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Examiners' Report

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## 1827 Paper 01 - Factors Affecting Participation and Performance

### General Comments

Once again, the requirements of candidates sitting this examination focused on their ability to recall relevant knowledge from the theoretical aspects of the specification and to then apply this knowledge to a variety of practical activities. Candidates who could recall the 'theory' and understood it were able to apply the knowledge they had and scored well on this paper. The mark range was **138-0**

1. The traditional multiple-choice questions at the beginning of the paper were answered well, with many candidates scoring over half marks. Question parts (a) and (g) appeared to provide little difficulty for candidates, with the majority identifying the correct definition of exercise from the options given for part (a) and 'concussion' as the 'odd one out' in terms of joint injury in part (g). Parts (b) and (h) provided greater difficulty. Many candidates selected the response containing elements of the respiratory system as well as the cardiovascular system for part (b), and stroke volume rather than cardiac output for part (h). The question that candidates found most difficult was (j). Candidates gave a range of responses to this part of the question.
2. Candidates applied their knowledge well to this question in terms of the benefits of participating in practical activity. Part (i) (reduce stress and mental benefit) was normally answered correctly as was part (iv) (social). Although proving slightly more difficult, there has been an increase in the number of students who understand the meaning of aesthetic appreciation, reflected by the number of correct answers in part (v). Candidates failed to gain credit for part (ii) if they mentioned 'look good' before stating 'feel good' as this question is testing candidates' understanding of the difference between mental and physical benefits so it is important that they only specify mental benefits. Part (iii) was the most problematic; although many candidates correctly referred to 'burning fats' for one mark they failed to go on to give a second way of reducing weight.
3. The answer to part (a) was often correctly identified as 'fitness', although the definition given was on occasion confused with the definition for 'exercise'. Part (b) was well answered - candidates made the link between the definition and the impact on performance, applying knowledge well. Some candidates experienced difficulty with part (c), often using the word 'performance' in their explanation and therefore not gaining credit. Those candidates who knew the definition appeared to find the question easy, so although a definition is not required it is still worth centres drawing their students' attention to these definitions. Part (d) again required application of knowledge and was generally well answered, with the majority of candidates gaining a mark for recognising the need for muscular strength in the arms of the gymnast and cardiovascular fitness for the runner. Some candidates found part (e) quite difficult as they failed to relate to the images mentioned in the question - surprisingly, flexibility for the gymnast posed the greatest problem. Part (f) was a good differentiator. Many answers related to fitness demands rather than health, others gave a definition of health but did not apply. The majority of correct answers related to mental health issues not visible in the image (rather than reference to disease).

4. The main difficulty in part (a) for candidates was ensuring that they gave a different response regarding the games player compared to the sprinter. For example, vague answers referred in both cases to beating opponents. In these cases candidates would achieve one of the two available marks. Other incorrect answers referred to reaction time for the sprinter. In part (b) explanations were only credited if correct examples were given in the first answer (as the explanation related to the first answer, ie body parts being coordinated). This resulted in low scores being achieved for this question as candidates had difficulty in identifying appropriate examples. Of the two situations, perhaps surprisingly the sprinter was best answered, and many candidates identified the need to coordinate arms and legs and related this to an increase in speed.
5. This question was not well answered by a number of candidates. Initial confusion with the term 'principles of training' meant that answers relating to components of fitness or methods of training achieved no marks. The principle of specificity was presented in a number of different forms, for example: specification; specify; specific, as was progression: progress; progressive. Clearly, if the first part of the question was incorrect candidates could not access the second part as this asked for an explanation of the principle stated in the first answer. Surprisingly, there is still a lack of clarity over the principle of overload; candidates still mistake this as meaning that the performer should not do too much (a more literal interpretation of the term). Marks for the explanation of progression were reduced because candidates failed to differentiate between progression and overload, ie they forgot to mention or imply gradual increase. Marks were also lost in the explanation section when candidates used the stated principle in part of the explanation. For example, progression is when you progress; specificity when you must make sure your training is specific to your sport; reversibility is when your training reverses. All of these fail to clearly explain the term so no marks would be awarded.

Of those candidates familiar with the principles of training, many still experienced difficulty in correctly identifying four. Some centres are still using principles that are outside this specification and these principles are not credited.

Part (b) of the question also proved problematic for many students. Obviously, if principles of training had not been correctly identified in part (a) examples could not be given in part (b). Where attempts of examples were given these were often vague or repeats of the explanations already credited in part (a). For example, progression, slowly make the sessions harder. Actual figures were required, eg increased from 10 reps to 12 reps between weeks 4 and 5.

6. This proved to be a difficult question for many candidates as an incorrect answer to part (b)(i) would normally result in the rest of the answers to the question being incorrect. Those that knew the difference between isotonic and isometric muscle contractions gained full marks. Common incorrect answers focused on joint action (flexion, extension and so on) rather than type of contraction.

