

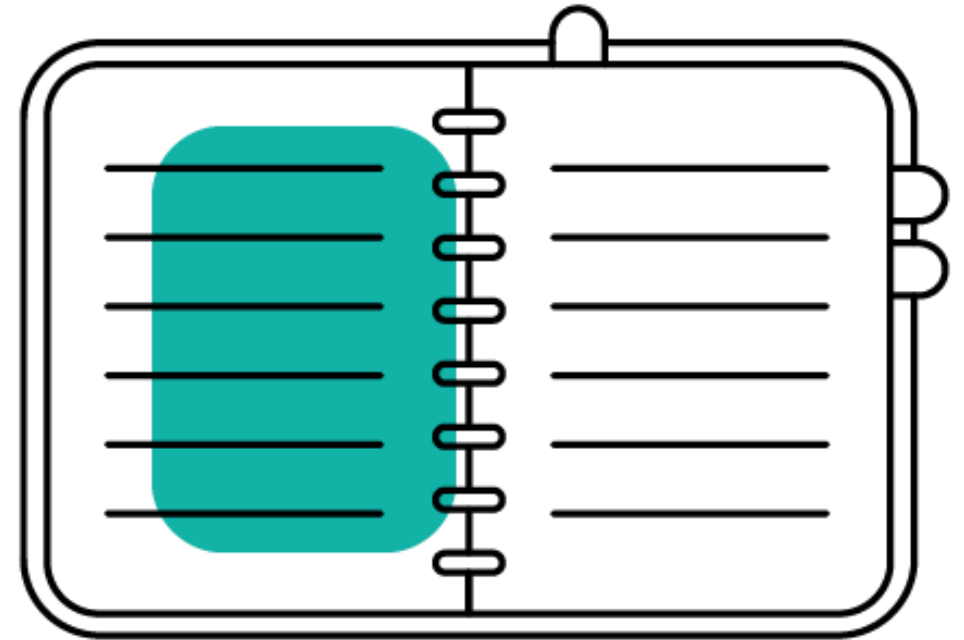
A Level Physical Education

Preparing for the Summer Exam 2025



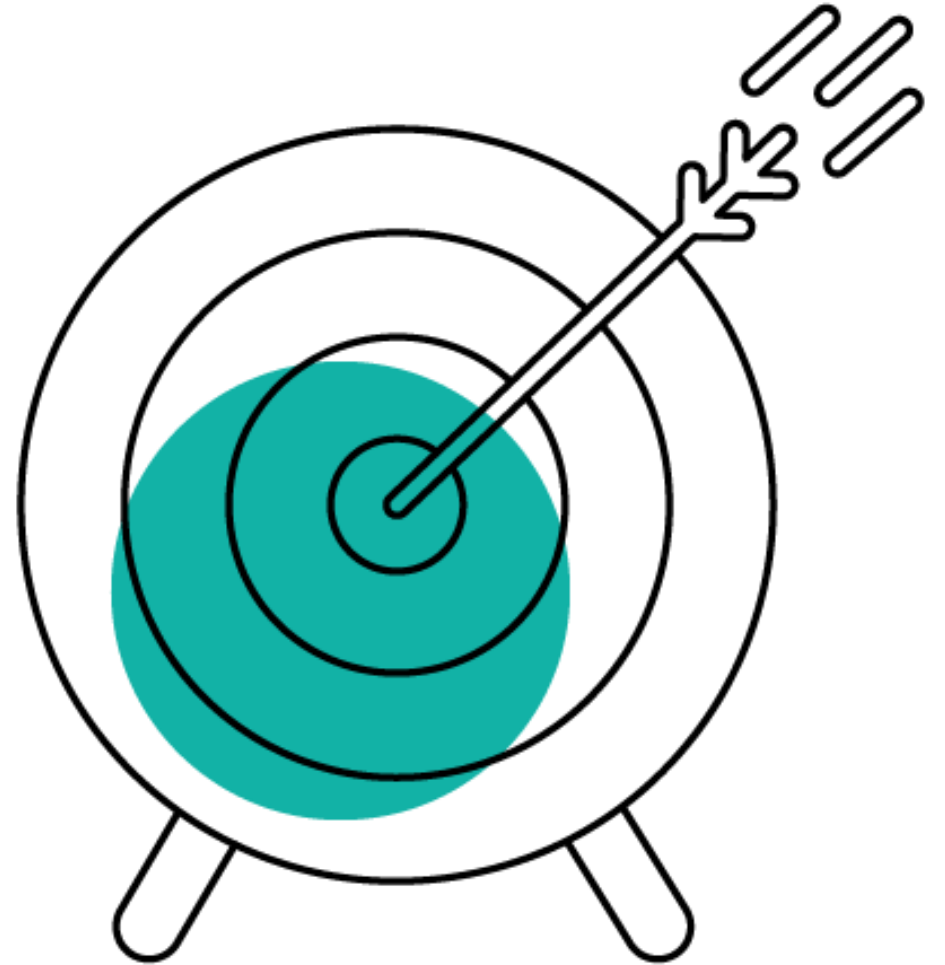
Agenda

- **Part 1** – A summary of the key requirements of Components 1 and 2 outlining question types and the structure of the papers
- **Part 2** – A focus on the levels based extended response questions with examples of best practice
- **Part 3** – A live Q&A session to answer delegate questions
- **Part 4** – Further resources



