

Script: Pre-recorded Event

Event Code:	9PE0-22P1/01
Event Title:	Edexcel A Level Physical Education Feedback on Summer 2022-Components 1 and 2

Slide No.	Script (verbatim)
Slide 1	Welcome to the presentation feedback on Summer 2022-Components 1 and 2. This is a pre-recorded pack and is designed for teachers to receive feedback on our Pearson/Edexcel Physical Education specification. These two exams were sat for the first time in 2018 and again in 2019, however due to changes in examinations in 2020 and 2021 due to covid 19 this is the first time this exam has been sat live since, so they are a chance for you to gain feedback on national performance of candidates, to consider the variation of how candidates performed on different questions and explore the possible reasons why, and to address any frequently asked questions and common issues.
Slide 2	This Summer also saw the use of advanced information for candidates to prepare for the examination.
Slide 3	This event is designed for you to Receive Feedback on national performance of candidates in components 1 and 2 from Summer 2022 Consider the variation of candidates performance on different questions and possible reasons why Guidance and Support on the extended answer questions And Look at the examiner's reports
Slide 4	The agenda today includes Welcome and Introductions followed by five sessions. <ol style="list-style-type: none"> 1) Session 1 – Grade boundaries and cumulative percentages for Summer 2022 papers 1 and 2 2) Session 2: Deep Dive on paper 1-look at the questions and advice 3) Session 3 – Deep Dive on paper 2 – look at the questions and advice



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	<p>4) Session 4 – Guidance and Support on the extended answer questions</p> <p>5) Session 5- Further Support</p>
Slide 5	<p>There are two examination components to A level PE. Component 1 is the Scientific Principles of Physical Education, 9PE01 and is a 2 hour and 30 minute exam, comprising 140 marks and worth 40% of the qualification.</p> <p>Component 2 is Psychological and Social Principles of Physical Education exam ,9PE02, a 2 hour exam, comprising 100 marks and worth 30% of the qualification.</p> <p>Units 9PE03 and 9PE04 –practical and performance analysis are not covered by this presentation.</p>
Slide 6	<p>During this summer the Grade Boundaries were as viewed on this slide. These were taking into account the advanced notice material and the disruption with covid.</p>
Slides 7/8	<p>The next two slides draw focus to the Assessment Objectives (AOs) and their importance to candidates. Understanding the AOs and the associated command words is one of the major keys to examination success.</p> <p>There are 3 AOs which determine the quality of the response</p> <p>AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <ul style="list-style-type: none">• Interpreted as knowledge in isolation <p>AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <ul style="list-style-type: none">• Interpreted to be the examples and applied explanations given <p>AO3 – Analyse an evaluate the factors that underpin performance and involvement in physical activity and sport</p> <ul style="list-style-type: none">• Key determining factor: interpreted as the ability to show knowledge and understanding through analysing, evaluating and discussing – linked to AO1 and AO2



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	<p>These slides detail the most used command words and the meaning or intention behind them. Candidates should be familiar with the command words, their demand and the allied AO. Further detail on the meaning of each command word will be given in future slides. It is worth stressing that in all examination series so far candidates have lost marks through the incorrect understanding and application of the particular command word.</p> <p>AOs are driven through the <u>COMMAND WORDS</u></p> <p>Students are recommended to become familiar with these and the potential marks available to them</p> <ul style="list-style-type: none">• Marks have been lost as result of the incorrect understanding of the command word• AO1 – Classify, Give, List, Name. State, Define, Identify and Outline – 1 mark• AO2 – Describe – 2-4 marks <p>Combined AOs</p> <ul style="list-style-type: none">• Explain – AO1 or 2 (2-6 marks)• Assess - AO2 and AO3(4 marks each)• Examine – AO1 and AO3 (4 marks each)• Justify – AO2 and 4 (4 marks each)• Summarise – AO1, or 2 or 3 (2-6 marks) <p>Extended responses:</p> <ul style="list-style-type: none">• Discuss AO1 and AO3 - (5 /10 marks)• Evaluate or Analyse AO2 and AO3 - (5/10)
Slide 9	The first area of focus is paper 1 the scientific principles paper.
Slide 10	Candidates did tend to tackle the majority of the paper with answers that were lengthy enough to gain credit.



