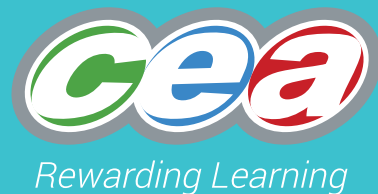


GCSE



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

Summer Series 2023



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 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

Subject Overview

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% of the overall qualification.
- Component 2: Developing Performance. This component is assessed in a 1 hour 15-minute written examination worth 25% of the overall qualification.
- Component 3: Individual Performances in Physical Activities and Sports. This component uses controlled assessment worth 50% of the overall GCSE qualification.

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

Most candidates appeared to have been well prepared and demonstrated a sound knowledge of the Body at Work, Health and Lifestyle Decisions and Event Management content.

- Q1**
- (a) Most candidates clearly stated a specific example of how the skeleton protects the vital organs. Where the ribs were given as an example, credit was given.
 - (b) Calcium was the most common answer provided as a type of mineral stored in the bones.
 - (c) With bone marrow being the common response. Bone tissue or red bone marrow were accepted.
 - (d) The most common response stated that the skeleton provides a rigid framework keeping the body in an upright position. Other responses used basic terminology alongside stating 'upright position' but were given credit e.g., 'holds the body together otherwise it would be floppy or crumble or like jelly'.
 - (e) This required an AO2 response and reference to the muscles and skeleton working together to allow movement. Most responses stated the role of the synovial joints but overlooked muscle attached to the skeleton contract and pull on the bones, which function as levers to create movement. Credit was given to responses that explained how tendons connect to muscle to allow movement.

- Q2 (a)** Nearly all candidates correctly identified C
(b) Nearly all candidates correctly identified A
- Q3** Most responses were awarded a maximum three marks. A few candidates incorrectly stated gaseous exchange instead of diffusion.
- Q4** Nearly all candidates correctly explained that food is broken down into smaller pieces by the teeth and tongue and saliva is secreted into the mouth to moisten the food. Four marks were awarded for a thorough understanding of the role of the mouth as part of the digestion system including the use of mechanical and chemical digestion.
- Q5** Most candidates explained that an artery is structured to enable it to pump blood away from the heart at high velocity and under pressure. Candidates who only stated that blood was being pumped under pressure away from the heart were awarded one mark.
- Q6 (a)** Most candidates defined cardiac output accurately. A few, incorrectly, provided a definition for minute ventilation.
(b) (i) Nearly all candidates identified calculation B. A few incorrectly identified A which meant they scored zero marks again in the connected Part 6 (b) (ii).
(ii) Most candidates scored two out of the three marks available. Nearly all stated that B showed a higher cardiac output of a person who is exercising, compared with person A who is at rest. Most candidates stated cardiac output is higher because the person requires more oxygen to be transported to the working muscles. A description of breathing did not receive credit. Best responses included removal of waste products, heart rate increases, cardiac output increases causing an increase in both venous return and stroke volume.
- Q7** Some candidates demonstrated excellent knowledge of the long-term effects that occur in the slow twitch muscle fibres and how this helps improve performance and used relevant terminology, attaining Level 3 (5-6 marks). Some did not identify any long-term effects. Some stated long-term effects only, with no explanation on how each could improve performance. One mark was awarded for each correct long-term effect. Most candidates scored Level 2 (3-4 marks) with a competent understanding, using appropriate terminology, of the long-term effects of myoglobin, mitochondria but omitted an increased network of capillaries.
- Q8** This question attracted the weakest responses of the whole paper. Candidates showed a poor understanding of how sensory nerves carry information from the receptor organs to the central nervous system when first learning how to perform a squat. A few candidates did attain full marks, using the correct terminology, in explaining the role of the nerve types. Most identified the correct receptor organs for the exteroceptors. Where correct receptors were stated, one mark per nerve type was awarded. Another mark per nerve type was awarded if the receptor was linked to performing a squat.
- Q9 (a)** Nearly all candidates correctly identified C - Weight gain.
(b) Nearly all candidates correctly stated the effect would be significant weight loss. Acceptable responses included lack of energy, anorexia, osteoporosis, fertility problems vitamin and mineral deficiency.

