

GCSE



Chief Examiner's and
Principal Moderator's Report
Physical Education

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE PHYSICAL EDUCATION

Chief Examiner's Report

General

Summer 2019 was the first assessment of the Revised GCSE PE. This is a linear course assessed across three components:

- Component 1: Factors Underpinning Health and Performance. This component is assessed in a 1 hour 15-minute written examination worth 25 percent of the overall GCSE qualification.
- Component 2: Developing Performance. This component is assessed in a 1 hour 15-minute written examination worth 25 percent of the overall GCSE qualification. This component was eligible for omission for candidates entering the qualification in Summer 2022.
- Component 3: Individual Performances in Physical Activities and Sports. This component is assessed using controlled assessment worth 50 percent of the overall GCSE qualification. For candidates entering the qualification in Summer 2022 there was a reduction from three to two practical performances assessed.

Component 1 Factors Underpinning Health and Performance

Overview

Component 1 assessed the following three sections:

- 1 The Body at Work
- 2 Health and Lifestyle Decisions
- 3 The Active Leisure Industry

The candidates generally performed well in this paper, with the majority of responses ranging from good to outstanding. There were a few exceptions who answered with only minimal information.

Questions ranged from basic recall of subject content to those requiring higher order skills i.e. application of knowledge, analysis, interpretation and evaluation of information relating to the subject content. Almost all candidates attempted all the questions within the allocated time. The level of language used in the examination paper was candidate friendly, appropriate and appeared to be clearly understood.

The use of tables and figures in 11 of the 19 questions provided high levels of support to candidates and ensured there was no ambiguity in the questions for candidates; this also reduced the reading time required by candidates. Overall, the paper was effective in differentiating between the wide range of candidates entered.

Candidates were well prepared by centres, particularly considering the disruption to learning due to Covid 19. Most candidates demonstrated a sound knowledge base of the Body at Work and Health and Lifestyle Decisions. Many responses were clear and concise with appropriate use of technical terms, but some struggled to put their answers into a meaningful written form. The points made below on specific questions may be helpful in preparing future candidates for the written examination of Paper 1.

Q1 The function of the trachea, bronchus and alveoli were clearly stated by most candidates. Better responses used specific terminology to state the function of each. Weaker responses used basic terminology but were still given credit. For example, for the function of the trachea best responses stated, 'carries air from the nose, mouth and throat into the lungs' or 'the trachea has tiny hairs called cilia, which catch particles of dust that are removed through coughing'. The most basic and acceptable answer for the function of the trachea was 'takes air to the lungs.'

Best responses correctly stated the function of the diaphragm. Some incorrectly described the structure of the diaphragm instead of the function.

Q2 The acceptable correct answers were 'Fig. 2 shows the respiratory process of inspiration or inhalation'; and 'Fig. 3 shows the respiratory process of expiration or exhalation'. No other answers were accepted, for example breathing in or breathing out. A small number of candidates knew the names of the respiratory processes but got them mixed up e.g. they stated 'Fig. 2 showed the respiratory process of expiration' which was incorrect.

Q3 (a) This was an assessment objective one (AO1) question requiring candidates to recall their knowledge of the definition of vital capacity. Best responses correctly stated that 'vital capacity is the maximum amount of air you can exhale after maximal inspiration.' Many candidates confused vital capacity with cardiac output or stroke volume. When this was the case, this negatively affected their ability to attain all three marks in Section (b)(ii).

Q3 (b) (i) & (ii)

Nearly all candidates correctly identified Athlete B as the athlete who should be able to run the longest distance.

In Section (ii) most candidates attained a mark for explaining their choice of Athlete B as they had a larger vital capacity [1] which allows more oxygen to be delivered to the working muscles [1]. The more able candidates attained the third mark by explaining a larger vital capacity means Athlete B has a larger maximum capacity of the lungs or this will allow excess carbon dioxide to be exported from the body.

