



GCSE Examiners' Report

Physical Education (Full 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.edugas.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 Edugas

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Executive Summary

The total number of entries for 2024 was just over 1,500. This was an increase of 20% on 2023. Age 16 males still account for the majority of candidates sitting the qualification.

Component 1

The paper follows a similar structure from series to series. The performance in Component 1 (written exam) produced a much higher mean than that of 2023 which demonstrated that Component 1 was more accessible to candidates.

Many questions within the paper were accessible, these included questions 1a, 1c, 1d, 2a, 2c, 3a, 3d, 3e, 4a, 4b, 4c, and 5a. The challenge for candidates came from questions 1b, 3b, 3c, 5c and 5d. The questions that had the poorest attempt rate were 1c (two bones found in the arm), 1e (muscle contractions), 2b (commercialisation), 2d (short term effects of exercise), 3b (principles of training), 4b (components of fitness) and 5c (feedback and the stages of learning). As often the case responses to AO1 were well answered in comparison to AO2 and AO3 questions.

Component 2

The mean mark was similar for all candidates with a slight increase for matched 16's in comparison to 2023 series. Centres are consistent with their marking and mark adjustments were comparable to previous series.

A wide range of activities were demonstrated by candidates as in previous years, with an increase in the number of entries for activities such as athletics and badminton. However, marks were slightly inflated in these activities at the top end. It is advisable that students participating in athletics and swimming activities know that they are only required to perform in one event and that these events should be under competitive conditions.

Performance Analysis and Evaluation (PAE) was assessed accurately but sections on monitoring and evaluation and recommended areas for improvement were assessed more generously. The recommendation for improvement section had been forgotten about in many centres or only briefly touched upon in others.

In preparation for 2025, centres must consider the importance of recording all activities shown on moderation day. The evidence should demonstrate each activity in its full competitive context. When assessing candidates in a practical activity the quality of the video should allow for clear recognition of all candidates involved with each clip being accompanied with a candidate identification sheet.

Areas for improvement	Classroom resources	Brief description of resource
AO1 knowledge to alleviate gaps in knowledge	Specification	GCSE SC specification
	Knowledge organisers	Knowledge organisers
AO2/ AO3 extended answers	Digital resources	Blended learning resources
	Portal	CPD: Tips and hints for accessing AO2/AO3 marks

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Summer 2024

COMPONENT 1: INTRODUCTION TO PHYSICAL EDUCATION

Overview of the Component

A very high number of candidates (98.2% and above) attempted questions on the Component 1 paper. The highest attempt rate by candidates focused on question 1d (99.8%) while 99.7% of candidates attempted 4a, 4c, 5a, 5b and 5d. Questions that had the lowest attempt rate included 1e (97%) and 5c (96.3%).

The questions with the lowest facility factor (ff), and therefore one's that candidates found most challenging were 3b (47.2), 3c (44.6), 5c (46.1) and 5d (46.1). The focus of this report will therefore be on the questions that were deemed most challenging, rather than those where the performance was as expected. As expected, candidates continue to do better with AO1 rather than AO2/ AO3 extended questions.

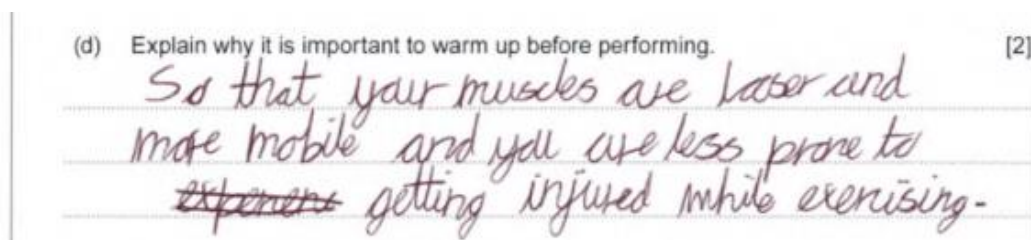
Comments on individual questions/sections

Q.1 Questions 1a (ff=76.0, mean=2.3 out of 3) and 1c (ff=84.6, mean=1.7 out of 2) facilitated the best outcomes for candidates.