- Q10 (a)** Most candidates attaining full marks, clearly stating three different consequences that obesity has on physical, mental, and social health.
- (b)** Most candidates correctly described how a positive lifestyle choice reduced obesity. This question highlighted the need for candidates to become familiar with the command words. The question asked candidates to state and describe. Only one mark was awarded for stating a positive lifestyle choice.
- Q11** Most candidates scored full marks in correctly stating four recommendations a person could regularly follow to achieve good quality sleep.
- Q12** Most candidates attained full marks in correctly stating two consequences associated with sleep deprivation on a person's health.
- Q13** Most candidates scored full marks by explaining a short-term effect of drinking alcohol on a person's performance in physical activities. A few gave only a short-term effect with no explanation, scoring only one mark.
- Q14 (a&b)** Some candidates were not familiar with the concept of setting SMART objectives and instead made generic statements e.g., smoke less or stated what SMART stood for. Better responses covered more than two of the principles of SMART objective setting e.g., 'for the next two weeks smoke 10 less cigarettes a week, in week three reduce by a further 10 and eventually stop smoking within two months.' This demonstrates specific, measurable, achievable, relevant, and time-bound principles. Some failed to link their stated objectives for Part (a) with targets for Part (b). Some targets were not relevant to helping achieve the SMART objective set in Part (a). Candidates scoring no marks in Part (a) also scored no marks in Part (b). Better responses in Part (b) had relevant targets linked to Part (a) with the most common responses including use of nicotine patches/gum, start a new hobby or gain support from friends and family.
- Q15** Most candidates scored full marks in all parts of question 15.
- Parts (a)(i) & (ii) and (b) (i) two command words, identify and suggest, required the candidate to use data in figures 2 and 3. All candidates identified friends, doctor and hobbies with a clear suggestion stated for each part. A few identified the correct response only, with no reason. One mark was awarded for each correct identification.
- (b)**
- (ii)** Most candidates stated, 'talk to someone', or 'sleep' as another coping strategy. A few candidates misread the question and incorrectly stated taking up a hobby.
- (iii)** Most candidates identified 10% as the correct answer. One mark was awarded to a few who identified within the range of 9.5 – 9.9 %.
- Q16** This question was worth four marks in total, one per response. Some candidates struggled with the correct training method and type of exercise for flexibility. Best responses included static/dynamic stretching for method with a clear example of a type of stretch. Better answers were given for muscular endurance. Most common responses included circuit training or weight training with clear examples of type of exercise given. Some candidates either gave two correct training methods but stated an incorrect type of exercise or vice versa. Some scored zero for incorrectly suggesting training methods included gymnastics, yoga and Pilates.

- Q17 (a)** Answered well. Most candidates attained the six marks with a competent analysis of the student's fitness test results against comparative data for each stated health-related component of fitness. A few candidates misread the question and analysed the class results instead of the year 12 student. No marks were awarded.
- (b)** Most candidates correctly identified aerobic fitness as the component of health-related fitness in need of improvement. A few incorrectly identified flexibility, muscular endurance, or the Cooper Run as the component most in need of improvement. Level 3 (7-9 marks) responses had excellent written communication, accurate use of specialist vocabulary and demonstrated a detailed understanding and application of the F.I.T.T principles in developing a plan for aerobic fitness. Most candidates attained level 2, showing a moderate to competent understanding and application of the F.I.T.T principles.
- Q18** Most candidates explained how a factor contributed to increased leisure time for full marks. Some only stated a factor with no explanation and were awarded one mark.
- Q19** Some candidates attained Level 3 (5-6 marks) with a highly competent understanding of the functions and work of Disability Sport NI. Some Level 2 responses repeated answers or responded with general opportunities applicable to any sport with no reference to the work of Disability Sport NI.
- Q20 (a)** Most candidates correctly stated two reasons that the 5km run was organised within the voluntary sector.
- (b) - (e)** Nearly all candidates successfully used the information from table 4 stating two strengths weaknesses, opportunities, and threats of the 5km colour run.