Candidates who confused vital capacity with cardiac output or stroke volume in Section (a) were awarded one mark for Section (ii) for explaining Athlete B has the largest vital capacity. Any further explanation of more blood being pumped around the body was not awarded marks.

Q4 (a) This was an AO1 question requiring candidates to recall their knowledge of the definition of minute ventilation. Best responses correctly stated that 'minute ventilation is the amount of air breathed in and out in one minute.' In this exam series leniency was given to candidates and they were awarded marks if they stated, 'minute ventilation is the amount of air breathed in one minute.' Again, a small number of candidates confused minute ventilation with cardiac output or stroke volume. When this was the case, this negatively affected their ability to attain all three marks in Section (b)(ii).

(b) (i) & (ii)

Nearly all candidates correctly identified Athlete A as the person's minute ventilation whilst exercising.

In Section (ii) many candidates attained all three marks for explaining their choice of Athlete A's calculation as their minute ventilation was higher [1] as they had to breathe faster [1] and deeper [1] when exercising. Candidates who confused minute ventilation with cardiac output or stroke volume in Section (a) only attained one mark for Section (ii) for explaining Athlete A's minute ventilation was higher. Further explanation of more blood being pumped around the body was not awarded marks.

- Q5** This question was marked in two sections and differentiated the range of candidates. Fig. 4 was included to prompt and support candidates by providing them with the names of the parts of the heart where blood flows. Some candidates did not understand how the blood flows around the body during physical activity and were awarded no marks. Almost all others showed a good understanding of how the blood flows around the body in physical activity and attained full marks.
- Q6** Answered well, nearly all candidates correctly identified the type of peripheral nervous system for each of the actions stated. The most common answers given to justify choice was that catching a ball is part of the somatic nervous system because it requires a voluntary action of our body; eye dilation is part of the autonomic nervous system because it is an involuntary/unconscious action.
- Q7** (a) Answered well, most candidates stated that when a person takes part in physical activity the main function of the skeletal muscles is to produce movement. Some stated the main function was to support and stabilise the joints or to produce heat; both these answers were accepted. Some candidates confused skeletal muscles with the skeletal system and wrongly stated that the main function of the skeletal muscles was to protect vital organs; this is incorrect.
- (b) Most candidates identified the correct skeletal muscle acting as the prime mover in flexing or extending the knee. A very small number of candidates did not state either hamstring or quadriceps in their answers but instead stated flexion/extension or agonist/antagonist. Candidates should practice reading questions; it was clear in the lead-in sentence and the diagram that the answers to (i) and (ii) should either be hamstring or quadriceps thus giving the candidates a 50/50 chance of attaining the marks available.
- (c) Answered well by most candidates. The most common responses were that muscles will contract more; increased blood flow to muscles; muscle temperature rises; increased lactic acid. Some incorrectly stated the long-term effects of exercise on other body systems.
- Q8** Here, candidates had to state three expected effects of optimal strength training on the skeletal system. Many gained the six marks available by using specific terminology and demonstrating excellent knowledge of the physical changes that occur in the skeletal system as a result of optimal strength training and how these help improve performance. Some candidates stated the physical changes that occur e.g., tendons thicken. However, they did not explain how this helps improve performance. These candidates were awarded Level 2 marks.

Some candidates incorrectly explained the long-term effects of optimal strength training on the muscular system instead of the skeletal system.

The quality of written communication for this answer was good to high with most candidates using specific terminology.

Q9 (a) & (b) This question proved very accessible and most candidates attained full marks. Nearly all candidates got both parts correct for Section (a). A few candidates did not use the specific terms of active and passive for the type of leisure activity shown e.g., stated 'inactive'. Terms different from active and passive as the type of leisure activity shown, were not credited. This is similar to Question 7(a); and illustrates the importance of reading the lead-in sentence and question carefully. Here, candidates were given a 50/50 chance of attaining the marks available.

