low 50's. Whilst the paper proved to be accessible to all ability ranges there were still a high number of candidates who failed to attempt many questions highlighting a lack of AO1 specification knowledge. Though, compared to the 2023 series, there were less candidates who left whole sections of the paper unanswered.

Only the very top candidates with a high level of knowledge and understanding were able to gain the AO3 marks available. There were some candidates who were able to apply their knowledge to practical sporting examples to achieve the AO2 objectives, though this was also a notable area in need of improvement for most.

The highest attempt rate by candidates focused on questions 1a(i) (99.5%), 1c(i) (98.8%) and 4a (97.1%). Questions that had the lowest attempt rate included 3b(iii) (60.9%) and 3b(ii) (69.0%) with this pattern forming a trend within specific centres.

Mean by question was higher than 50% in 9/23 of the questions. The most difficult questions on the paper were 1c(ii) and 1d(i) with a facility factor (ff) score of 14.0 and 11.4 respectively. There were other questions with a facility factor of less than 30 indicating a lack of accessibility for candidates. These included questions 1b(ii), 1d(ii), 2a(i), 2c, 3b(ii), 3b(iii), 3d(i) and 3d(ii).

The most accessible questions proved to be in 3c(i) and 4c with facility factor scores of 80.2 and 87.7 and attempt rates of 90.9% and 94% respectively.

Comments on individual questions/sections

Q.1 Of the eight items within question 1, only three produced facility factors above 50. Questions 1a(i), 1a(ii) and 1c(i) were well answered highlighting that AO1 knowledge of reaction time was sound. This allowed some candidates to show application of knowledge and achieve the linked AO2 objectives that followed through within the question.

- (b) (i),(ii)** These questions on muscles fibres achieved facility factors of between 29-39, demonstrating a lack of accessibility. Some candidates correctly identified that fast twitch muscles fibres are used by the sprinter, but many were unable to justify the reasons why. The most comprehensive answers identified that fast twitch fibres were needed for explosive/ fast work to produce maximal power/ speed.

(ii) Justify your reasons for the muscle fibre identified in 1(b)(i).

[2]

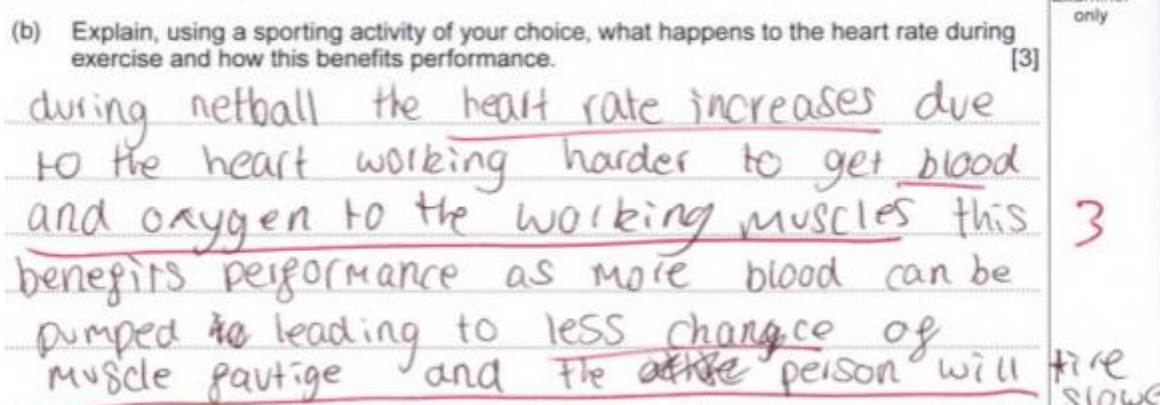
fast twitch ~~for~~ fibers release
energy ~~to~~ quickly this is important
for the sprinter to get maximal amount
of power possible in a short space
of time

- (c) (ii) This was one of the worst questions on the paper, achieving a facility factor of just 14.0 and a low mean of 0.4 out of 3. Knowledge of training zones was inconsistent amongst candidates, with those lacking in knowledge and understanding failing to achieve the AO2 objective of explaining why the chosen training zone was important to a sprinter.
- (d) (i),(ii) 1d(i) was the worst performing question on the paper where few candidates were able to identify the correct energy system, with many referring to basic aerobic/ anaerobic terminology. This highlights a potential gap in candidates' knowledge in this area of the specification. A similar pattern emerged here where a lack of knowledge in the correct energy system (ff=11.4) used by a 100m sprinter, led to poor explanation (ff=23.0).