Component 2 Developing Performance

Overview

Component 2 assessed the following two sections:

- 1 Developing Physical Fitness for Performance
- 2 Developing Skilled Performance

The range of questions allowed candidates to respond positively, with the standard of responses ranging from good to outstanding. Almost all candidates attempted all the questions within the allocated time. The level of language used in the questions was appropriate and appeared to be clearly understood by most candidates.

When required to apply their knowledge and understanding to evaluate specific training programmes fewer candidates succeeded, however, most demonstrated a very good knowledge and understanding of Developing Skilled Performance.

- Q1** Most candidates stated that the person was developing physical fitness for performance.
- Q2** Most candidates demonstrated a competent understanding of how a high level of physical fitness will improve performance. The most common responses included 'the performance will be more effective and efficient'; 'performance will look better'; 'there will be a reduced risk of injury'.

- Q3** Most candidates stated that a person's flexibility is determined by the ability of the muscles and ligaments surrounding joints to stretch. Some described flexibility as being determined by the ability of the muscles to stretch; the most basic answer accepted for one mark.
- Q4 (a&b)** In Section (a) and (b) most candidates correctly identified the most suitable type of flexibility to include in an athlete's warm-up or cool-down. However, scored no marks for the explanation section, as they described how to perform dynamic or static flexibility exercises instead of explaining why either training method would be the most suitable.
- Q5** Most candidates used specific language to explain that muscular strength enables a person's muscles to be able to apply maximum or near maximum force to overcome a resistance. Some stated that muscular strength enables a person's muscles to apply maximum force for a short period of time; this was also credited two marks.
- Q6** Most candidates were awarded full marks for this question. Most stated that an increase in muscular strength will allow a weightlifter to lift a heavier weight, and it would allow the rugby player to be stronger in the scrum to withstand force from opponents.
- Q7** Most candidates stated that Fartlek training was a form of continuous training where the athlete worked at varying speeds e.g. sprint at 9/10 RPE followed by a recovery jog at 5/10 RPE and were awarded three of the four available marks. The fourth mark was awarded for demonstrating a clear understanding of the work and recovery times or the overall session duration. Some were unable to plan appropriate timing for an effective fartlek session.
- A small number of candidates defined fartlek training as 'speed play' but failed to develop this answer by describing an effective fartlek training session and were awarded no marks.
- Q8** Most candidates stated that the exercises would need to be performed explosively to develop muscular power.
- Q9** Most candidates identified that the planned circuit focused on leg exercises only. They also described the advantages e.g., stronger lower body, minimal equipment required and disadvantages of this session e.g., could lead to fatigue or injury of the lower body muscles as no recovery time given and it will not develop the athlete's upper body or core physical fitness. Some candidates developed their answer further by identifying the opportunity of the circuit to develop muscular power with the inclusion of plyometric exercises e.g. box jumps. Some stated that there was no planned work or recovery time therefore the athlete will not know if the programme is focusing on developing aerobic or anerobic fitness. For candidates to attain Level 3 they needed to demonstrate a highly competent understanding of both potential advantages and disadvantages of the circuit training session to develop an athlete's physical fitness.

Q10 (a) Most candidates stated running as the type of exercise and continuous steady pace training or CSP as the training method. Some stated fartlek or interval training as the training method, both were acceptable. A small number of candidates stated 'continuous' for the training method, this was not sufficient for a mark.