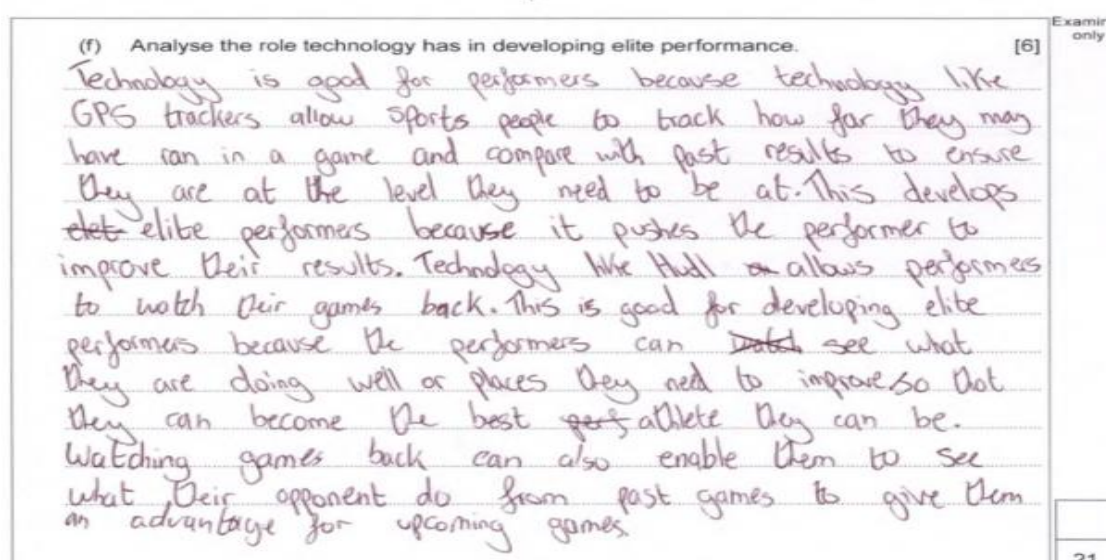
- (b)** With a (ff) of 50.9 (mean of 3.1 out of 6) many candidates, correctly identify that using fixed practice for long jump was appropriate. However, many answers were basic and not developed enough to justify (give reasons why) which was the AO2 command word.

In part (ii) candidates were clear about the characteristics of a skilled performer and were able to give relevant examples in many cases. However, some examples provided were too general and a successful answer required examples that directly related to the characteristic named.

- (d)** Despite an attempt rate of 99.8%, this question had a facility factor of 67.9. Some candidates could not always link the reason for warming up to performance (for the developed AO2 explanation). An example of a good response is below.



