



Pearson

Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCE
In Physical Education (9PE0)
Component 4: Performance Development
Programme

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General comments

The majority of candidates produced work at levels three and four (5-8) for each the four tasks within the PDP.

As with the practical performance, many candidates completed this task as a performer with relatively few opting for the coach role. A number of candidates did not write succinctly and exceeded the word count, in some cases significantly, and this, together with a lack of analysis, often limited candidates to mark bands below the top band (9-10) 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.

As last year, there was a tendency for candidates to offer mainly standard test options and referred to normative data which 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 testing at elite level performance.

Many National Governing Bodies offer information about 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 candidates additional possibilities for analysis. This was referred to in last year's report and it was pleasing to see that some candidates had followed this advice.

Most candidates understood issues around reliability and validity but in some cases this needed additional clarity. In the better submissions the test data was interpreted well and the limitations of some tests was discussed.

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 and failed to fully demonstrate 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 had achieved high marks. In some work this needed to be explored in more depth.

Centres are advised that candidates should avoid simply copying and pasting diagrams and text from popular websites and merely adding a few words of their own. Some candidates lost marks because they over-relied on this kind of material. Candidates should be encouraged to undertake research but then present their own work.

Technical

Candidates had selected suitable core skills for consideration and in much of the work had included effective descriptions and analysis of a core skill, presenting the work with pictures, diagrams and reference to elite performers.

The best work included detailed and accurate annotated diagrams which were used effectively by many candidates. Those who scored less well offered work which 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.

Planning of the PDP

Candidates were able to identify an appropriate component of fitness on the basis of the performance analysis, although to achieve top band marks greater insight into the quantitative data was needed to support this.

Most candidates defined and applied SMARTER targets which were applied accurately. In some cases, this was not sufficiently well applied to the personal circumstances of the candidate. More work was needed by some candidates to fully explain how SMARTER targets underpins the planning of an effective PDP.

The work on principles and methods of training was often detailed and largely of a very good standard, although, as with the use of SMARTER targets, some candidates need to personalise this better.

Most candidates had opted for standard tests to monitor progress, which were often covered in good detail. In recent years though, many sports have developed more refined tests that are sport specific. Candidates should be encouraged to undertake research to identify more valid tests.

Evaluation of the PDP

Although some of the work in this section was of a good, sometimes very good standard, many candidates need to utilise qualitative and quantitative data more effectively to support the evaluation of the impact of the programme.

Many candidates would have benefitted from having additional qualitative data to support the overall effectiveness of the plan. For example, evidence based on a notational analysis of a performance and/or coach observations would have provided welcome additional evidence of the benefits of the PDP to a competitive setting.

Centres should encourage candidates to consider the changes in the test scores and references to certain potential physiological changes where appropriate. Correctly applying theory and science to the outcomes is necessary for top band marks.

Considerations for future development were covered well by many, but more insightful recommendations are required for some. Candidates might, for example, make reference 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, the work in the final section was disadvantaged because of the candidate not applying words evenly across the four tasks. Several evaluations lacked depth because so few words were available as a result of excessive words being used in the previous sections.

Accordingly, candidates should be encouraged to note the word count at the end of each section and a total at the end; in turn, this might aid the candidate in ensuring an even distribution of words across the assignment, vital for high marks.

Accuracy of marking

Much of the work was assessed in line with national standards. In some cases, marking was a lenient. Centres are encouraged to consider attending the training courses offered by Pearson.

Summary

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

Centres had clearly supported the candidates well, with the result that much of the work presented was of a good, frequently high standard. To achieve top band marks however, candidates must write more succinctly, avoid exceeding the word count, and consider contemporary trends and research.