In Section (b) most candidates were awarded the two marks available but their explanations on the difference between active and passive leisure were very limited. An example of the most basic acceptable answers included 'active leisure involves physical activity and passive leisure involves little movement.'

Q10 Answered well, this was an accessible question for candidates and the majority attained full marks. A small number of candidates incorrectly matched the library to the arts and entertainment sector instead of the home-based leisure sector, or incorrectly matched restaurants to the hospitality sector instead of the catering sector.

Q11 Answered well, most candidates scored full marks. Some did state repeated answers for example 'a negative consequence of neglecting social well-being is depression' and stated the same negative consequence of neglecting mental well-being. These were acceptable answers, and both were awarded marks as the question did not state that the key aspects must be different.

Q12 (a) & (b) Answered well, in Section (a) most candidates stated the correct number of recommended hours of sleep for a 16-year-old being as 8-10 hours. Candidates who answered incorrectly generally gave an answer outside of this range.

Most candidates attained the full marks for Section (b). There was a wide range of acceptable answers with the most common being no blue light/ phone 30 minutes before bed, sleep in a dark room, do not drink caffeine before bed, exercise regularly and earlier in the day to tire you.

Q13 Answered well, most candidates attained full marks and nearly all attained at least two marks. There was a wide range of acceptable answers including: alcohol; easily accessible; cheap to buy; and peer pressure.

Q14 Answered well, most students stated how performance in physical activity or sport could be hindered if a person were to take a hallucinogenic drug. A small number of candidates did not state how performance will be hindered, for example they stated 'balance' but needed to state 'poor balance' to be awarded the mark.

Q15 This was an AO1 question requiring candidates to recall their knowledge of the effect of the different components of tobacco on a person's physical performance. Candidates' answers on the components of tar and carbon monoxide were mostly correct, however responses in relation to nicotine were quite poor.

Q16 (a) & (b) Nearly all candidates stated two positive or negative effects of the media, but only a few stated how these effects affect a person's lifestyle decisions about sustaining involvement in physical activity.

Q17 This question assessed AO3 and required candidates to evaluate a student's nutrition audit. As the information required to identify three strengths and three areas for improvement in the student's eating pattern was provided in Table 5, nearly all candidates were able to evaluate the information to attain at least a Level 2 mark. The best responses provided a highly detailed evaluation of the strengths and areas for improvement of the nutritional audit against the advice and recommendations on nutrition from the Public Health Agency. The layout of the answer section seemed to help candidates to structure their answer clearly into strengths and areas of improvement. The quality of written communication for this answer was good to high, and most candidates used appropriate specific terminology.

Q18 (a) Answered well. This question assessed AO3 and required candidates to evaluate a food label (Table 5) against the Food Agency traffic light system (Table 7). Most candidates scored at least three marks for this question. The Food Agency traffic light system appeared to help candidates make clear comparisons between the two tables and comment on their findings. The figures in the food label were clearly in each of the Food Agency's categories of high, medium or low. Some candidates however did not know that sodium in Table 6 was salt in Table 7. The most common correct answers given by candidates included the 20 g of fat is too high in the red category; the 8g of saturated fat is too high/in the red category; the sugar content for this meal is low in the green category; the salt level is in the medium/amber category.

(b) Answered well, nearly all candidates identified correctly two other specific types of information that may be included on the food label of a pre-prepared meal. There was a wide range of acceptable responses from candidates. Some of these included suitable for vegetarians/vegans; manufacturers details address/phone number; organic; gluten free; cooking instruction. A small number of candidates attained no marks for this answer as they stated information that was already included on the food label for example, salt, protein, calories.

Q19 (a) Event management was new content within GCSE PE for first assessment in Summer 2019. The 2022 Paper 1 included the first assessment of candidates' ability to demonstrate understanding of how to plan effectively to successfully run a ladder competition.