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	<p>Some definitions were well learnt, but the topic guides and the Inside Track magazine are recommended to support understanding. There were some gaps evident in knowledge which we will explore more fully question by question. Generally candidates used the advanced information well to prepare but they seem to focus on learning facts which is assessment objective 1. If greater focus was placed on application of this understanding this would improve the quality of the levels based answers. Levels based answers often have a context associated with them. Better answers will focus specifically on the given context.</p>
Slide 11	<p>Candidates have generally well learnt definitions. Sometimes equations are used such as $SV \times HR$ but any equation is acceptable rather than writing a definition out in full.</p>
Slide 12	<p>For explain questions candidates must make linked points, in this instance explaining how venous return affects stroke volume and cardiac output. This candidate links that as venous return increases so stroke volume increases. The second point they make is that as stroke volume and heart rate increase so too does cardiac output. This scored two linked points</p>
Slide 13	<p>This question specifically focusses on why an athlete has bradycardia. It does not ask what Bradycardia is. This example makes four clear points hypertrophy, cappilarisation, increased stroke volume and the heart not having to work as hard to get the same amount of blood around. This scored a maximum.</p>
Slide 14	<p>Identifying movements is assessment objective 1 and learning of facts. Generally candidates do this well, However there were some errors with spellings on this question which meant that marks were missed.</p>
Slide 15	<p>In this question most candidates knew the definitions of concentric, eccentric and isometric. However the errors came when named muscles need to be used and linked to a movement. For example biceps in the bicep curl would not be good enough as they also need to state in the upward or downward phase of the lift. The same is true in the squat, is it the hamstring or quadricep and is it in the upward or downward phase? The plank example is quite good for</p>



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	isometric but without naming the abdominals muscles it will not have scored marks.
Slide 16	<p>This is a maximum scoring example where the candidate is able to clearly articulate 4 separate points.</p> <p>This area of the specification was well known.</p>
Slide 17	Question 7 was a very straightforward area and high scoring from candidates. This candidate scored a maximum mark for correctly outlining four healthy lifestyle changes. Please note that outlining is not listing as this required more detail to be added than a simple list.
Slide 18	Although candidates had learnt muscular contraction this is an example where the strongest answers were able to apply the knowledge to the specific context asked. Some just write down how a muscle contracted without setting the answer out in the stages as per the question. Some questions will have specific contexts to differentiate between candidates. This is a maximum scoring answer where it has been set out exactly as per the question.
Slide 19	<p>Candidates will have to do two types of extended answer either an 8 mark or a 15 mark. 8 markers are assess (Ao2 and Ao3), examine (Ao1 and AO3) or justify (Ao1 and AO3). This is an examine question.</p> <p>In this extended answer this candidate answer goes into the top band. There is a range of structural adaptation examples included in the answer (Ao1) and it begins to examine them by starting to explain why those adaptations are useful (ao3 which is analyzing). To go even further up the band greater practical application could have been applied about why this is useful for certain activities which would gain the AO3 marks.</p>
Slide 20	In question 10 to score highly we are looking for a wide range of things that happen in the fast component and also a link to why they are important which is the examination part. This answer scored in the middle band as it does not have the range of information or the depth about why this is needed though it does cover some processes.
21	This question has a specific context to focus on - what the coach is doing. Many candidates went wrong on this question because they centered more on the athlete than strategies a coach can employ.



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	There are a lot of good examples in here about substitutions or tactical strategies employed by the coach. The Ao3 marks come from analysis and the candidate analyzing. For example rolling substitutions will allow energy replenishment time. They are linking why the action is useful and applying it to the coach.
Slide 22	Question 12 demanded a discussion about the CV and respiratory systems working both individually and in conjunction with each other. In a discussion there needs to be facts (AO1) but also the analysis about how they work together (Ao3).
Slide 23	This answer scored in band 3. There was a good understanding of both systems but the depth of understanding about how they worked and interacted together is not as evident in this response. The strongest answers were able to articulate clearly how they worked together.
Slide 24	All definitions must be learnt off by heart. In this example you can see one has been learnt and the others have not. Equations can be used rather than worded answers. These are easy marks to drop on an exam paper. Candidates need to learn equations off by heart as equations can also be definitions.
Slide 25	It is essential for candidates to be able to plot graphs accurately. Some lost marks for inaccurate plotting, and some for joining points with a line of best fit which is not correct. Do remember to bring calculators, pencils and ruler to exams.
Slide 26	Units are really important. Sometimes marks have been lost in this question because units were not written down as part of the response. Showing your working out will also ensure marks are not lost because the examiner can see what you are doing. Do not forget to bring calculators to the exam. This candidate has done the first two parts in section c but does not know to divide 0.13 by 26 to get the final answer.
Slide 27	In question 15 sometimes marks were lost because candidates wrote a list. Outline and list are separate command words and outline requires a little more information. This is an excellent answer which is well set out and scoring maximum marks. This area of the specification was well understood.