Q.2 Three of the items in questions 2 achieved facility factors of between 20 and 40 and just one achieved high accessibility over 50.

- (a) (i) This was the worst answered item within question 2 with a mean of just 0.4 out of 1. Interestingly this was a simple AO1 question, yet many candidates failed to correctly identify the right ventricle from the diagram.
- (ii) Knowledge of the heart structure and its associated terms and values was inconsistent across the cohort of candidates (ff=42.7, mean of 1.6 out of 4). Many candidates were able to successfully define heart rate and provide an average resting value but there was limited success with stroke volume.

- (b) This was the best answered item in question 2, where over 50% of candidates were able to offer a correct explanation of what happens to the heart during exercise and could explain how this benefits performance.

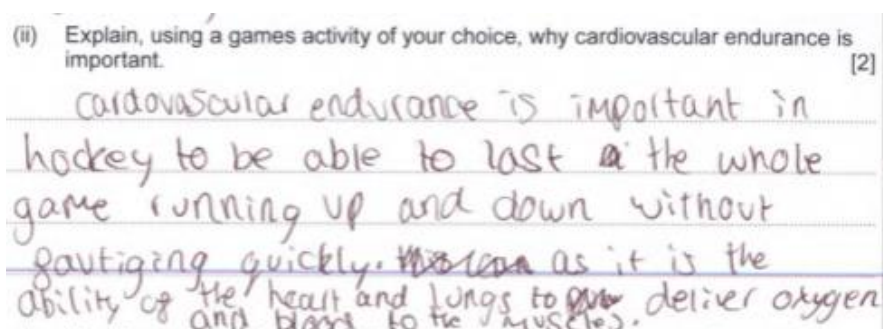


- (c) This was the worst item within question 2, producing a (ff) of just 24.6 and a low mean of 1.7 out of 7. In terms of understanding the effect of exercise on the heart (both short term and long term), candidates were limited in their responses. Many candidates found it difficult to use sporting examples in their response and lacked detail in their descriptions.

Q.3 There were ten items within question 3, with eight producing facility factors of between 30-80.

The two items that candidates found most challenging were 3b(ii) (ff=22.6, mean of 1.1 out of 5) and 3b(iii) (ff=24.7, mean 0.5 out of 2). It was also apparent that a lack of AO1 knowledge prohibited sound explanation at AO2. This was particularly evident in (a)(i) and (ii).

- (a) (i),(ii) Overall, the subsections at the start of this question were inconsistently answered. A significant number of candidates were unable to correctly define cardiovascular endurance, and in their application of its importance they failed to recognise the need for a 'games activity' and many referred to long distance running. This highlighted that some candidates did not read the question properly and without this correct application, they were unable to access top marks.



- (b) (ii) This was the worst answered item within question 3 with a facility factor of just 22.6. Although a small minority of candidates were able to achieve the AO3 objective associated with fartlek training, a large proportion of candidates struggled to articulate why it might be used by a games player to improve performance (mean of 1.1 out of 5). This not only highlights a lack of AO1 knowledge about fartlek training, but also a lack of understanding of the 'analyse' command word. Centres should spend time make candidates aware of the requirements of each assessment objective and associated command words.
- (b) (iii) This was the next worst answered item in question 3, producing a mean of just 0.5 out of 2. As in question (b)(ii), candidates' knowledge and application of fartlek training was poor, and the majority found it difficult to explain how overload could then be applied. The best answers included reference to increasing either the frequency, intensity or duration of training.

Q.4 The format of question 4 appeared to facilitate higher attempt rates of between 94-97% and higher facility factors of between 40-87. This indicates that candidates possibly find questions presented in a template format easier to access. Question 4c was the best answered with a facility factor of 87.7 and a mean of 1.8 out of 2, showing that the use of data to analyse fitness test scores was well interpreted and applied.

- (a) This was the worst answered item within question 4 (ff=40.3, mean of 2 out of 5). Very few candidates successfully completed a fully correct movement analysis, but a large proportion of candidates were able to access some of the marks available. Area's that produced the most incorrect responses were related to planes and levers.
- (b) This AO1 identify question produced a (ff) of 64.5, however, actual knowledge and understanding of all the muscle contractions was inconsistent and many candidates failed to access the full 3 marks. This again highlights gaps in AO1 specification knowledge and is something centres should look to focus on.