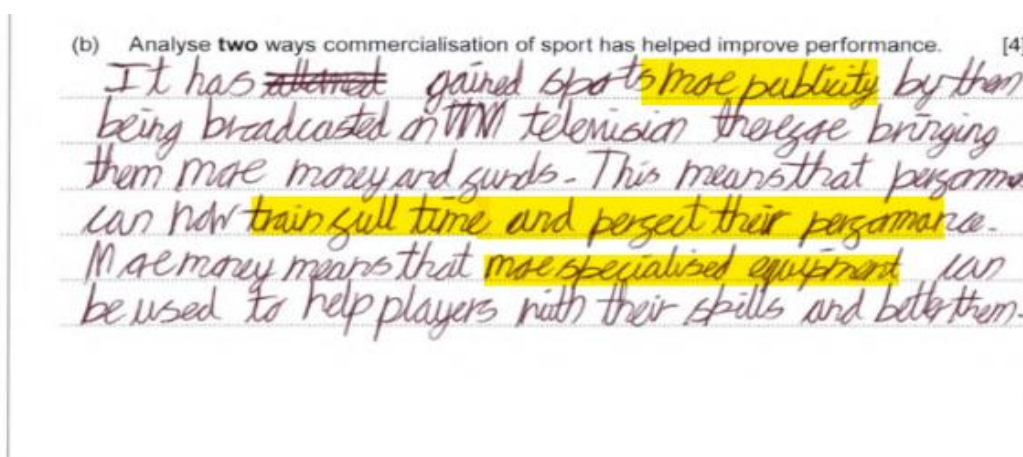
- (e) With a (ff) of just 58.6, this also had one of the lowest attempt rates (97%). Responses were short and did not have the full definition of the contractions. Some candidates were able to state a basic difference (which was the requirement on the contrast question asked), though answers tended to be short and lacking in description/ definition. The best answers made reference to an eccentric contraction involving the muscle lengthening, whereas concentric contraction involved a muscle shortening.
- (f) With a facility factor of 53.1 and an attempt rate of 99% most candidates showed good knowledge for AO1 awarding. Most responses analysed that technology helped a performer identify strengths and weaknesses. Some candidates went into the analysis (AO3) in a negative way, e.g. over reliance. The question asked about technology developing elite performance, and, at times responses went away from this requirement. Analysis about VAR and its relevance to the officials was not required. The candidate response below provides a good example.



Q.2 All of the items in question 2 achieved (ff) of between 50-60, apart from 2c which was more accessible to candidates (ff=66.8, mean=5.3 out of 8)

- (a) Candidates attempt rate was 99.6% to this question which had one of the highest SD on the paper (2.1). Part (i) was an analyse question which required the use of data in Figure 2. Candidates could not access Band 3 marks without this. The data analysis was completed well. Figure 2 also showed participation rates relating to gender and young people, but candidate analysis was too basic around these areas. Many candidates mistook this for a general participation question and related to general points e.g. religion or race, rather than those in the Figure. Centres should remind candidates to focus on the data provided in the question to facilitate an excellent response.

- (b) With a (ff) of 53.4 (mean of 2.1 out of 4) most candidates were able to refer to commercialisation helping sport through increased money for facilities /equipment. However, fewer were able to develop this into other reasons to access the more developed analysis. The exemplar below shows one way the candidates were able to access full marks.

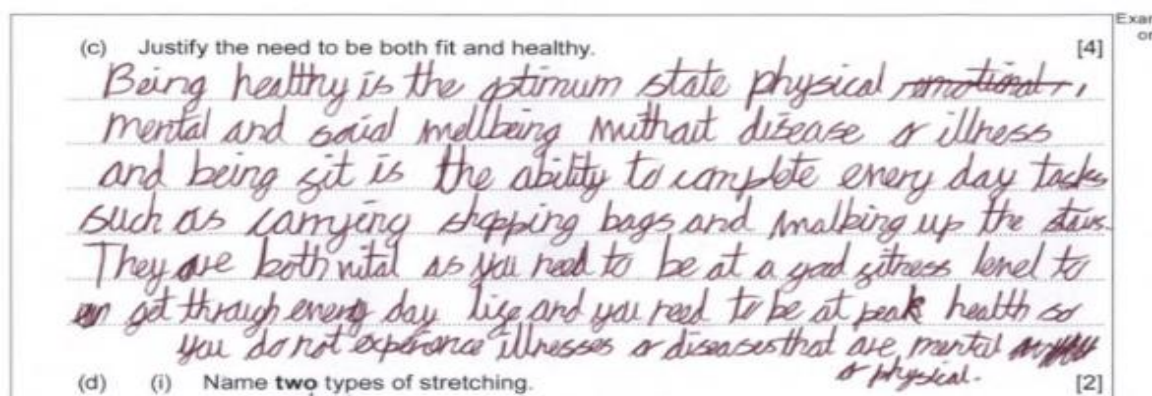


- (d) This produced one of the lower (ff) on the paper at 52.4, despite being a relatively simple AO1 question. This highlighted that although many candidates were able to identify some short-term effects of exercise (the most common was in relation to heart rate), lots struggled to recall and access full marks across all systems.