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Slide 28	This is a good example of outlining and is another well set out answer. Sometimes optional loading and overloading are terms that can be confused. This was a question that also sometimes did not score as candidates listed answers rather than outlining.
Slide 29	This test was well known. However, sometimes candidates miss marks because they do not logically run through the whole protocol and sometimes miss saying the obvious information. This response did not contain enough detailed information. This scored three marks for 20 metres course, running in time to a recorded beep and comparing to a national score. The point about making the cones before the next beep is too vague. With all protocols the detailed knowledge of it is essential.
Slide 30	The definition of plyometrics was not well known at all. All definitions and key terms must be learnt. The answer to part b here is well laid out. This covers a lot of good points in the mark scheme and is easy to read and well set out. This scored 5 out of 6 - good for speed, good for power, little equipment needed, can be adapted for sports but a high injury risk
Slide 31	Question 19 was well understood. Answers were generally succinct and clearly set out using the information in the table .Some errors were made with classifications which then meant subsequent marks were not awarded. This example scored maximum marks.
Slide 32	This is an excellent example of analysis being used. It is not simply describing the tests. This answer examines - it talks about the gas analysis being adaptable for running or cycling, it debates how accessible they are due to the cost of the methods, it includes the practicalities such as you can test multiple people at once with the MSFT but it also mentions it is a prediction so may be less valid. This is all excellent analysis and scored maximum marks.
Slide 33	This slide shows the same question but without the level of examination, it describes the tests but does not go into the level of detail needed for the top band. It does not contain the critical examination to reach the top band - answering the “so what” about each test.
Slide 34	This is an excellent answer because it goes into the “so what”. It tells us the supplements but then goes into the application about



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	specifically what it does and then how this applies to performance with multiple supplements. This scored maximum marks.
Slide 35	This is another very good example which goes into the application part of the examination.
Slide 36	In levels based responses candidates are assessed and put into bands rather than gaining marks for every point they make. This applies to the 8 mark questions and the 15 mark questions. 15 mark questions can be compare, discuss, evaluate, analyse or suggest. They are marked against different assessment objectives. This is highlighted later in section two as well.
37	Compare assesses all three assessment objectives equally, discuss looks at AO1 and AO3, evaluate looks at AO2 and 3, analyse looks at Ao2 and 3. This question is an analysis question the Ao2 marks come from application to real examples, and the Ao3 from evaluating and analyzing. They are not just giving facts about what the competition phase is, what the transition phase is and what macro and meso cycles are, they are applying this knowledge to examples of athletes and the type of work that will be done and why it is useful.. this scored in the top band.
Slide 37	The second section of the is presentation focuses on Component 2 - The Psychological and Social Principles of Physical education
Slide 39	This section highlights the overall performance of this component and your attention is drawn to the 4 key points – please read them (allow 1 minute)
Slide 40	A comparison is made between the marks and grades from 2019 to 2022. The drop in marks allied to grade boundaries reflects the need to address the gap between 2019 and 2021 boundaries. These reflects the introduction of Advanced Notice and Information to centres to help facilitate the move to 2023 boundaries when a return to pre-covid grade levels will be made. Two factors affected the grade boundaries; <i>Compensation</i> across the whole 4 components combined was given for the effects on teaching and learning during this period, coupled with a lower examination performance from this cohort, hence lower grade boundaries for 2022.



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Slide 41	This slide presents information on additional observations from the examination. The standard of items set and the mark scheme were in keeping with previous series and performed well in terms of candidates being able to complete the paper. Spend a few moments looking at the slide.
Slide 42	This slide details an explanation of the Assessment Objectives (AO) and thus highlights the importance that both centre staff and candidates fully understand these and their application to the marks available.
Slide 43	The need to understand the command word is paramount
Slide 44	The key strengths and areas to develop of the paper have been documented. Please take a few minutes to read this slide carefully.
Slide 45	This slide presents an overview of the paper and centres are reminded of the breakdown of the points based versus levels based items. This highlights the demand of the paper and the need for candidates to have both a breadth and depth of knowledge and understanding.
Slide 46	Focusing on the points based items and then the levels assessed items will allow centres to understand the paper through the analysis of each of the 17 items from 2022
Slide 47	47: Item 1 required candidates to described Fitts and Posner's three stages of learning. This is a well-established P.E topic and the responses examined showed good knowledge and understanding from this examination cohort. The key points are given for centres – please look at the slide.
Slide 48	This response was awarded full marks and demonstrates candidate understanding with accurate and informative descriptions for each of the 3 stages.
Slide 49	49: Item 2 was particularly well answered with the majority of candidates scoring 3 or 4 marks. The key points are detailed on the slide.



