



Pearson

# **Moderators' Report/ Principal Moderator Feedback**

Summer 2017

Pearson Edexcel GCE  
In Physical Education 8PE0 04



## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 8PE0\_04\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

This report reviews the moderation of coursework tasks for the examination series 2017. Work for this series has been submitted for the purposes of external moderation through CD Rom, hard copy or live moderation.

Centres are thanked for the efficient administration of this examination series, the first in the life of the 2016 specification.

### **General Comments:**

Centres commented that they have welcomed the reduced coursework demands for the analysis of performance task and the focus on just one performance in the practical component.

There were very few reported problems with visits, administration or deadlines for the submission of work, although the videoing of practical work needs further consideration for next year.

## **Component 8PE04: Analysis of Performance**

### **General comments**

Most candidates produced work within the Level 3 (7-9 band) for both the physiological and the technical / tactical aspects of the coursework.

As with the practical performance, almost all candidates completed this task as a performer with few opting for the coach role. A number of candidates did not write succinctly and exceeded the word count. Some work lacked the necessary depth of analysis to achieve top band (10-12) marks.

### **Physiological**

Much of the work offered for this task was well structured and of good quality. The majority of candidates identified three appropriate component of fitness but in some cases, certain choices were not the most appropriate for the demands of the sport and were not fully justified.

Candidates offered mainly standard test options and referred to normative data that is readily available on websites. To achieve top band marks, candidates should be encouraged to undertake additional research so as to appreciate current trends in elite level

performance.

Many National Governing Bodies offer detailed information around key components of fitness for their sport, target levels of fitness for potential elite performers and guidelines for effective training programmes. Consideration of elite and peer level performances (age group at club and school) offers candidates additional possibilities for analysis.

Candidates had referred to issues around reliability and validity but in some cases this lacked clarity. In the better submissions, the test data was interpreted quite well, and the limitations of some tests were discussed in depth.

Many candidates suggested appropriate future priorities for training and development but additional analysis was needed in some of the work, in order to achieve work in the highest mark band.

### **Tactical**

Most candidates had considered tactics listed in the specification and in all cases, the chosen tactic was suitable for the task.

Candidates had presented their work in an orderly and structured way and used suitably annotated images to describe the tactic. In many instances, the initial description of the tactic was impressive.

However, although analysis had frequently been attempted, this was sometimes rather brief. Candidates did not demonstrate fully how the tactic could be applied in a competitive situation or how it might be adapted in changing circumstances.

Some candidates had used data from elite performers to support the application of the tactic in a competitive situation and, in these cases, candidates achieved high marks. In other cases, this needed to be explored in more depth.

### **Technical**

Candidates had selected suitable core skills for consideration. In many of the technical submissions, candidates included effective descriptions and analysis of a core skill and presented the work with pictures, diagrams and reference to elite performers. The best work included detailed and accurate annotated diagrams that were used effectively by many candidates.

Candidates who achieved fewer marks offered work that was primarily descriptive, and did not include sufficient analytical detail.

The best work provided data to support a thoughtful analysis of strengths and weaknesses in order to justify key areas for development.

## **Accuracy of marking**

Much of the work was assessed in line with national standards. In some cases, marking was a little generous. All centres are encouraged to review the examples on the website and to consider attending the various training courses offered by Pearson.

## **Summary**

Much of the work was well presented, demonstrated a good knowledge and understanding of the tasks and included a bibliography to indicate a level of research.

Centres had clearly supported the candidates well in this first year. To achieve top band marks candidates must write more succinctly and consider in more depth the latest trends and research.