Q.3 This question produced mixed responses with some of the highest (d, e) and lowest (b and c) accessibility on the paper.

- (a) One of the larger SD on the paper (2.4) and a facility factor of 63.5 showed that candidates were able to analyse the data very well in part (i); giving reasons why and identifying the component of fitness measured in part (ii), which kept the mean fairly high for the question (7 out of 11). However, in part (iii) the AO3 marks required the candidates to evaluate how to improve the unfit persons CV fitness. This, at times, was limited to working in the aerobic zone and giving percentages to match. Candidates could not evaluate the need for progressing gradually so that the unfit person did not get injured. This limited access to the AO3 marks at the very top end.
- (b) Candidates attempt rate for this question was high at 98.6%, however, the mean remained below 50% (1.9 out of 4). This question required an explanation of why progression and overload are vital, whereas many candidates just gave a basic description of what progression and overload were. Centres would benefit from emphasising the assessment objectives and associated command words so that candidates are aware that an AO2 explain question necessitates a what and a why response.

- (c) With the lowest (ff) on the paper 44.6 many candidates just gave a description of fit and healthy which did not meet the criteria of the question. The question required an AO2 command of justify and therefore a developed justification (giving reasons why) was required for both areas, as seen in the example below.

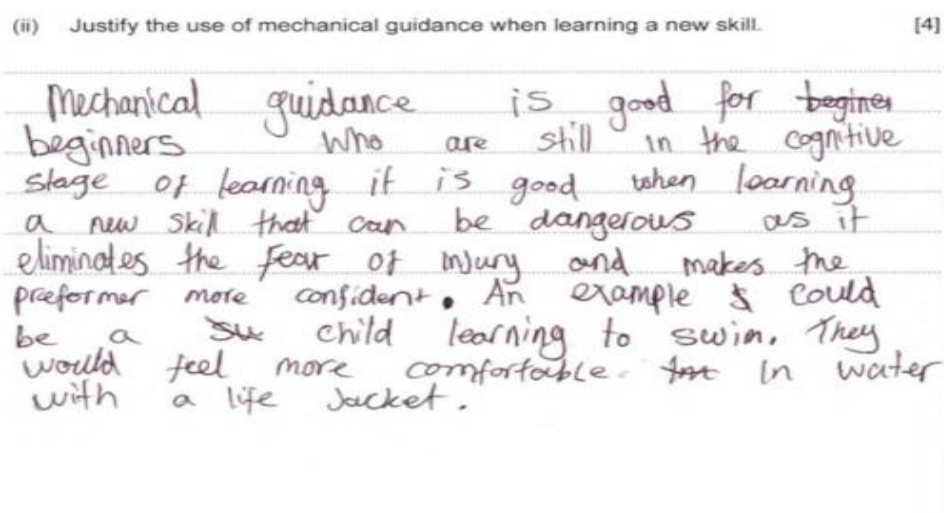


Q.4 All items of question 4 were generally well answered. 4a and b facilitated the best responses with (ff) in the high 70's. 4c was the most challenging question, though it still produced a high mean (10 out of 40).

- (c) Candidates attempt rate at this question was high at 99.7%, with a high mean, but one of the higher SD on the paper (2.7). Candidate responses to part (i) were often too generic and did not specifically reference the component of fitness previously defined. For example, going past a defender in netball, could describe many components. Whereas, specifically dodging an opponent to win the ball in netball clearly implies agility.

Q.5 5a facilitated the best outcome for candidates (ff=74.6, mean = 3.7 out of 5)

- (b) Despite a high attempt rate of 99.7% the (ff) was low at 54.8. Again, the AO2 command word was to 'justify' the use of mechanical guidance when learning a new skill. Many candidates described mechanical guidance. The best candidates were able to recognise the reasons why it is a useful guidance method when learning new skills as shown below.