(b) Most candidates stated the first stage of the warm-up was to gradually raise the athlete's pulse or called it the 'Pulse Raiser'. The most common response was jogging and progressing to a run. Some stated swimming, which was not accepted. The intensity was mostly given in RPE, with some stating: 'start at a 'low' intensity and gradually build up to the intensity of the workout' which was credited. Most candidates missed scoring maximum marks because they failed to plan a safe, appropriate and effective time for the pulse raising activity. Incorrect answers in planning the time included jog for 10 seconds, or jog for 20 minutes.

Some candidates planned a full workout: warm up, workout and cool-down, instead of planning just the first stage of the athlete's warm-up. Perhaps centres should focus more on developing candidates' ability to plan each element of a training programme?

(c) Most candidates were awarded the maximum six marks for creating a simple yet practical and effective training programme. A typical response saw three run sessions planned with progressive overload applied effectively in weeks three to four, increasing this to four runs and then five in weeks five to six. Marks for 'frequency' were awarded if a suitable overload in weeks one to two and progressive overload at least once over the six-weeks was applied. Most planned the appropriate intensity using RPE e.g., for the CSP sessions, in weeks one to two, the intensity of the sessions was 7RPE and progressive overload in weeks three to four of 8RPE was effective progression. Some candidates planned the intensity of the sessions using minutes per kilometer. Candidates were awarded the marks for 'intensity' if they applied a suitable overload in weeks one to two, progressive overload at least once over the six-weeks and there was no tapering off planned in weeks five to six. If the candidates had stated in Table 1 that the training method was interval or fartlek, appropriate intensity for these type of training sessions had to be stated in Table 2. Most planned the appropriate time using the overall duration of the session e.g., for the CSP sessions, in weeks one to two, they planned the duration of the run to be 20 minutes and effectively applied progressive overload in weeks three to four increasing runs to 25 minutes, and 30 minutes in weeks five to six. Candidates were awarded the marks for 'time' if they applied a suitable overload in weeks one to two, progressive overload at least once over the six-weeks and there was no tapering off planned in weeks five to six.

Some candidates failed to create the six-week training programme using the type of exercise and training method planned in Table 1. Instead, they planned a training programme using a variety of different types of exercise e.g. cycle and swim, and different type of training methods. These responses received zero credit.

Q11 Nearly all candidates correctly identified student C as being most likely to be successful in each of the stated events and justified their choice by analysing the data in Table 4. Most students did use evidence from more than one fitness test to ensure full marks.

Some candidates misinterpreted the results of the speed and agility test. They stated the best time was 17.75 seconds instead of 16.65 seconds to justify the relative importance of physical fitness for specific events. This was not credited marks. If, in Section (i), a candidate identified a student different from that stated in the mark scheme, credit was given, but only if the justification in Section (ii) was correct and specific to the stated sport.

Q12 This question saw a few excellent responses awarded full marks. They used technical terminology and provided a clear evaluation of why each athlete's programme was ineffective or effective. They also showed clear understanding of the data provided in Fig. 2 and interpreted it effectively in their evaluation. Notably, this question revealed that most candidates did not clearly understand what a Repetition Maximum (RM) is and how to apply this knowledge to develop muscular strength. Candidates would benefit from a focus on planning and evaluating RM, repetitions, sets and rest for weight training programmes.

The recommended RM weight for the programme was 6-12RM. Many candidates explained that the 'overload for Athlete A was effective as it started at 7RM, a lighter weight, and progressively overloaded to 9RM over the six weeks', incorrectly thinking that 7RM is a heavier weight than 9RM. These candidates also stated for 'Athlete B starting at 12RM would be ineffective overload as it is too heavy a weight to begin the training programme and they would have been better starting at the weeks five to six weight of 10RM'. These responses were not credited.

Some candidates appeared to misread the question which stated both athletes would complete 10 repetitions throughout the 6-week programme. These candidates misinterpreted the line graph in Fig. 2 as being repetitions instead of RM e.g., in the evaluation they incorrectly stated, 'Athlete A demonstrated effective progressive overload as they increased the number of reps from seven in weeks one to two to eight reps in weeks three to four'.