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Slide 5-0	This response demonstrated a full understanding with very clear outline including examples to support the response. Please read the item text.
Slide 50/51	Item 3 was the weakest response on the paper. The majority of candidates did not know this topic and numerous blank responses were seen. This should be a focus in future teaching. Please note the points on the slide.
Slide 52	This exemplar highlights where a response only receives 1 mark. Explanation of Hick's laws was acceptable but there is no inclusion of the key terminology of <i>simple</i> and <i>choice</i> reaction time with explanations
Slide 53	Item 5 was well answered and candidates were able to recall either NAch or Naf performers and no outline or descriptive detail was required.
Slide 54	This item was generally well answered. Most candidates knew at least one theory well and some outlines were very detailed. Any confusions centered on duplication of trait theory or Hollander/Martin's theory.
Slide 55	This exemplar demonstrates a good outline of topic knowledge that is concisely explained and identifies two different theories.
Slide 56	This item was felt to be an opportunity to gain 2 marks rather than lose them. However, not all candidates scored full marks largely due to vague answers or with no outline -detailing the context of the chosen factor. Numerous factors could have been identified.
Slide 57	Item 8 asked candidates to identify two factors used in Bandura's theory. This was disappointing to see many candidates scored 1 mark or zero on another well-established P.E topic. The potential answer were: past experiences, vicarious experiences, emotional arousal and verbal persuasion.
Slide 58	Item 10 began Section B and moved to Sport in Society. This item proved that some confusions exist as to particular eras of sport or physical activity and their dates. Hence many candidates lost marks by including detail from the incorrect era. Popular responses were transport developments and the impact of industrialization – note the exclusion of commercialisation and the formation of NGBs.



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Slide 59	The topic of corporations in sport is proving to be one that many candidates fail to fully understand. Centres are advised to ensure that the common confusions seen on the slide are discussed and the examples of corporations are used to help understand this topic. Please view the slide detail.
Slide 60	This exemplar highlights an atypical response. Confusions exist in the first part of the response as corporations do not normally have 'players' and fan bases are passionate. The second point is acceptable in that there may be a lack of <i>chemistry</i> with multi-national teams.
Slide 61	This item highlighted the overlapping roles of an NGB at the first level of the sporting organisation pyramid running through to regional or continental governing bodies and finally to the global world body. Many successful candidates who scored a full 3 marks were able to offer very accurate and specific examples to support their responses. Some confusions were evident.
Slide 62	This response gains a full 3 marks. It contains enough descriptive detail to demonstrate the candidate has a good grasp of this particular topic. Please read through the slide.
Slide 63	This item required candidates to detail a definition and therefore accuracy was paramount. The exam Specification issue 2 pages 86-96 detail definitions and candidates are advised to become familiar with these. The topic was a well establish and known one at GCE level.
Slide 64	Item 15 was the last points based one for this paper and required a summary of the key features of mob games. This item was well answered by candidates on what is a long established PE area of study. Where candidates lost marks this was largely due to a failure to understand the command word – making a list rather than writing in full sentences with an appropriate depth of detail.
Slide 65	This slide summarises the key areas of focus for future examinations. However, there is no substitute for a breadth of knowledge on examination topics. However, this series proved that



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	many candidates had a very secure knowledge across the component if not in depth but in breadth.
Slide 66	The next section focusses on support for the Extended Answer questions in Paper 2.
Slide 67	This slide provides an overview of the component paper levels based extended items - please spend a few moments reading the details.
Slide 68	<p>Extended responses test the depth of knowledge and understanding of candidates while also requiring some applied breadth for those items marked with an *.</p> <p>Levels based assessment also examines the quality of sentence construction, grammar and the ability to construct a reasoned response with analysis. evaluation and discussion.</p>
Slide 69	Reviewing this aspect of the component clear issues became evident. These are detailed in the bullet points – please spend a few moments reading these.
Slide 70	Item 4 was very well answered by some candidates who showed a deep understanding of the major learning theories and were able to apply these to the specific question. The points detailed on this slide highlight the general analysis. It is worth mentioning for this and all the extended response items those candidates who failed to score beyond a level 2 often had a lack of depth of knowledge in the topic area or failed to fully answer the question demand command word.
Slide 71	This clip is a single paragraph as a demonstration of atypical context and explanation. The candidate shows analysis and understanding in discussion on reinforcement.
Slide 72	72: This item was well answered where candidates knew the topic and were able to analyse the value of attribution theory while a few also offered a critique. Some confusions existed between its' application to elite and novice performers or those of either high and low level ability. Please view the key points.
Slide 73	This clip shows clear understanding of the use of attribution theory applied to high achievers or elite performers while the candidate response is then extends their <i>analysis</i> through the use of the concept of a 'self-serving bias'.