Objectives

- Gain a deeper understanding on how to prepare for the summer exam through understanding the requirements of Components 1 and 2 outlining the question types and structure of the papers
- Look at examples of best responses providing tips across all question types
- Focus on extended response providing guidance on how best to approach these questions with suitable examples
- See what further support and resources are available



Review of the Exam Papers



Component 1 – Scientific Principles

- Time of 2 hours 30 minutes
- 140 marks
- The paper divides into two sections each worth 50% of the overall marks:
 - Section A – Applied anatomy and physiology
 - Section B – Exercise Physiology and applied movement analysis
- The paper contains levels-based items of 2 extended 15 – mark questions and 4 x 8 – mark questions
- This totals 62/140 or 44% of the paper
- The remaining questions are points-based items

Component 2 – Paper 2 Psychological and Social Principles

The paper divides into Sections A and B both worth 50 marks or 50% each of the final paper award.

This contains a combination of points-based and extended levels-based responses.

Points based items = 32% while levels-based items = 68%

- The following slides will focus on these different question types, starting with levels-based questions across both papers.
- Common themes will be established.
- Common guidance will be given.
- Anecdotal evidence suggests as a % (points-based v extended levels assessed items) on the papers viewed the points-based items are achieving a much higher % of the final marks obtained despite a lower total mark availability.

Review the performance of the paper in the summer 2024 examination

Observations:

- The paper was deemed to be accessible to distinguish between the range of abilities undertaking GCE – a Level 3 award.
- The standard of spelling, punctuation and grammar was consistent with previous series.
- No evidence of a lack of sufficient 'writing space'.
- Use was made of additional examination sheets indicating candidates had sufficient time to complete the paper with additional content.

Paper 1 – Scientific Principles

Strengths

- Good 8-mark answers
- Better understanding of functional and structural differences
- AO1 factual knowledge

Areas to Develop

- Application of the AO1 facts to different contexts perhaps using the best sport as an example rather than just your own sport.
- Analysis skills in 15-mark extended writing – use connectives to help extend the answer such as ‘so that’, ‘therefore’, ‘this lead to’.
- Use the information in the question, e.g. where data is given to you.
- Bring calculators and rulers and use them.
- Learn spellings and definitions.
- Use units for data answers.

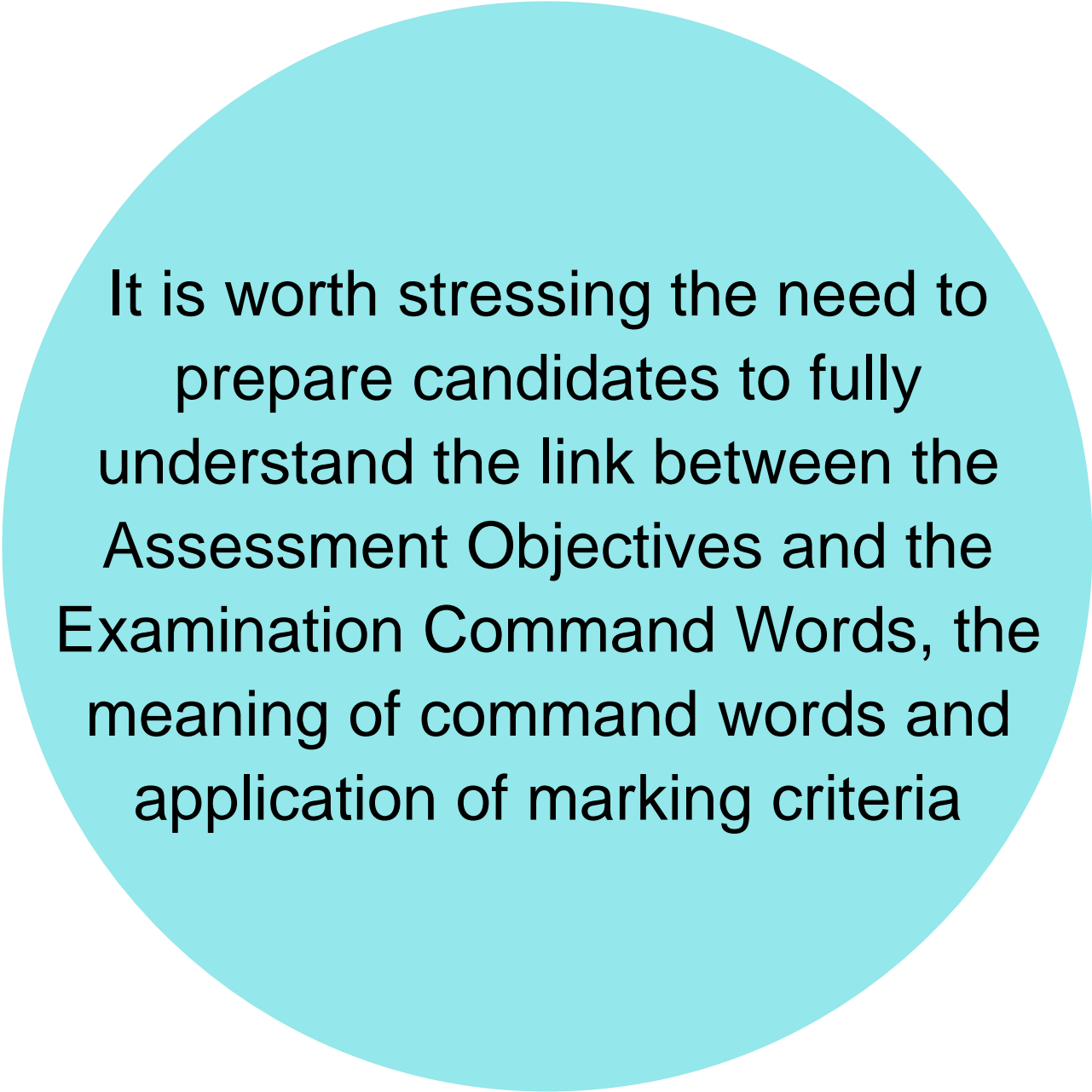
Paper 2 – Psychological and Social Principles