Q13 In Section (a) some candidates incorrectly used ranges to complete Table 5 e.g., for Repetition Maximum (RM) they stated 1-4RM. A specific RM, repetition and rest period was required. Some stated repetitions e.g., 'above four for Student A', impossible with a 4RM weight and showing a lack of understanding of RM and repetitions.

In Section (b), some ignored the information given in the lead-in sentences to the question and instead, applied RM ranges from the previous specification for Muscular Strength i.e. 6-12RM. If candidates identified in Section (b) that the RM weight planned for each student was suitable they were awarded two out of the three marks. The third mark was awarded if candidates explained why the RM was suitable e.g. as it is the first phase of the training programme an overload of 4RM will be more effective and safer as it is lighter than 1RM.

In Section (c), to avoid disadvantaging candidates, marks were awarded if the appropriate repetitions from the previous specification were used e.g., 13-25RM in place of 16-25RM for Muscular Endurance. Teachers must use information regarding RM, repetitions, sets and rest from the revised specification first teaching 2017. Most candidates explained that the repetitions for Student A will be lower as they will be using a heavier weight and Student B will have planned more repetitions as their planned weight is lighter. This explanation was credited even if the data provided by candidates in Table 5 was incorrect.

Most candidates scored better in Section (d). A common response for two marks was 'Student A needs more rest than Student B as Student A is working harder/lifting a heavier weight'. This explanation had to be evidenced in Table 5 where candidates had to plan more rest for Student A than Student B.

- Q14 (a)** Most candidates provided a sound definition. Basic responses including 'the ability to control movement without falling over' were accepted.
- (b)** Most candidates were awarded the maximum two marks. Common responses included 'a gymnast would use balance to prevent them falling off a beam'; 'a footballer would use balance to stay in control on their feet when dribbling a ball'.
- Q15** Most candidates showed a clear understanding of 'whole practice'. The most common response was that whole practice is when skills are practiced in their entirety, for example a long jumper practicing the run-up, take-off and landing altogether. Some incorrectly described it as taking part in a full training session i.e. warm-up, workout cool-down.
- Q16** Most candidates used specific language to correctly identify the stage of learning for each swimmer. Some gave too much detail and illustrated the importance of candidates ensuring that their responses are reflective of the marks available. Some misunderstood the terms 'novice' and 'recreational' in Table 6. Candidates were not penalised if they left Section (i) blank because they did not know the specific name for the stage of learning but could effectively describe the features of each stage in Section (ii).

- Q17 (a)** Nearly all candidates correctly planned an appropriate SMART target for the netballer. A very small number of candidates left it blank.
- (b)** Most candidates attained full marks for this question. They knew the different principles and were able to explain how this will specifically improve the netballer's scoring accuracy. 'Relevant' was an accepted SMART principle. Some stated the principle but failed to explain how the principle would improve the netballer's performance. A few stated principles of training e.g., tedium instead of the SMART principles. This was not credited.
- (c)** A wide range of acceptable answers were given. The most common included: 'it helps visualise a successful shot'; 'increases concentration'; 'increases confidence'; 'decreases nerves'. A small number of candidates duplicated answers e.g., 'increases concentration and makes you more focused'. These were not credited.

Principal Moderator's Report

Component 3 Individual Performances in Physical Activities and Sport

Component Overview

During the summer of 2023 the GCSE Physical Education moderation team conducted assessment of 2356 candidates across 94 centres. The E-Candidate Record Sheet (ECRS) system of entry was successfully completed by almost all centres on or before the 2nd March 2023 deadline. Following the uploading of marks, centres were provided with a list of six 'sample candidates' who were required to perform three activities and analyse one whilst observed by the teacher and moderator.

This process usually took a full day to complete - especially in smaller centres. However, teachers and candidates adapted well, and all moderations were completed effectively with all candidates accurately and fairly assessed. Some centres requested changes to their 'sample' where candidates were injured or ill. The requirement to observe all activities for each candidate in the sample was, in these circumstances challenging, especially in the smallest centres where the range of activities across a small candidature, was significant. Centres and moderators are to be commended for the professional manner in which these unforeseeable changes were managed.