PHYSICAL EDUCATION (SHORT COURSE)

GCSE

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COMPONENT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

Overview of the Component

AO4: Demonstrating and applying relevant skills and techniques in physical activity and sport.

Learners will be assessed in:

- two different activities in the role of player/performer
- in one individual and one team sport from the approved lists of the activities in the specification.

The overall standard of performance within Component 2 was high. The majority of assessments were accurate, and all pupils are completing the correct number of activities to ensure they can access the full range of marks available.

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.

Tasks

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

There were a large range of sports seen over the course of the moderation process. Overall, the team sports were more accurately assessed than the individual sports. However, there were occasions where team sports did not achieve the assessment criteria as the numbers participating did not allow for a full sided game. This needs to be addressed moving forward.

Candidates can be assessed using video evidence if required. This can be very effective but does depend on the quality of the video evidence provided. The video evidence must match the mark that has been awarded. It is also essential that the candidates are easily identifiable on the video.

Internal standardisation needs to take place within schools to ensure that accurate marks are awarded to all pupils across the range of activities. On the whole marking was effective.

Practical Activities

Team games

For centres to be assessed accurately they must ensure that students are provided with the opportunity to perform in full sided games. Pupils cannot be awarded marks if they do not fulfil the assessment criteria. Small-sided games do not allow for accurate decision making and appropriate use of tactics. Within a full sided game, they can also demonstrate effective communication and use of appropriate strategies. Candidates should be playing in a specific position. Small-sided games do not allow the candidates to be observed in a specific position. If the centre is unable to offer a full-sided game for the purpose of moderation, video evidence is required. It is essential that small centres take this into consideration when choosing activities and presenting evidence for moderation.

Athletics/Swimming

For athletics and swimming activities students are only required to perform in one event. However, these events should be under competitive conditions. Candidates should be aware of all the rules and regulations that apply to their event and demonstrate this knowledge within their performance. To achieve Band 4, candidates must be able to perform all the skills that you would expect from a high performing candidate e.g., a swimmer cannot be in Band 4 without being able to perform correct starts and turns effectively. Sprinters in athletics should be using sprint starts, understand the various phases of the race, and have correct technique. Throwers should be throwing the correct weight implement for their age category. It is also important to check what competitions pupils are entering as some distances change through the age groups. Internal moderation is essential within centres to ensure fair and accurate marking across all activities. Throwing a shot putt in sports day once needs to be cross moderated with someone who has played football consistently for years.

Task marking

Comments on approaches to internal marking

Administration

Good communication is essential prior to the moderation taking place. Moderators should be in touch with centres before Christmas to ensure sufficient time to agree on dates and to answer any questions the centre may have. This should help eradicate any issues later in the process.

All PE1 and PE2 forms need to be completed and sent to the moderator 2 weeks prior to the moderation or by the first Friday in March, whichever is the earliest. These forms need to be clearly annotated with the appropriate activities identified. This is particularly important for athletics and swimming where the moderator will need to note which individual event they are participating in (e.g., athletics – 100m). Centres need to ensure they use the documentation provided rather than creating their own.

There has been an improvement during this series where most centres are meeting the deadline, though some are still missing annotations on both forms. It is important to note that PE2 forms should be completed in rank order whereas PE1 forms should be completed in descending candidate order.

IAMIS

Following completion of the practical assessment in school it is important the centres transfer their marks carefully onto IAMIS so that moderators can complete their moderation and write the reports. This should be completed as soon as the moderation has taken place. This allows the moderator time to complete the documentation required and chase up any errors. Some centres enter different marks onto IAMIS than they have on the PE1. Submitting the marks early allow for these errors to be rectified.

SURPASS

This was a new addition to this year's moderation process. The moderation day needs to be recorded and video footage needs to be uploaded to SURPASS within a week of the moderation day. In addition to the video footage the PE1 and PE2 documents also needs to be added to SURPASS. Any supporting documents that are produced by centres for the moderator on the day (such as information about which student is wearing which bib for identification purposes) also needs to be added to SURPASS.

Feedback throughout the series is that the quality of some recordings was low in standard, and this should be a key priority for 2025. In preparation for 2025, centres should consider the importance of recording all activities shown on moderation day. The evidence should demonstrate each activity in its full competitive context (Netball 7 v 7). The quality of the video should allow for clear recognition of all candidates involved in the activity (each clip should be accompanied with a candidate identification sheet). Although some high-quality video evidence was noted during this series, this is an increasing expectation for all centres moving into the 2025 series.

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

Qualification webpage: [GCSE 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/>

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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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