Strengths

- Improved structure of extended items responses
- AO1 – knowledge for many was good to very good
- AO2 – Appropriate and accurate from some candidates
- AO3 – Threads of analysis and evaluation seen from the higher marked responses

Areas to Develop

- Indifferent use of advanced information
- Application of AO2 – limited range of examples and outdated
- AO3 Analysis and evaluation skills in extended writing
- Depth of knowledge seen for extended items
- For extended items marked with an* limited use of the wider specification



It is worth stressing the need to
prepare candidates to fully
understand the link between the
Assessment Objectives and the
Examination Command Words, the
meaning of command words and
application of marking criteria

Examination Assessment Objectives (AOs)

There are three AOs which determine the quality of the response:

AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

- *Interpreted as knowledge in isolation*

AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

- *Interpreted to be the examples and applied explanations given.*

AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

- *Key determining factor: interpreted as the ability to show knowledge and understanding through analysing, evaluating and discussing – allied to AO1 and AO2*

Examination Assessment Objectives (AOs)

AOs are driven through the *COMMAND WORDS*

Students are recommended to become familiar with these and the potential marks available to them

- *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*

Combined AOs

- *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)*

Extended responses:

- *Discuss AO1 and AO3 – (5 /10 marks)*
- *Evaluate or Analyse AO2 and AO3 – (5/10)*

Examination Assessment Objectives (AOs)

Feedback on the application and understanding of the command words:

- In some cases candidates did not fulfil the command requirements
- Producing for instance a *list* rather than a full summary...

In one question, it asked to *summarise* the impact of technology on the viewing experience – this means express the most important facts or ideas about something... using full sentences.

Candidates in these type of cases simply listed four impacts and failed to summarise this impact on the viewing experience and scored zero.

This becomes more evident in the extended levels responses where there is often a lack of analysis, evaluation or to a lesser extent discussion.

(Further detail will be included in later slides)

Part 1 – Guidance and Support on Preparing for the Extended Answer Questions in Paper 1 and 2



Component 1 and 2 – levels-based questions

- The following slides will focus on those items marked on ‘levels’, which means each response should reflect the level criteria based on the command word – **has it been understood, used or applied correctly?**
- Levels based items examine the ***breadth of knowledge and understanding*** of a candidate centres around one or two core concepts, e.g. the commercialisation of sport and must be ***applied***.
- Levels based responses should be well written and read logically.
- Levels are in 5 bands for 15-mark questions and 3 bands for the 8-mark questions.
- Key words range from ‘*Sophisticated and uses analysis to make a fully informed judgement*’ in a Level 5 to ‘*limited technical language and analysis is not used to make a judgement*’ in a Level 1 award.

Levels – Review – What are they?

- Descriptive statements define a mark range, e.g. Level 1 marks 1–3, Level 5 13–15.
- Each command word such as *evaluate* or *discuss* has a separate set of descriptive statements.
- These progress in demand from Level 1 to Level 5.
- Level 5 demands a response to show ‘sophisticated’ responses – a very demanding criteria obtained by only a few candidates.
- Levels allow for some leeway when assessing a candidate's work.
- Not based on *points* rather the overall quality of the response in **answering** the question.
- **Do not guess facts** – getting them wrong only exposes a lack of knowledge.

Levels-based questions – extended responses

Extended responses require candidates to show a depth of knowledge which is applied and for the AO3 a demand to show either *analysis, evaluation, compare or discuss* a topic.

Points to note:

- Candidates must demonstrate a clear depth of knowledge and understanding on the topic – compile the 10 things you know about a topic e.g. aggression – theories, types, reasons for etc this can become a revision list
- Failure to answer the specific question... a major concern at times – candidates could spend a session just practicing what they understand the question to mean and require – use a highlighter pen to expose the key words
- The use of applied examples helps to demonstrate a depth of knowledge – compile 4 examples for each revision topic making them contemporary. One criticism would be the use of outdated examples from past the 9PE0_02 examinations.
- Evidence that there is often a lack of analysis or evaluation – candidates are encouraged to make a judgement in their responses – particularly in the conclusion!