The moderation team oversaw the moderation of 47 different activities. The ten most popular activities are listed here in rank order:

Activity

1. Fitness Testing
2. Athletics
3. Gaelic Football
4. Orienteering
5. Rugby Union
6. Event Management
7. Hockey
8. Hillwalking
9. Volleyball
10. Hurling

The communication between centres and the moderation team was excellent throughout the moderation period and protocols for the moderation day were followed accurately by most centres.

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

Before the visiting moderation

- Centre's must plan an internal standardisation ('mock moderation') involving all relevant centre staff and non-centre assessors if possible, to ensure marks are as accurate as possible.
- Centre staff should consider carefully, candidates' activity options and the centre's ability to accommodate these in terms of centre and nearby external facilities.
- It is essential that centre staff are familiar with non-centre-based assessors and visit them as soon as candidates confirm their activity choices at the external facility to ensure they meet required standards as detailed later in this report.
- Centre staff should conduct internal standardisation or a 'mock moderation' to ensure their assessments of their candidates' performances are accurate.
- The Head of PE must liaise with their Examinations Officer to ensure there is contingency for the absence of the 'lead teacher' who uploads the marks onto the ECRS application.
- CCEA will do everything possible to ensure the sample selected minimises the number of activities to be seen, however, centres must appreciate that with unforeseen dropouts, revised arrangements for activities and venues may be necessary.

At the visiting moderation

- Moderators need teachers to assess performance 'on the day' and to assess each candidate in the sample. Teachers should break down the mark out of 50 into the five 'assessment areas' before providing their final mark. Using the grade descriptors is good practice for accurate marking.
- We require the Head of PE or other 'lead' PE teacher to be present from the beginning to the end of the moderation visit to ensure all assessments, paperwork and outcomes are agreed.

Component 3(a) The Quality, Efficiency, and Effectiveness of Performances in His Activities and Sports.

Addendums due to COVID from 2022, were removed for S2023, so candidates reverted to being assessed in three activities in these five 'assessment areas':

- Strategic and tactical or compositional principles.
- Skills.
- Physical fitness.
- Attitudes and behaviour.
- Rules and health and safety.

Marking of 3(a), on the day was generally accurate, however occasionally there was a significant discrepancy in 'pre awarded and 'on-the-day' marks. This was most notable in 'third option' or non-centre-based-assessment activities, where some teachers appeared unsure of the standard required e.g., lifesaving, hillwalking, orienteering and badminton. Centre staff should regularly discuss progress and performance with candidates and coaches, (for non-centre assessed activities) to be sufficiently informed to assess all their candidates at moderation.

The key phrase: 'consistently maintain appropriate levels' requires top range performers to show 'appropriate levels' for the duration of a sporting 'season' or an extended period as deemed appropriate by CCEA. This is particularly relevant to centres who use external agencies and/or short residential courses to assess candidates in orienteering or rock climbing for example. Top range performers must develop their skills further with additional competitions or outings to establish a standard consistently.

Non-centre-based-assessment

When agreeing candidate choices for non-centre based-assessed activities, please consider the following:

1. This option requires the centre to ascertain the viability of visiting the candidate and their coach, at their training/ playing venue on at least two occasions and
2. The centre lead teacher must familiarise themselves with the criteria and relevant content for the five 'assessment areas', competitive opportunities available and other nuances of the activity to ensure they can corroborate the marks the non-centre-based assessor recommends. They must liaise regularly with non-centre-based assessors to ensure assessments are fair and accurate.
3. For Component 3(b), candidates can only analyse activities performed live on the day of moderation.
4. Activities which are non-centre-based-assessed must be delivered by coaches who have the following:
 - Recognised/valid National Governing Body coaching qualification issued by NGB [not a club certificate].
 - Valid Public Liability Insurance of at least £5,000,000
 - Valid Access NI for Child Protection at the Enhanced Level.
 - Valid first aid certificate.