Most candidates answered Section (a) well and planned an appropriate and effective ladder competition. They ranked the students on the ladder from top to bottom or bottom to top; and put student G either at the top or the bottom of the ladder. These candidates' explanations demonstrated a highly competent understanding of creating a ladder competition for eight players. For example, a candidate wrote 'students were placed on the ladder in rank order. The more skilful students were placed at the top of the ladder. Student G was placed at the bottom of the ladder as they have never played before and will have to work their way up the ladder.' Some candidates placed the students in random order on the ladder, this was only awarded marks if the reasoning behind this was clearly explained. For example, 'I placed the students in a random order on the ladder to give everyone an equal chance of getting to the top of the ladder by the end of the competition.'

Some candidates showed little or no knowledge or understanding of how to plan a ladder competition so instead created a league or knockout competition and received no credit.

- (b)** The best answers in this section were specific to challenging other players or being challenged by other players on the ladder. For example, you cannot challenge the same person twice in a row; you cannot challenge someone below you on the ladder. Answers that were not accepted were the rules of playing squash or generic sportsmanship rules for example, show respect, no foul language, no cheating.
- (c)** Answered well, nearly all candidates stated that the overall winner is the player at the top of the ladder at the end of the competition.

The candidates who showed little or no knowledge or understanding of how to plan a ladder competition in Sections (a) and (b) answered this section as if it was a league or knockout competition for example, the team who has the most points wins, or the team who wins the most games wins, these answers were not credited.

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Component 2: Developing Performance

Unit Overview

Component 2 assessed the following two sections:

4 Developing Physical Fitness for Performance

5 Developing Skilled Performance

The range of questions allowed candidates to respond positively, with the standard of responses ranging from good to outstanding. Nearly all candidates attempted all the questions within the allocated time. The level of language used in the examination was candidate friendly, appropriate and clearly understood by most candidates. The tables and figures provided enhanced the readability of the paper for all candidates. Overall, the paper was effective in differentiating across the range of candidates entered. Questions ranged from basic recall to those requiring the use of higher order skills i.e. application of knowledge and explanation of decisions or analysis, interpretation and evaluation of information. Almost all candidates appeared well prepared, and many demonstrated a sound knowledge base. This was particularly evident in candidates' responses to questions that required recall of concepts, facts, terminology, principles and methods. However, when required to apply their knowledge and understanding to create a given training programme fewer candidates did this effectively. Most candidates demonstrated a very good knowledge and understanding of developing skilled performance and responded clearly and concisely with an appropriate use of technical terms.

As this component was eligible for omission in Summer 2022 the entry comprised only four centres.

The following review of candidates' responses may be helpful in future preparation for Paper 2.

- Q1** Answered well. Most candidates stated that physical fitness was the ability of a person to perform tasks efficiently and effectively.
- Q2** Answered well. Most candidates explained how physical fitness is a relative concept.i.e. the differing importance of components of fitness in different sports or positions. Some candidates attained one mark as they only stated different types of sports or events e.g. 100m sprint compared with the marathon but did not explain the relative importance of the specific component of fitness e.g. anaerobic fitness is more important for the 100m sprinter compared with aerobic fitness being more important to the marathon runner.
- Q3 (a), (b), (c) & (d)**
 Answered well. Most candidates identified the correct component of fitness and how it could be used in a specific track or field athletic event in each section. A few correctly identified the component of fitness described but did not state how the component of fitness would be specifically needed in a track or field athletic event but instead a game e.g. football. They were awarded one out of the two available marks in each section.