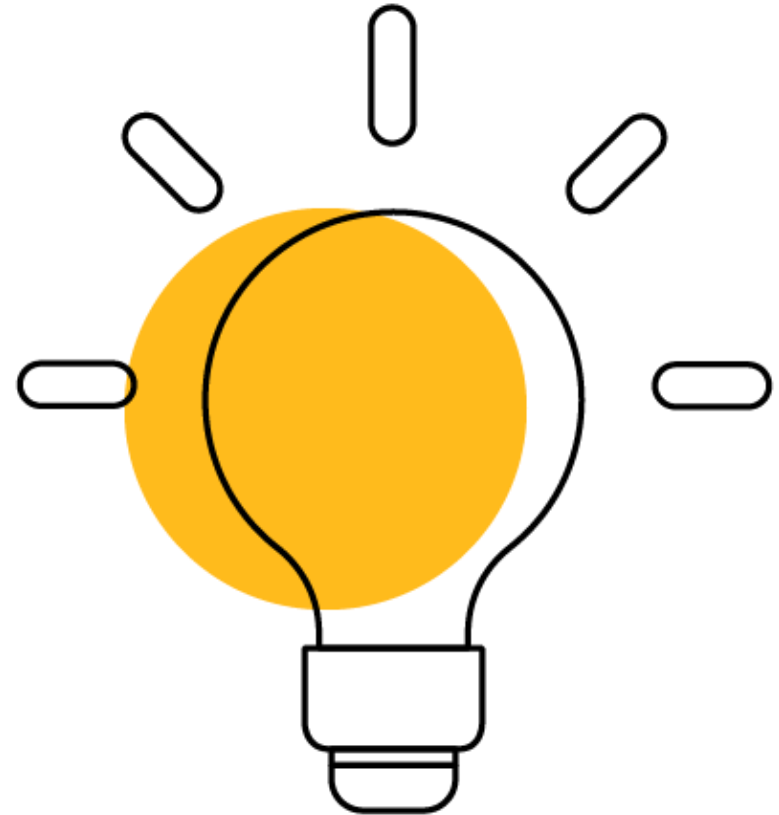
Extended Responses on Paper 1 – key tips

Keep it focused on the context of the question.

Apply it to the best sports that support the points you are making for example action and reaction might have a great example from trampolining – so don't just use your own sport, moment of inertia might have a great example from ice skating. Too many responses only focus on one sport.

ANALYSE – ASK YOURSELF – so what? When you consider your points. Can you say 'because' 'so that' and apply your knowledge.

See the extended answer writing guidance where more examples are given of how to do this for Paper 1 (a copy is in your pack).



*23 Evaluate the most suitable fitness tests for a team game of your choice.

Use your knowledge and understanding from across the course of study to answer this question.

(15) Q23

PLAN bronco → Sport Specific
1 sit & reach get low
Rugby - Physiological
→ mirrors gameplay
→ Specific to positions
2 standing jump
3 power
Agility, dodge ball side
4 3 → Mental rehearsal (3) adapted w/ players not
Intrinsic feedback, cones (3)
kinaesthetic feel (3). autonomous cognitive

One of the most suitable fitness test for a rugby player is the illinois agility test. This test is conducted with 7 cones, placed in a specific way to form a course. The agility test looks at how fast the performers are able to change direction. This is suited for a rugby player as they need to change direction at speed in order to dodge a defender and remain in possession of the ball. This test is most suitable as it mirrors gameplay and can be adapted. In order for the rugby players to gain a kinaesthetic feel of dodging defenders, the cones can be replaced



by other players trying to tackle the player / performer. As the Illinois agility test is adaptable, it is also suitable for players in the cognitive stage of learning as ~~they are able~~ the difficulty of the test can be reduced or increased for autonomous learners.

Another suitable fitness test for rugby players would be the 12 minute ^{cooper run} ~~push~~ ^{test} ~~test~~ for cardiovascular endurance.

This test is completed by setting a square up with each length being a set distance apart. High cardiovascular endurance would be indicated by a higher amount of times ~~the~~ the square was completed in 12 minutes. This fitness test allows for players to gain a feel of a constant pace, needed for an 80 minute game of rugby. Although the 12 minute cooper run doesn't mirror the exact stopping and starting of a rugby game, it does mirror the amount of time a player will be working for inbetween breaks of the game.

Another suitable fitness test is the Broncho.

test. This is a Sport Specific test that is completed on a rugby pitch. Whilst also having an advantage of mirroring gameplay and testing for cardiovascular endurance; the Broncho fitness test has psychological advantages. For example, as the test is conducted on the rugby pitch, the players are comfortable in that environment and are likely to perform better compared to conducting the test in a sports hall. Completing the Broncho fitness test on a rugby pitch can also help with the players mental rehearsal before a game in order to reduce their Anxiety levels.

(Total for Question 23 = 15 marks) Q23_Total

TOTAL FOR SECTION B = 70 MARKS
TOTAL FOR PAPER = 140 MARKS



How to develop a use of the knowledge and understanding of the wider component for * questions?

- Spend sessions looking at as many topics as possible and use a mind map techniques for instance to see what wider content can be applied to a topic.
- Mark schemes will always contain examples of the wider content – use them as practice questions – this examines ***‘linking and thinking’*** and differentiates between the most able v. least able candidates.
- **How it** links and **why it** links! Can you link anxiety management to aggression?
- If the knowledge is **relevant** to the **question** – it cannot as such be wrong.
- Paper 2 has the opportunity for wider content, even beyond the specification if relevant – engage students in research exercises to ‘read around’ topic areas.