The non-centre-based assessor must discuss the candidate's standard with the teacher, giving reasons for the marks awarded in the five assessment areas. Moderators will contact coaches before the moderation visit to confirm the assessment was fair and reflective of the CCEA activity list criteria.

Video evidence of non-centre-based-assessed activities may be accepted for Component 3(a) - (contact the CCEA Education Manager to confirm). This must be of good quality and demonstrate the five 'assessment areas'. (See the Component 3 Teachers Guide for further guidance on video evidence Section 3.5).

Games activities

Team games continue to feature prominently in moderation visits. Most centres showed a good understanding of the required standard in games activities and accurately assessed their candidates using the five assessment areas.

It is extremely helpful to have a second member of staff available throughout the moderation visit. This is especially important in team games, when the second teacher can officiate, allowing the lead teacher to assess the candidates.

Sample candidates were generally clearly identified, but where possible, when doing drills, all sample candidates should be grouped together. It is good practice to start with drills to demonstrate key skills, followed by a conditioned, small-sided-game or full sided game.

Fitness testing

Fitness testing was the most popular activity and most schools marked this accurately. Some schools used slight variations in the techniques required making it more difficult to accurately assess. This was most noticeable in sit ups and press ups. Centres must note, fitness testing requires the candidate to administrate and accurately score the tests if they are to access top marks. All schools had considered the addition of the stopping element in press ups and sit ups.

A small number of schools had not accurately followed the guidelines to obtain marks in the strategy and skills area of fitness testing. This has been addressed by CCEA and centres will be made aware of the change in requirements for marking fitness testing in the 2023 Autumn term [Note: Changes to fitness testing criteria will apply to candidates being assessed in S2024].

Event management

Event management is an increasingly popular activity and performances were accurately assessed in most centres. The 'Instructions to Teachers' document states:

'Candidates being moderated in 'Event Management' must engage in an interaction/discussion with their teacher to confirm the standard of their performance. Reference notes may be used. These must be copied and available for the Moderator on arrival'.

It is a requirement that candidates talk to their teacher/assessor about their role in completing the event, using reference notes, which may include photographs of the event and stages leading up to the event. Candidates can complete event management as a small group but should discuss their role as an individual and cover the five assessment areas: strategy, skills, time management, attitudes/behaviours and rules/health and safety.

Component 3(b) The Quality of Analysis and Evaluation of Performances

Candidates are assessed on their ability to analyse and evaluate the quality performances of the skills, strategies, tactical or compositional principles used in physical activities along with fitness levels, attitudes, behaviours and compliance with the rules of their physical activities. Component 3(b) analysis should include previously acquired knowledge but must predominantly reflect what was seen on the day. This is an area which requires frequent practice and should be an established aspect of all PE classes throughout the course.

Effective questioning by teachers in the 3(b) analysis should ensure that each analysis takes less than five minutes. Some moderators reported that the analysis for the six candidates took over 90 minutes, which is too long and too stressful for the candidates.

Many candidates relied heavily on a pre-learnt discussion, which was only ever intended to help the candidates ease into their analysis.

The best analyses focused briefly on background knowledge but quickly moved to an account of what happened on the day, also including technical terms used in a manner that displayed good understanding.

Scheduling analyses was best when it occurred immediately after the performance – court/pitch side. This increased the likelihood of an analysis with a ‘natural feel’ and decreased candidates’ stress. The teacher should ask general questions about the live performance e.g. Who was the best player? How did you rate yourself today, and why? What did you do well/badly today?

These types of questions should be used in all PE classes, to build up candidates’ confidence to analyse effectively and efficiently.

All teachers are strongly advised to attend Agreement Trial and review the material shared at this event to remain fully aware of requirements for 2024 summer assessment series.

Contact details

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