- (c) One of the worst performing questions on the paper with a (ff) of 46.1 and an attempt rate of 96.3%. Evaluation was required for the AO3 awarding of marks, yet few candidates could access Band 3 marks for this question. The focus was very generic in terms of feedback rather than different types of feedback used and not always relating to the stages of learning. Most candidates referred to guidance instead of feedback.

The candidate below shows a succinct way of presenting the evaluation.

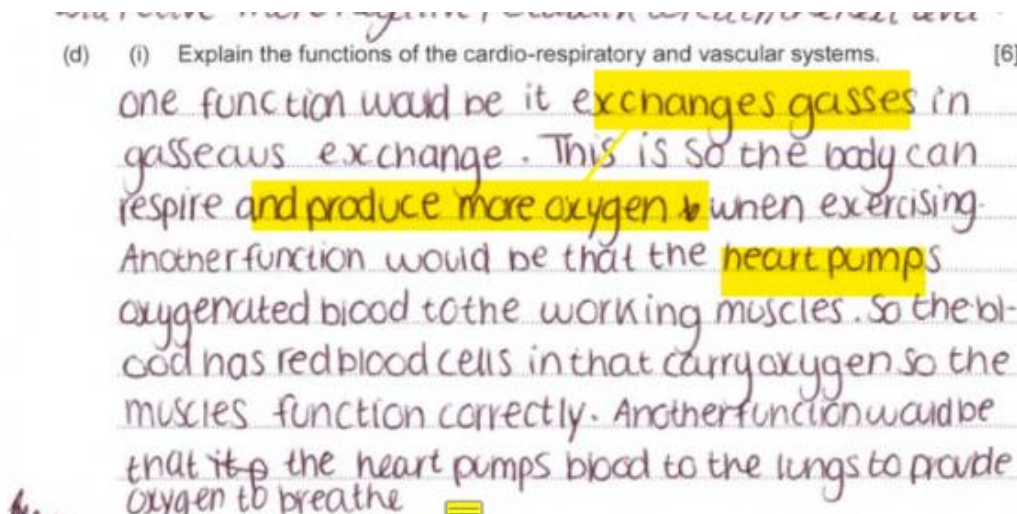
(c) Evaluate the types of feedback used in the three stages of learning. [6]

Cognitive learners (beginners) will primarily receive extrinsic feedback as they are not experienced enough in the sport to assess their own performance. They also need extrinsic feedback as they need positive reinforcement from their coach and those with more experience.

Intermediate learners would receive extrinsic feedback as well as intrinsic feedback. They are not experienced enough to assess themselves entirely with intrinsic feedback but are still able to correct themselves with basic skills.

Autonomous learners (experts) will primarily use intrinsic feedback as they are well versed in their sport and their skills should be carried out correctly. They would require extrinsic feedback when they need to be told the areas that they need to improve on as they don't need much extrinsic positive reinforcement.

- (d) Again, one of the worst performing questions on the paper with a (ff) of 46.1 but an attempt rate of 99.7%. In part (i) most candidates could offer a detailed explanation of the functions of the cardio-respiratory and vascular systems. The most common response seemed to be transportation of oxygen. Both cardio-respiratory and vascular systems needed to be addressed to gain full marks. An exemplar response is shown below.



Despite being tick boxes, parts (ii) and (iii) volume questions were poorly answered, possibly highlighting poor AO1 knowledge in this area of the specification.

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COMPONENT 2: THE ACTIVE PARTICIPANT IN PHYSICAL EDUCATION

Overview of the Component

Non-exam assessment:

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

A wide range of activities were demonstrated by candidates and there had been an increase in entries for activities such as athletics and badminton. Many moderators felt that centres had slightly inflated marks at the top end when assessing these activities. Some moderators also raised the requirement of full sided competitive matches in team games, to meet the assessment criteria. However, overall, centres had been largely consistent with their marking across all practical activities.

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

Practical Performance

The majority of assessment for practical activities was accurate, however, there were some inconsistencies noted in the evidence and assessment of team games, athletics, swimming and badminton. It is important that centres internally cross moderate so that the marks reflect the standard of performance across all the activities.