Q4 (a) & (b) Answered well. In Section (a) and (b) most candidates identified the correct training zone to develop the specific area of fitness. In Section (b) some wrongly identified training zone A. Candidates explained their choice of training zone using subject specific language with the most common answers for Section (a) being the player would be working at a hard to maximum intensity, for a short period of time; for Section (b) training zone B would allow the player to work at a moderate to vigorous intensity for a longer period, without getting tired

Q5 (a), (b), (c) & (d)

Answered well. Most candidates identified the correct principle of training described in each section. Many demonstrated a very good knowledge and ability to explain the different principles of training. Some candidates attained two of the three available marks as their explanation of the principle of training was basic e.g. in Section (a) candidates identified progressive overload as the correct principle of training [1] and in their explanation they stated this allows the body's systems to adapt [1]. For the third mark the candidate was required to explain how this would help improve the team's fitness and to overload the body's systems again. A small number of candidates for Section (d) incorrectly identified tedium as the training method.

Q6 This question was answered in a way that demonstrated basic knowledge amongst most candidates. However, in comparison to a previous question on periodisation in 2019 there has been an improvement in the candidates' responses. Most candidates knew the timing of each phase in a training calendar but not the specific training focus of each phase. Some responses in each section were repetitive and showed little understanding. This question provided an opportunity to differentiate and challenge the stronger candidates. Even the weakest responses still attained marks within the Level 1 bracket. This is a principle of training that may require further focus by centres for future assessments.

Q7 (a) Answered well. Most candidates were able to explain that both anaerobic and aerobic training would be important for a midfield player. The most common responses stated that anaerobic fitness is important to be able to sprint to a ball, requiring the midfielder to work at a high intensity for short periods of time; aerobic fitness is important for a midfield player to be able to last the full 60minutes of a game.

Q7 (b) & (c) Answered well, most candidates attained the two marks available for each of these sections. In Section (b) most responses stated, 'continuous steady-pace training improves aerobic fitness and muscular endurance'. In Section (c) the most common responses stated 'continuous steady-pace training is not specific to improving a midfield player's anaerobic fitness and that a midfielder would not always be working at a steady-pace', so demonstrating a good understanding of what continuous steady pace training involved.

(d) (i), (ii) & (iii)

Answered well. Most candidates correctly identified an appropriate training method to develop aerobic and anaerobic fitness for a midfield player. The most common answer was fartlek training. Most candidates showed a good understanding of each of the training methods. In Section (iii) the most common answers were that the training method would develop both aerobic [1] and anaerobic fitness [1] or that the training method e.g. fartlek replicated the play of a midfielder better with bursts of high intensity followed by lower intensity work [1].

Q8 (a), (b) & (c)

Answered well. Most candidates attained the full marks available for this question. Some lost marks as they repeated answers in each of the sections. Overall candidates showed good or very good understanding of the reasons for assessing physical fitness.

Q9 The images were provided to ensure all candidates were aware what the vertical jump test involved. These appeared helpful as this question was answered well by most candidates. Most candidates stated that this would be a suitable test for a games player as they would require good leg power to jump upwards effectively e.g. to catch or head a ball. Better answers evaluated the suitability of the test further by explaining how the vertical jump test is specific to assessing muscular power of the player's legs but not of a player's overall muscular power e.g. upper body or the player's muscular power to explosively launch into a sprint forward to drive for the ball. Many candidates identified that this test only assesses one component of fitness and other components may be just as important to the player's overall game.

Q10 This question asked the candidates to plan a cool-down for a sport of their choice to include the planned activities, intensity and time. A small number of candidates attained the full marks available for this question.

Most candidates planned an appropriate pulse-lowering activity e.g. for a football session the activity planned was run/jog/walk. A small number of candidates did not plan an appropriate pulse-lowering activity e.g. for a swim session they stated running as the activity. Most candidates planned to gradually decrease the intensity from the level at the end of the workout e.g. jog at 4RPE, but only some candidates planned to continue the reduction of intensity towards resting heart rate e.g. go from a jog to a walk at 3 RPE. Many candidates selected an appropriate time for the pulse lowering activity, but the most common wrong answer was 20 minutes.

Most candidates planned appropriate flexibility exercises e.g. stating static or dynamic exercises. Many candidates planned for the static or dynamic exercises to cover all areas of the body. Some candidates correctly planned the correct intensity or time for the flexibility exercises.