Levels-based questions – Paper 2 extended responses

Key Point – Extended questions examine both the applied ***depth of knowledge*** of a candidate, therefore, to access Levels 4 and 5 this must be evident.

- 68% of the paper or 68/100 marks
- 1 x 8-mark item across 3 levels
- 4 x 15-mark items across 5 levels
- 2 of these 15 mark extended responses have an * which denotes the opportunity to include knowledge and understanding from across the component – ***these also allow for a breadth of applied knowledge and understanding to be examined.***
- Extended items demand a structure to the response.

Levels-based questions – Paper 2 extended responses

*Q5 Analyse Schema Theory and its implications for both a coach and a performer in optimising performance.

Use your knowledge and understanding from across the course of study to answer this question.

- Candidates need to show an understanding of schema theory and should apply this to the command word of *analyse* – *essential content* – *recall/recognition schema*
- Applied examples used effectively further demonstrate a higher-level response (answer)
- Wider exploration how this affects both a coach – e.g. coaching styles, practice formats, application of skill classifications, and a performer – e.g. the transfer of learning, psychological skills training, etc.
- *Remember the * – include wider knowledge... to access Level 5 e.g. goal-setting, self-efficacy, LTAD process*
- *Remember that Analyse requires the candidate to – **examine something methodically and in detail it, typically in order to explain and interpret it***

What could candidates do to gain a high-level mark?

- Name and show understanding and explain the four factors of attribution theory
- Analysis can include a critique of the theory
- Always use the wider component knowledge – applied to the item demand
- Must include a firm conclusion based on the analysis
- Look at the next extract – what are your thoughts?

Levels based – extended responses Paper 2

Task: Read the following text and feedback...

*5 Analyse schema theory and its implications for both a coach and a performer in optimising performance.

Use your knowledge and understanding from across the course of study to answer this question.

(15)

Schema theory proposed by Schmidt suggests that not all motor programmes are stored in the long-term memory (LTM). Instead, there is a generalised set of motor programmes that are adapted each time a performer goes to carry out a skill. This theory explains how autonomous performer can undertake simple skills with little conscious control due to a grooved and overlearned ~~motor programmes~~ generalised motor programme stored in the LTM.

Schema theory is applied when performing a skill. Initially, recall schema takes place whereby the environment is considered for example position of teammates in the initial condition.

The response specifications are also drawn upon to know how much weight to put on a pass for example. This links to the DCR process whereby schema theory links to information processing as the stimuli are detected, compared and recognised. The generalised motor programme (GMP) is retrieved from the LTM to perform the skill.

After the skill, recognition schema happens whereby the sensory consequences are used for knowledge of performance ~~then~~ takes place to see if it matches with the GMP stored in the LTM.

Levels-based questions – extended responses Paper 2

Q16 Examine the historical influences that the former East German sports system had on the provisions for UK sport.

(8 marks)

- Command word of Examine – ***Justification or exemplification of a point using analysis or evaluation***

Specific examples from UK provisions that match to the East German provision needed. Ideally 6–8 examples for full marks with the correct examination. E.g. East Germany had state funding/some sponsorship/centralised model/controlled. UK has lottery funding and a mixture of centralised-decentralised models. NGBs largely run sport with UK Sport/Sport England.

How to gain those extra marks!

- Show depth of knowledge beyond simple list of East German factors – generally a knowledge of East Germany and UK with specific examples to examine was limited.
- Avoid making generic statements in answers/responses – in this case about elite sport or state enforcement.
- Every question regardless of the specific command word requires some form of analysis... candidates must understand what this means

Make sure candidates know what the question is ***actually looking for*** – this must be practiced in the months leading up to the examination.

Look at the next example – any feedback?

Response Extract

16 Examine the historical influence that the former East German sports system had on the provision of UK sport.

(8)

East German sports system introduced full time athletes and coaches. This can be seen through UK sport as professionalism occurs, ~~but~~ and large amounts of jobs are in sports such as physios and coaches.

East German sports system implemented sports science into their athletes ~~for~~ to ~~enter~~ maximise performance. This can be seen in UK sport, as athletes have nutritionists and analysts in order to aid recovery and enhance performance.

The East German sports system had central funding from the government in order to pay for facilities and also for athletes. This can be seen in the UK as the lottery funds a lot of sporting materials such as facilities. ~~and~~

East Germany had ~~the~~ a system of early talent identification, this was through the implementation of tournaments for children, Spartakiads. This can also be seen in the UK

Levels-based questions – extended responses Paper 2

Q.18* Analyse the 'globalisation of sport' and its impact on sport and society.

A broad and key topic question – * ITEM requiring wider content **but a straightforward topic which is key to Section B.**

Positives

- The extent of the analysis was good from many – showing knowledge and understanding
- Many candidates were able to offer an analysis of impacts for both sport and society. These could have been used as two sub-headings.
- Analyse – ***examine something methodically and in detail it, typically in order to explain and interpret it.***

Negatives

- Lack of depth of the wider knowledge across the component for an * item e.g. TV and commercialisation fuelling global expansions.
- Depth for higher level marks needed beyond the few obvious first points e.g. hosting world games benefits the host countries status and performance on a global stage/best practice shared/fuels global expansion – satisfy the * requirement.
- Shorter dedicated paragraphs better 6-8 lines?
- Lack of a conclusion – vital to provide one! Look at the example on the next slide...