Team Games

For centres to be assessed accurately they must ensure that students are provided with the opportunity to perform in full sided competitive 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, candidates 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, then supplementary video evidence is required. It is essential that small centres take this into consideration when choosing activities to ensure consistency in assessment and fairness for all.

Athletics/Swimming

For athletics and swimming activities candidates are only required to perform in one event. However, these events should be under competitive conditions. Candidates should be aware of 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 use 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 cross moderation is essential within centres to ensure fair and accurate marking across all events. Throwing a shot putt in sports day needs to be cross moderated with someone who has played football consistently for years. This is again to ensure accuracy of assessment and fairness for all candidates.

Badminton

The quality of evidence produced for badminton was generally poorer in comparison to other sports. Candidates should be seen performing a full competitive match in either singles or doubles. Candidates should be able to select and perform a variety of skills and techniques and do so whilst applying emotional control. In some instances, candidates were unsure of the rules and scoring systems and were unable to effectively select the correct shot in a competitive situation. Centres are encouraged to apply the assessment criteria carefully here and to internally cross moderate performances against other activities to ensure consistency. Centres are also reminded of the importance of producing quality video evidence to support the mark. Some instances saw a static camera set up to cover multiple courts and thus much of the court play and shots furthest away were missed and difficult to moderate.

Performance Analysis and Evaluation

The Performance Analysis and Evaluation was overall accurately assessed. The self-analysis section of the coursework was a particular strength across all centres, where candidates were able to identify their own strengths and weaknesses and compare these results to national data. The strongest candidates were able to link these components of fitness to strengths in their performances and explain how they transferred. The use of relevant theory was evident in most centres, and this enabled candidates to plan appropriate training plans, considering methods of training, creating SMART targets and using the principles of training.

Most candidates had evidence of where they had collected data to track and monitor progress and the strongest candidates had been able to place this information into graphs and tables and explain how these results were linked to their training program. The monitoring and evaluation section and the recommended areas for improvement section were the weakest element of the coursework. Candidates should show regular monitoring of their program with regular adjustments to show a deeper understanding of how the training program is working and apply their theory of the principles of training.

The recommendation for improvement section had been forgotten about in many centres or only briefly touched upon in others. This is an area of the coursework where candidates can reflect on the program and suggest ways in which they could develop or improve the program moving forward. This should be a key area for consideration in 2025.

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 early 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. PE1 and PE2 forms are generally completed to a good standard, however it is important to note that PE2 forms should be completed in rank order whereas PE1 forms should be completed in descending candidate order.

Candidate Authentication Sheets (CAS) should also be made available for the moderator. A CAS form must be completed for each candidate with a breakdown of their practical profile including individual marks and total. The declaration must be dated and signed by both candidate and teacher to certify that all work has been carried out under the conditions set by the exam board.

IAMIS

Centres must enter candidates' marks onto the IAMIS system before the 5th May. It is recommended that this is completed as close to the moderation date as possible, and consideration is taken on the transfer of data from WJPE1 to IAMIS to reduce administration errors.

There has been an improvement during the 2024 series in the efficiency of centres uploading their marks before or very close to their moderation day. Few centres are still leaving their data entry late, and, in some cases, moderators have had to chase on the day leading up to the deadline. There have been fewer errors reported in data transfer, but we are still seeing some errors when checks are made with PE1 and within the IAMIS system.

Surpass

Surpass was a new addition to this year's moderation process. The moderation day needs to be recorded and this video footage needs to be uploaded to Surpass within one week of the moderation day. This audio-visual recording must contain all activities seen on the day. For centres involved in remote moderations, all information requested by the moderator must be uploaded prior to the pre-agreed moderation day to form part of the sample. In addition to the video footage the PE1 and PE2 documents also need to be uploaded. Any supporting documents produced for the moderator on the day (such as information about which student is wearing what bib for identification purposes) also need to be uploaded.

Feedback throughout the series is that the quality of some recordings was low in standard, and this should be a key priority for 2025.

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.

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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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