A small number of candidates planned a full training session instead of a cool down. These observations suggest that centres should focus more on developing the candidates' ability to plan each element of a training programme.

Q11 Answered well. Nearly all candidates selected Student B's target as SMART and more suitable to lead to improvement. Most candidates evaluated each of the SMART aspects of Student B's target clearly, which was required for a Level 3 answer. Some went further and evaluated why the other targets were not SMART using specific examples. More basic answers identified Student B's target as being SMART but did not explain why this was.

Q12 There were a wide range of responses and most of these were accepted e.g. coordinated and accurate performance and consistently accurate.

Q13 (a) & (b) Answered well. Most candidates stated fixed or drill practice as the most effective type of practice for learning a closed skill because it involves practicing the skill repeatedly under the same conditions.

Note: in this question the candidate must have stated the correct type of practice most suitable to the learning of a closed skill to be awarded marks for the justification of their choice in Section (b).

- Q14** Answered well. Most candidates demonstrated a clear and competent understanding of what variable practice involves and why it would be best suited to the learning of an open skill. The most common response was that variable practice is suitable to learning open skills as the training takes place in a variety of different conditions and situations, and open skills are those performed in conditions which are always changing.
- Q15** Many candidates did not understand the difference between concurrent and terminal feedback and many left no response. The best responses were concise and demonstrated a clear understanding of concurrent feedback being given during the performance of a skill and terminal feedback being given after the skill has been performed.
- Q16** Answered well. Most candidates gave a specific example of when good reaction time would benefit a 1500m runner other than at the start of the race. The two most common responses were in the middle of the race if an opponent falls, they will be able to react quickly to run around them; or at the end of the race if someone tries to overtake them, they will be able to react quickly to run faster to get ahead of them.
- Q17 (a) & (b)** Nearly all candidates were able to identify dribbling a football as the more complex skill in Section (a) and clearly evaluate the reason for this, drawing on their knowledge of the basic to complex continuum. Most candidates used clear and appropriate examples of performing the skill to clarify their evaluation. For example, dribbling a football requires more concentration as you need to have good eye to foot co-ordination to keep the ball under control whereas the marathon runner only needs to focus on their running style.
- Q18 (a)** Nearly all candidates correctly selected 'D' the standing stork test. They justified this by stating balance was the factor underpinning the gymnast's ability to perform the skill shown in Figure 4.
- Q18 (b) & (c)** Most candidates answered Section (b) and (c) well. Most correctly identified manual or physical guidance being given to the gymnast. A few incorrectly identified the guidance as mechanical guidance.
- Most candidates demonstrated a very good ability to evaluate the suitability of manual guidance for a cognitive learner and used good subject specific language to evaluate their reasons. The most common responses included: 'this type of guidance would give a cognitive learner confidence to try the skill'; 'there was less chance of the gymnast falling off the beam and injuring themselves'; and that 'it allowed the gymnast to get a kinesthetic feel for the skill'. The best answers in Section (c) included reasons why manual guidance is both suitable and unsuitable for a young gymnast. For example, candidates explained how visual guidance may be more beneficial to the cognitive learner as it would give them a mental image; or the young gymnast may become over reliant on the coach's support to be able to try the skill on their own.

Principal Moderator's Report

Component 3 Individual Performances in Physical Activities and Sport

Pre – Moderation

During summer 2022 the GCSE Physical Education Moderation team conducted assessments of 2330 candidates across 98 centres. The E-Candidate Record Sheet [ECRS] system of entry removed the need for teachers and moderators to collate marks for each candidate and ensured this aspect of the assessment process was error free.

