



Pearson
Edexcel

Examiners' Report
Principal Moderator Feedback

Summer 2022

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 04: Performance Analysis and Personal
Development Programme

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Introduction

This report considers the moderation of task **9PE0 04** for the examination series 2022.

Work for this series has been submitted for the purposes of external moderation through the Worker Learner Transfer platform. Although there were some issues linked to uploading work onto the platform, most were overcome swiftly.

There were few reported problems with the administration or deadlines for the submission of work. Centres are thanked for the efficient administration of this examination series and the regular and helpful communication established with moderators. Moderators commented on the high quality of the administration and communication throughout the series.

Although there were issues linked to word count in a number of submissions, overall, candidates and teachers are congratulated on the quality of the work following two years of disrupted learning and teaching due to the impact of the Covid-19 pandemic.

General comments

As with the practical performance, most completed this task as a performer with few opting for the coach role. A number of candidates exceeded the word count which frequently affected the moderated mark.

Centres need to provide additional support to candidates to help them write more concisely, to accurately record the word count at the bottom of each page and avoid excessive use of quotes when they are not contextualised or applied by candidates within their own work.

Candidates also need to have a clear understanding on how to use appendices effectively.

It was usually a lack of precision in the analysis that limited candidates to mark bands below the top band (9-10) marks.

Many candidates produced work at levels three (5-6) and four (7-8) for each of the four tasks.

Physiological:

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

It is not necessary for candidates to write about all or other components of fitness. They should identify the three most relevant and then justify them. Candidates might, for example, refer to movement data which is readily available for many activities. A brief

reference to such evidence can be used to justify components, especially for stop-start, multi-directional sports.

As in previous years, there was a tendency for candidates to offer standard tests and referred to normative data, which is readily available on websites, but which are not always valid. Candidates need to consider more contemporary tests, details of which can be found on many governing body websites or some of the technical journals.

Where appropriate, candidates need to specify their role or position in their chosen activity so as to fully support their justification of the three components of fitness. To achieve top band marks, candidates should be encouraged to undertake additional research to enhance personal knowledge and appreciate current trends in testing.

Many National Governing Bodies (NGBs) offer information around key components of fitness for their sport, target levels of fitness for potential elite performers and guidelines for effective training programmes. Candidates should be encouraged to consider elite and peer level performances (age group at club and school) as well as normative data as this provides additional opportunities for analysis. This has been referred to in previous reports and, encouragingly, a number of candidates followed this advice.

Most candidates understood the concepts of reliability and validity but in some cases this was confused and needed additional clarity. In the best work, test data was interpreted well, and the limitations of some tests were discussed.

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

Tactical:

Few candidates opted for the tactical option but those who did almost always chose tactics listed in the specification.

Most candidates presented their work in an orderly and structured way and used carefully annotated images to describe the tactic. Often the initial description of the tactic was detailed and accurate.

Moderators reported that the quality of analysis was improved on previous work. All candidates should seek to indicate how the tactic could be applied in a competitive situation or how it might be adapted in changing circumstances, such as when teams might need to score, protect a lead, or had lost players through injury or sanctions.

A number of candidates had used data from elite performances to support the application of the tactic in a competitive situation and in this helped candidates to achieve good marks.

Candidates should be encouraged to undertake research to enhance their understanding of tactical aspects of performance. Technical or NGB journals are a good starting point for this, so too, various sport-specific magazines and daily newspapers or their online alternatives.

Technical

As on previous occasions, for many candidates, this was their best work. Candidates had selected suitable skills and included detailed descriptions and analysis of a core skill, presenting the work with clear photographs and pictures, diagrams, and reference to elite performers.

It is important for candidates to remember that analysis included in their annotated diagrams contribute to the word count. Some candidates had not done this, and this meant they breached the word limit.

The best work included accurately annotated diagrams with data to support an insightful analysis of strengths and weaknesses to justify key areas for development. Work which was mainly descriptive, lacking analytical detail, or which failed to identify future priorities scored less well.

Planning of the Personal Development Programme (PDP):

Candidates were able to identify an appropriate component of fitness on the basis of the performance analysis.

Most candidates defined SMARTER targets and sought to apply them to their own work. More work was needed by some candidates to fully explain how SMARTER targets underpins the planning of an effective PDP. Lengthy definitions need to be avoided here, with more emphasis needed on their application.

The work on principles and methods of training was frequently of a good standard, although, as with the work on SMARTER targets, some did not apply this well enough to their own circumstances.

It was encouraging to note that more candidates had considered contemporary / valid tests and compared performances with athlete populations in addition to the norm referenced tables; this is good practice. All candidates should be encouraged to undertake research to identify valid, sport-specific tests which can often be found on NGB websites.

Evaluation of the PDP:

Although some of the work in this section was of a very good standard, many struggled

to produce the necessary quality of work to score in the top band. Overall, candidates need to utilise qualitative and quantitative data more effectively to support the evaluation of the impact of the programme.

Some candidates provided data-rich and detailed analysis on the outcome of their PDP and had included a notational analysis of their performances pre and post training. All candidates should try to provide evidence to demonstrate the effectiveness of the plan.

Centres should encourage candidates to consider the changes in the test scores and potential physiological changes where appropriate. Correctly applying theory and science to the outcomes is necessary to achieve high marks.

Recommendations for future development was covered well by some, but more insightful recommendations were frequently required. Candidates might, for example, refer to the need for modifying methods or principles of training or finding additional research to enable further improvements in performance levels.

In a number of cases evaluations scored less well because so few words were available as a result of excessive words being used in the previous sections. Candidates should be encouraged to note the word count at the end of each section and a total at the end; in turn, this assists the candidate in ensuring an even distribution of words across the assignment, vital for high marks.

Coaches:

There were only a small number of candidates who offered the coach role and much of this work had similar strengths and weaknesses to the performers.

In addition to the points raised above, it is worth pointing out that in the physiological work not all of the coaches introduced the individuals they were working with, nor the level they perform at; providing this detail would help contextualise the work.

In the technical section, most coaches discussed coaching styles but did not provide much in the way of a comparison to higher level coaches; doing this would allow candidates to identify points more clearly for improved practice.

Accuracy of marking:

Some centres marked accurately, although some marking was lenient, in others it was very lenient. In a few, the marking was a little severe. Centres are encouraged to consider attending the training courses offered by Pearson.

Word count:

Moderators reported that a number of candidates had breached the word count. As well as some candidates stating a word count in excess of 5,000 words, in other instances

word counts shown were not accurate or not stated at all, and some had not included written analysis included in tables and text boxes for the technical / tactical section. Candidates should be reminded that their own written analysis, including those written into text boxes, count towards the final word count.

It was also noted that some candidates used quotes from research and coaches to excess. Whilst candidates may use quotes from research material and coaches to support their work, these need to be synthesised and applied within the body of the text and not used unreasonably. The specification states that this task is limited to 3,500 words and is designed to be 'concise'. The overuse of quotes deemed to circumvent the word count means the work is no longer succinct and has implications for marking.

Tables and graphs of data do not contribute to word count. For example, outcomes of testing.

Overall:

It was encouraging that much of the work was well presented, demonstrated good knowledge, and understanding of the tasks, with most including a bibliography to indicate a level of research.

As previously, centres had supported the candidates well, with the result that much of the work presented had a distinctive house style and was of a high, sometimes very high, standard.

To achieve marks in the top two bands, candidates must write succinctly and apply research into current trends and the science that underpins performance improvement.

Finally, centres are encouraged to refer to the material provided in the online magazine, Inside Track, available at the subject webpage, which provides advice and articles of interest for all components of the specification.