Levels based – extended responses

Now, we experience the sporting labour migration which allows new tactics and strategies to be introduced to new countries spreading sport. Technology has also allowed sports and games in specific countries to become more popular ~~with~~ in different countries for example American Football in the UK. On the other hand, an increase in sporting labour migration has lead to big money transfers leading to an increase in pressure to perform and this could increase the risk of cheating actions. Also, ~~athletes can lose~~ athletes can lose their identity with their countries and the globalisation of sport has meant that sport has become a political statement. This can be seen through the Black ~~Power~~ Power movement ~~in~~ in Mexico 1968 with Tommie Smith and John Carlos and more recently with the Black Lives Matter and taking a knee in sport.

Feedback so far...

First key point for examiners when assessing a response:

- Is the candidate answering the question?

Secondly:

- Does the content show knowledge and understanding?

Thirdly:

- Is there knowledge – vague or specific?
- Is the content well written and logically ordered?
- Is the content helping to answer the question or showing vagueness/confusion?

The biggest factor for the failure of candidates to access Levels 4 and 5 – lack of knowledge in depth!

Levels-based questions – extended responses Paper 2

Q.19 Evaluate the provision, opportunity and status of women's participation in global sport.

Use the information in Table 1. to support your answer. (15)

What a good answer/response should contain: ***Evaluate – use analysis to make a judgement***

- Candidates need to show understanding of the changing role of women in sport – more opportunities, more participation and better status – responses should be interesting to read and informative showing analysis to form an **evaluation**
- Popular content looked at the data to support the points made – although some merely wrote out the data with no analysis / evaluation
- Candidates to present both positive and negative aspects... evaluating each

Avoid:

- Failing to answer the question – this may seem obvious but is often evident
- Key to the question demand – use provision, opportunities and status as sub-headings
- Do not limit content to a narrow area – for this questions not just performing but wider roles in society and across different age groups with other socio-economic factors/funding/images
- Avoid dated examples showing a lack of current knowledge – examples can often be over explained wasting writing time.
- The evaluation can be included throughout the response but must form a definitive judgement in the answer you are about to conclusion

Levels-based questions – extended responses Paper 1 and 2

Key points for future examinations...

- Know and understand the command words – spend time on this!
- Extended items require depth and some breadth – prepare thorough lists of key content.
- No substitute for knowing topics in depth... teach well, develop understanding.
- Practice answering items under examined conditions – timed.
- Introduce wider component knowledge for all items practiced – be prepared.
- Write with the suggested structure... this can help reduce candidate anxiety.
- Use mark schemes to help prepare and especially for the *questions.
- Use a review of the specification to identify those topic areas that; end themselves to levels based extended items – compose potential response item titles then bullet point responses.
- Candidates can devise their own extended response items and share compiling responses.

Levels-based questions – key points for future examinations

Candidates should write a **short plan** on the paper – the key points you wish to use, underline key words in the question... use them in your response as often as possible.

Write with a structure... this helps produce a full and logical response

- Firstly, write an **Introduction** of 4–6 lines – shows understanding of the item demand, definitions explained, context set
- Secondly, The **Body of text or Response**

Rule: 6-8 **dedicated paragraphs** each **6–10 lines** on a different objective point

- Write in chronological order where applicable but the paragraphs need to link together
- Use link words or phrases such as: consequently, however, as a result, additionally etc... this will show understanding
- You must include a conclusion – this can include a subjective element showing what the candidate understands – judgements! This should be twice (approx.) as long as the introduction
- Begin with '**In conclusion and by way of summary**' – this will identify to the examiner the final stage you are at and channel candidate thoughts.

Part 2: Points-based questions



Points-based questions

Ultimately it is a matter of **core knowledge** – must be learned!

- Straightforward command words allowing for relatively ‘quick’ writing.
- Often no ‘order’ or ‘structure’ required in the answer.
- Evidence would suggest that candidates either know or don’t know the required answer.
- There is a need for centres to keep abreast of the current provisions and schemes in the UK. Check the UKSport and Sport England web sites every few months/sign up to their newsletters.
- Other points-based questions were generally answered well across both papers.

Points-based questions – key points

- Based primarily on knowledge in isolation – each correct point made should score 1 mark.
- Cover the whole specification.
- Known as ‘short term closed or open responses’.
- If asked to define... learn these as close as possible from the specification *Glossary*.
- Often the case that candidates either know or don't know the content needed to answer a particular Question... or only know 2 of 4 points required.
- Candidates need to spend as much time as possible going over the core knowledge of a topic, e.g. the four attributions of Weiner or the four types of aggression
- Introduce different forms of learning – quiz games, crosswords, mind maps, revision cards are all well established methodologies but there are many more!

Examples from Paper 2

Q1 – Summarise the reciprocal style of coaching (2 marks)

Feedback

- Mark of 2 but few accessed the full mark
- Some candidates struggled to be exact... Vague and varied 'summaries'
- Most did summarise but confusions existed with the other styles such as laissez-faire.
- Some responses lacked detail and were mere generic statements such with no specific link to 'reciprocal'

Question 1 – Reciprocal Style of Coaching

1 Summarise the reciprocal style of coaching.

(2)

Is when both the ^{performers} ~~coaches and the performer~~ have an input on the session. The coach will tell them to do something and they can ^{coach} ~~play~~ their one another, helping with correcting form, feedback.