The following points are notable as well as important reminders for future series':

- Marks for five sub-sections were not required online however, teachers were required to retain a record of these for the visiting moderator.
- Contact between moderators and assigned centres was excellent.
- Details of 'sample candidates' to be observed were relayed to the moderator who immediately set up a much-appreciated line of support for the teacher in charge.
- Teachers completed a pre-moderation checklist with proposed timings and locations for the visiting moderation.
- Some candidates had to be replaced due to injury or Covid. Replacements were mostly, agreed prior to the visit but late changes were informed by the activities on offer and candidate choices. Where 'on-the-day' changes were required it was important to note that all candidates were required to be available. Only 'sample candidates' are required to be seen; the remainder should be on 'standby' but can attend normal classes.
- Having been removed from the moderation process for so long, teachers were clearly anxious about moderation visits, however, they are to be congratulated on their excellent organisation in facilitating what proved to be a very successful summer 2022 series.

Detailed guidance on the completion of all aspects of administration is given in the GCSE Physical Education Instructions to Teachers Booklet (available on the GCSE Physical Education web page).

Component 3(a) The quality, efficiency and effectiveness of performances in physical activities and sports

Candidates are assessed on their ability to perform efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities/sports. They are also assessed on their ability to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules of their physical activities/sports.

Due to public health restrictions, addendums were made to the specification reducing practical performances from three to two. At least one of the activities/sports had to be centre controlled and carried out under teachers' direct supervision. Candidates could be assessed in only one activity/sport with no direct teacher supervision. (They could also choose to use this non-centre-controlled activity for their oral analysis in Component 3(b).)

Please note: This applied only to candidates entering the qualification in Summer 2022. If centres intend to assess candidates in an activity/sport taken outside the teacher's direct supervision, then centres must notify CCEA using the Non-Centre Controlled Activity form available from the GCSE Physical Education web page at www.ccea.org.uk. The form must be submitted before candidates start the activity/sport and, in all cases, no later than the end of the Autumn term in Year 12.

Activities/sports completed outside school must be carried out under the guidance of the relevant governing body. They must be taken by suitably qualified governing body coaches, working with the centre. The teacher must make sure that the assessment is fair and uses CCEA's assessment criteria. Many centres have used governing bodies to deliver activities such as Orienteering, Rock Climbing and Equestrian Events and whilst these activities have proved very successful, it is essential that the teacher oversees and takes responsibility for the assessment of their candidates in conjunction with the qualified coach. The Moderator will contact the coach before the moderation to confirm the assessment is fair and meets CCEA's criteria.

Team games continue to feature prominently at moderation visits. It is important that a second member of staff is available to referee/umpire games allowing the moderating teacher to focus on observation. It is also helpful, prior to the game, to observe candidates in drills that demonstrate the skills of the sport. Candidates marked as 'top range', should be seen performing drills that reflect this level of expertise. Clear identification of candidates is crucial – a different coloured bib from the team bibs works best.

Teachers showed a good understanding of the required standard in games activities and accurately assessed their candidates using the assessment criteria in five key areas: strategies; skills; fitness; attitudes/behaviour and rules/etiquette.

Some centres played full-sided games while others played conditioned games. The conditioned games often provided opportunities for candidates to demonstrate decision making; positioning; use of space; range of skills and fitness, more effectively.

Small-sided team games also worked well. Even with fewer players, formations and allocated positions were feasible and strategies and tactics were still evident as were a range of skills, fitness levels, positive attitudes and knowledge of the rules.

Moderators need teachers to assess performances 'on the day' and to provide a score for each candidate in the sample. The most effective approach saw the teacher commenting to the moderator as they both observed candidates performing. Teachers shared their judgement of the candidates' understanding and application of strategies and tactics; communication; decision making; positioning; use of space; and their range and effectiveness of performing the skills of the activity. This continual evaluation of the competitive game/situation enabled teachers to identify and communicate their assessment of good and bad aspects of candidates' performances and then justify marks they believed candidates merited on the day. This approach removed the need for a long conversation after candidates had stopped performing. It was also beneficial because it allowed the candidates who were to evaluate their own and others' performances in the activity to start that process much sooner.