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Slide 74	Item 14 was an 8 mark levels based question and this proved a difficult one for candidates to access level 3 6-8 marks. This was largely due to a lack of depth of knowledge and the slide details the main points of issue.
Slide 75	This extract was from a level 2 response. The detail is accurate and the candidate demonstrates an understanding of the topic area. The syntax is acceptable and informs the reader. Please look at the slide.
Slide 76	76: Item 16 was the highest mean mark item on the paper and some candidates were rewarded with a level 4/level 5 mark. These candidates fully utilised the data contained in figure 1 and fully explored factors such as age, race and gender, disability, opportunity, provisions and esteem. Personal experiences may have also helped some candidates in the formulation of their responses. As with all extended responses a full and detailed conclusion is required and for a few one was not evident.
Slide 77/78	This extract over two slides shows a good evaluation of the issue of gender and sports/activity participation. Factual detail adds validity to the section.
Slide 79	Item 17 was considered an interesting topic not examined on previous papers. Candidates who could explain and apply the role of ethics were able to then draw from a range of deviancies found in sport in their response, and then evaluate said role of ethics to analyse the current sporting landscape. Clearly arguments could be presented to link a decline in ethical values to a rise in deviancy or vice versa. The mark scheme details a full indicative content for future teaching.
Slide 80	Introductions can often be too long and candidates reveal the main content of their response. This introduction is clear and concise and certainly shows understanding allowing for the main body of text to develop.
Slide 81	This conclusion is concise but rounds off the body of text explore and analysing this item. The reader is can be confident that the candidate understands the topic area.



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Slide 82	This slide reviews some key points and acts as a reminder to centres for future teaching – please read the points contained on the slide.
Slide 83	Slide 83 gives an overview to the structure required to obtain a higher level award for the extended responses. Again there is no substitute for a depth of topic knowledge while writing succinctly allied to answering the specific item command word demand is required.
Slide 84	<p>The next two slides contain some simple yet practical teaching suggestions.</p> <ul style="list-style-type: none">• Lots of practice in class – in real time.• Get students to write essays collaboratively, say in 3s – this encourages exchanges of approach, style and content.• Cut out paragraphs from different answers and ask them to create the optimum answer. Compare and contrast / link to mark scheme.• Encourage students to answer level-based questions first – often time defeats them as they attempt the final questions on the papers which carry high marks.• Peer marking in 2s / 3s using mark schemes - debate and discuss.• Colleagues to blind mark work – then debate and discuss.• Get students to self-mark work using mark schemes; then teacher checks, compares and discusses.• Get students to rank order 3 -5 pieces of work and compare outcomes. Once rank order is established get them to identify which mark band they would assess the work and then the mark.
Slide 85	<p>Further suggestions –</p> <ul style="list-style-type: none">• Make sure candidates do not re-write answers to questions with broadly similar topics. Offer similar (but different) questions on topics in class / homework / internal exams so that students understand the need to focus on the specific question being asked.• Underline key words to help focus answers.• For 15 mark extended responses questions, encourage 3 minutes thinking / planning time. Make a plan on the question paper.• Ensure understanding / requirements of the different command words.



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	<ul style="list-style-type: none">• Suggest prompts / sentence starters to aid organisation. For example, in 'discuss' questions they might include a paragraph that considers two or more sides of the debate: <i>One view would be that , whilst an alternative opinion might be</i>• Practice * questions for self / peer / teacher marking to ensure they have included content from across the specification.• Get students to create their own essay questions with linked mark schemes, then set them to peers for homework, then they mark the work produced.
Slide 86	Lastly this session will look at further support available on A level PE.....
Slide 87	There are lots of opportunities for support from Pearson Please do take time to read the topic guides, examiners reports and inside track as there is a lot of support and guidance available to centres in this material.
Slide 88	Finally, please see the Pearson web site for additional training opportunities.