Examples from Paper 2

Q2 – Using a sporting example, outline the whole-part-whole method of practice. (2 marks)

Simple and straight forward demand – Outline requires 'A brief account of non-linked points'

Points for teaching:

- Where do the 2 marks come from?
- Majority of candidates identified the key point(s) of the method for 1 mark and the second mark comes from the correct use of a sporting example.

Remember!

- Be aware of ensuring there is an exact and appropriate example.
- Some outlines included an incorrect or only part example to support their responses.

Paper 2 Q2 – Whole-part-whole

2 Using a sporting example, outline the whole-part-whole method of practice.

(2)

whole-part-whole is a method of ^{practicing} learning a skill where initially, the skill is practiced in its entirety. It is then broken down into parts or subroutines before being practiced as a whole again. This can be demonstrated in a triple jump, by practicing it as a whole, before breaking it down into the hop, skip and jump, and then practicing it as a whole again.

Paper 2 Q12

Q12 Describe the origin and meaning of the term 'cult of athleticism'. (2 marks)

Describe – An account of something with reasons

- Many candidates given the benefit of doubt when some of the key words were included, e.g. public schools or muscular Christianity. A period such as early C19th would be recommended – be exact!

Focus...question area/marks/dates/key words or concepts

- Candidates must link the essential key words with further description – linking the origin – where the cult came from/ period/ its' place and founder(s) and its' meaning or purpose / what it entailed

Task – mark the response on the following slide...

Question 12 – Describe – the term ‘cult of athleticism’

12 Describe the origin and meaning of the term ‘cult of athleticism’.

(2)

Athleticism originated in the British public schools and refers to the display of muscular Christian display of athletic endeavour and moral integrity.

Points-based questions – future examinations

- Marks available equal points to be made – aim to provide a full response.
- Know the command word meaning.
- There is no substitute for knowledge – cover the specification.
- Focus on areas where gaps in knowledge and understanding (AO1) and applied examples are missing (AO2).
- Make examples for AO2 contemporary.

Time for each question Paper 1/2 – not an exact science!

Paper 1

Overall: 150 minutes – Planning and writing

Extended essays are worth just under half the marks. Tackle the long answer questions first so you do not run out of time.

Paper 2

Overall: 120 minutes....Planning and Writing

- 15 mark questions – 18–20 minutes maximum = 80 minutes
- 8 mark question – 8–10 minutes
- 32 marks points based – 30–35 minutes
- Consider which questions to answer first!

Managing Paper 2

An important part of being successful is to **'time manage'** the paper – 120 minutes so allowing for thinking/planning time the 100 marks equates to a mark per minute!

No evidence from past series that candidates run out of time!

Consider:

- Logically you can answer the paper in any order.
- Answer the 15-mark questions first or...
- Answer Section A – 2 x 15 mark (30 marks) then complete the points-based questions (20 marks).
- Similarly answer section B 2 x 15 mark then the points-based questions.
- Finally, Section B the single 8-mark question.
- Allow 18-20 minutes maximum for each 15-mark question.

Key points for revision

- Do not overload your candidates with more and more information in the weeks leading up to the examination.
- This is a daunting time for all, and more information will inevitably lead to increased anxiety and learning breakdown – less is more!

The opposite works!

- Condense information and understanding into smaller manageable 'chunks' – 4 pages to 1.
- Focus on the applied factor – how it works in the real world.
- Use the '10 things I know' about mantra – even though it may only be 4, 5 or 6 'things'.
- Candidates prefer different styles of learning – use them.

Consider...

- Practice levels-based questions under timed conditions – 20 minutes maximum.
- 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.
- Peer marking in 2s / 3s using mark schemes – debate and discuss.
- Get students to self-mark work using mark schemes; then teacher checks, compares and discuss.
- 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.
- 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.

Consider...

- Get students to rank order 3–5 pieces of work and compare outcomes. Once rank order is established get them to identify which level/mark-band they would assess the work in and then the mark.
- 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.
- Finally... remind students that examiners need to be able to read their writing – it is an issue!

And finally...

- The reality for most candidates that fail to obtain marks on either points- or levels-based questions is through a lack of topic knowledge.
- Levels-based items also suffer from a lack of structure to their responses – must include a reference to the command word.
- Levels-based responses often see candidates fail to answer the specific question.
- Wider specification not used for *questions.
- Failure to use appropriate up to date examples – keep these succinct!

Logically... U.R.A (Understanding, Recall, Application)

Understanding is to know



Recall is to remember



Apply is to answer the command word applied to the question

Part 3 – Q&A



Part 4 – Further Resources



Support

Use these as examples of some 'go to' resources.

Pearson website subject pages.

- [Past Papers and Mark Schemes](#) – contain the expected knowledge
- [Inside Track](#) – back copies available on the Pearson subject pages
- [Examiners Reports](#) – feedback on candidate performances
- [Topic Guides](#) – offer some further depth to the specification.