Fitness Testing was the most popular activity in 2022. As demonstrated at Agreement Trials, candidates must set up the fitness testing equipment and then describe the protocols for each test. The centre set-up must also allow the teacher and Visiting Moderator to observe the six candidates performing their three chosen tests. It was good practice to have more than one candidate involved in the timing, measuring or counting. This emphasised the importance of following test protocol to ensure scores are valid and reliable. In practical terms this was best demonstrated in counting the number of press-up or sit-ups. A minority of centres were unaware of November 2020 changes to the press up and sit up protocol stating that both these tests are continuous and no rest is allowed.

Activity: Event Manager

In place of one physical activity or sport, candidates may choose to be assessed as an event manager.

At moderation, candidates should:

- explain the range of skills and actions required for successful event management;
- explain how they applied these skills and actions when organising physical activities or sports events;
- explain the strategies and compositional principles they used in planning physical activities or sports events;
- explain how they met time management demands and deadlines when organising physical activities or sports events;
- explain the personal qualities, attitudes and behaviours that they applied when organising physical activities or sports events;
- explain their role as event manager and the roles of others involved when organising physical activities or sports events.

Excellent practice was observed in many centres where candidates either organised a school competition as an individual or shared the organisation of a more high-profile inter-schools tournament in a group situation. In all situations candidates brought their own support materials and used these as an aide memoire to support their explanations and accounts of the event. It is important to note that these support materials are strictly an 'aide memoir' for the candidate and are not assessed by the moderator. It was encouraging to witness the work experience and high level of learning taking place in this activity.

Component 3(b) The quality of analysis and evaluation of performances

Candidates are assessed on their ability to analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities or sports, along with fitness levels, attitudes, behaviours and compliance with the rules of their physical activities or sports. (See support template below).

	Rules & Health & Safety	Attitude & Behaviours	Physical Fitness	Range of Skills	Strategic/Tactical Compositional Principles	Total
Max	5	5	10	15	15	45/50
Pre plan	2/2	0/2	4/4	6/6	6/6	18/20
Live	3/3	0/3	6/6	9/9	9/9	27/30

Teachers should continually assess candidates when they analyse and evaluate their own and others' performances and communicate their findings.

At moderation teachers and candidates heeded the support template, shared at previous Agreement Trials. This reminded candidates that they could be credited for recalling details of their preparation and performances prior to 'the day' and use this knowledge to assess their performance on the day of moderation.

It is important to note that whilst some marks may be awarded for pre-planned information most marks are awarded for commentary on performances on the day of moderation.

In this series there was a lot of rehearsed information provided by candidates and it was found they needed to be questioned and encouraged to talk about what had happened during the performance. Without this questioning, candidates were not accessing the top range. Examples of Moderator or teachers' questions:

- Who was best player?
- What made them the best player?
- What were the strength/weaknesses of players marking you?
- How did you deal with players marking you?
- What did you do well?
- What could you do better?
- What was the ref/umpire like today?

Many candidates referred to performances overall as being 'good' or 'OK'. Candidates should be familiar with the CCEA descriptors when assessing their overall performances e.g. limited; moderate; good; very good; excellent or outstanding and these descriptors should be used when providing a judgement

Further training in this component will be offered at the Agreement Trial in autumn 2022.

Centres are to be commended for supplying supplementary evidence in the form of video recordings, competition results, activity logs, testimonials and certificates of achievement of candidates who participate in non-centre activities. As witnessed during the COVID pandemic, it is crucial that teachers make every effort to keep records of ALL candidates in ALL activities in as many formats as possible so that assessment can be more easily justified.

All teachers are strongly advised to attend the Agreement Trials and review the materials shared at this event to remain fully aware of the requirements for the 2023 Summer assessment series.

Contact details

The following information provides contact details for key staff members:

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