Expanded Exemplar Support

From January 2025, the Pearson Edexcel qualification page for GCSE Physical Education will see the addition of a new **Exemplar Library**, which can be found in the top blue ribbon (see right).

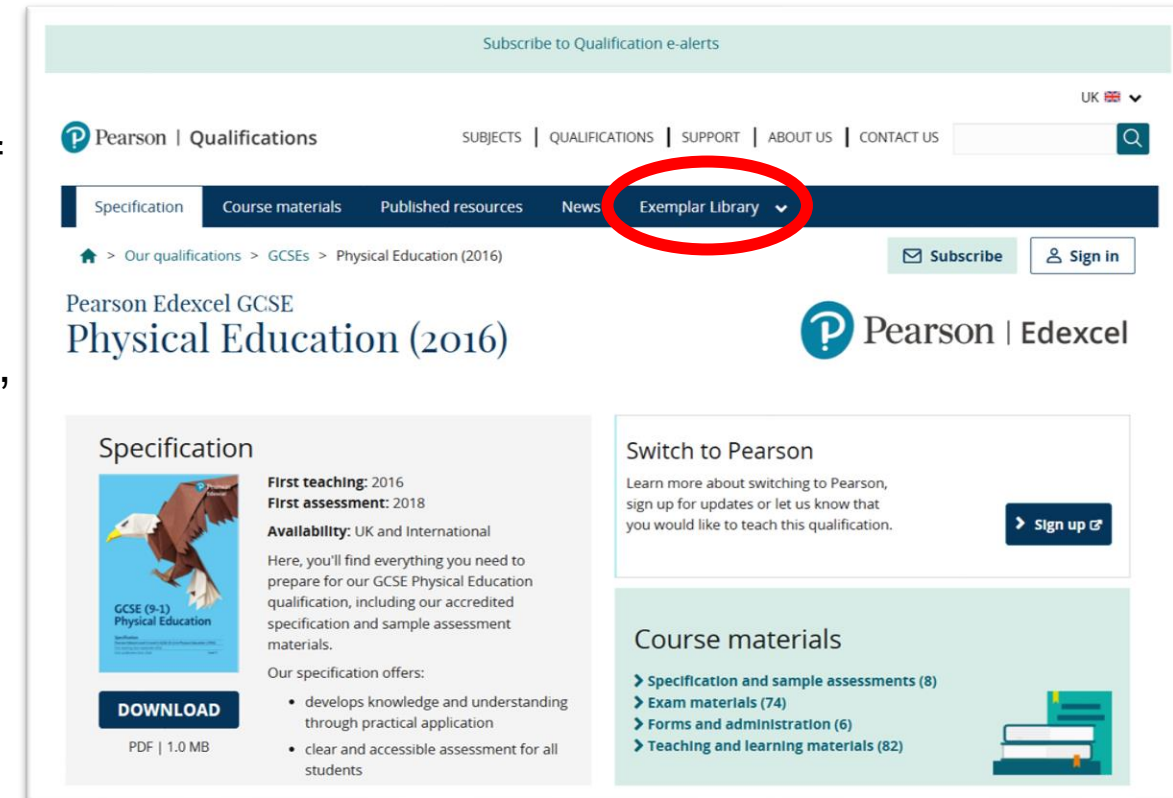
- **Component 03** including; team games, racket sports, artistic sports, outdoor sports, individual sports, and athletics.

[Team Activity](#)

[Individual Activity](#)

- **Component 04** covering a wide range of sports and activities.

[Levels 0 to 5](#)



These libraries will be expanded regularly to include each year's standardisation materials, improved examples of evidence, and newly sourced materials to fill any gaps.

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Physical Education

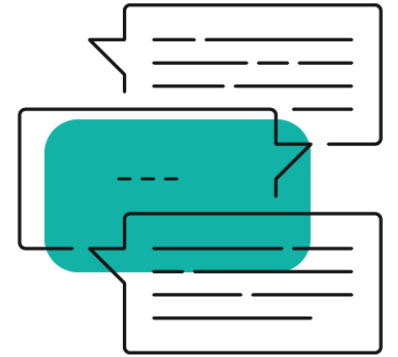
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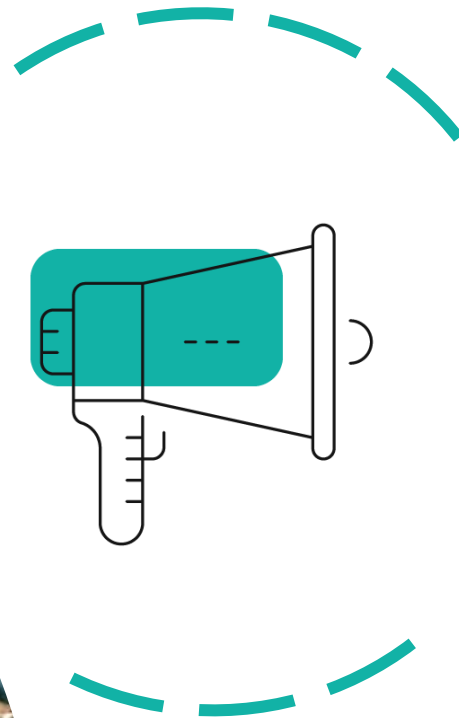
Penny Lewis
Physical Education and Sport



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Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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