7. Most candidates knew that an obese condition was considered to be the most dangerous to our health, although there were a significant number of students who gave 'overfat' as their answer. Part (b) was often answered from a different perspective to that expected, ie candidates explained why obese performers would not become elite rather than answer the question that asked why elite performers were unlikely to become obese. Part (c) was well answered, with the majority of candidates correctly identifying that muscle weighs more than fat so is likely to account for the additional weight.
8. This question was well answered, with many candidates achieving full marks. As in other areas of the paper possible responses were grouped into similar types of answers and candidates needed to gain a mark from each category to achieve maximum marks. The third category (relating to fun/more enjoyable) was put forward the least number of times. The main focus was on fair play and reducing injury.
9. Candidates who didn't score the mark for part (a) often failed to explain the term 'balanced competition' as requested in the question, stating instead an example, (same weight, age). The majority of candidates knew that this was to make the competition fair or for safety (part (b)) and could demonstrate how the competitions were balanced. A few candidates however (in part (c)), simply repeated the statements in the boxes of the table and although they gained credit for age and same sex without specific reference to ability or skill level, or same weight, they could not gain the final two marks.
10. Part (a): There were some good responses to this question and some imaginative risks. Where these were thought to be too extreme no mark was given (eg breaking leg in dance as a result of a slip). Many candidates scored two marks, but due to repeating the type of injury (often 'hit') failed to gain the third mark. Javelin was often identified as the activity with potentially the greatest risk; although all activities were offered by candidates it was surprising to see the number of times dance was given as the activity presenting the greatest risk. Where javelin had been identified the reason given often linked to potential fatality.

Part (b)(i): Although there were a lot of correct answers, incorrect answers referred to fractures or gave examples of soft tissue injuries (eg sprain) rather than explaining the term. Part (b)(ii): in order to identify a 'spread' of knowledge in this area candidates needed to give two 'different' types of signs or symptoms of a soft tissue injury. It was insufficient to say 'discolouration' and 'bruising', for example, or 'non-weight bearing' and 'lack of mobility' as both refer to the same sign/symptom. When preparing candidates for this type of question it is important that candidates try to give varied responses, eg 'pain' and 'bruising'. This was, in fact, a popular answer and when written earned the candidate two marks. The final part of the question was well answered, although some candidates chose to write out the components of RICE, and on occasion incorrectly stated one of the components, or did not state all four. Those candidates who simply wrote RICE were awarded the mark.

12. Candidates generally found part (a) of this question difficult. 'Capillary' was normally identified, but there was confusion over the different features of arteries and veins. Given that these two blood vessels were often mistaken it was not surprising that the visible differences were often incorrect or repetitive (eg a candidate mentions the thickness of all three vessels which would only be credited once). Part (c) of the question demanded recall of knowledge about the different vessels and this was answered well.
13. Most candidates' responses were taken from the words provided in the box in the question although there were a few additions. Where a selection of words is provided candidates should obviously be encouraged to select from these as they will be the only ones accepted in the answer. 'Cartilage' was often incorrectly stated as forming through a process called ossification, and the place where this process took place was not well known. However, the majority of candidates correctly stated that cartilage protects the ends of bone and therefore gained at least two marks for this question.
14. The mark scheme for this question was extended due to the lack of clarity of label; 'muscle', 'tendon' or the name of the actual muscle were accepted for label A and as a result many candidates correctly identified this as the quadriceps muscle. Errors occurred where candidates confused ligaments with tendons (and thus lost marks in parts (a) and (b)). The acceptable answers for label C were also extended, but this still proved to be the most difficult. A common incorrect answer was 'synovial fluid'. Part (b): Inevitably there is still some confusion between the role of the ligaments and tendons, with many candidates incorrectly identifying 'joins muscle to bone' rather than 'joins bone to bone' as the function of ligaments. A number of candidates focused on more general functions of the skeleton.
15. Part (a): This continues to be a difficult question for candidates with a limited number of correct explanations of the term 'muscle tone'. Many candidates discussed muscle definition instead.

Part (b)(i-ii): Good knowledge demonstrated by candidates regarding what constitutes good/poor posture, although some candidates did comment that the female had better posture as the male was overweight and sitting in a chair.

Part (b)(iii): The main difficulty here for candidates was that the benefits they stated were often physical rather than the required mental link to self-esteem. Reference to the physical was credited, however (such as improvement in shape), provided it was used to justify an increase in confidence.

16. Part (a)(i-ii): The health aspect of this question was not well answered. Candidates often gave vague responses rather than identifying specific health benefits of exercise (eg lower blood pressure, less chance of CHD and so on). Many candidates answered in terms of fitness benefits but this was not asked for in the question. Responses regarding enjoyment were much better, most candidates making the link between enjoyment and competition.

Part (b)(i-ii): This presented little difficulty other than where candidates selected 'power' rather than 'strength', which was not accepted as the question asked for a health related component.

Part (c)(i-ii): Most candidates correctly identified 'balance' as the missing component of fitness. Several candidates omitted this question but it was generally well answered. Most candidates answered that balance was required just after the throw so that they were not disqualified if they stepped/fell out of the throwing area. However, weaker candidates discussed co-ordination rather than balance. Presumably the students experiencing difficulty with this aspect of the question had incorrectly identified the relevant component of fitness. Other popular incorrect answers for the second part of the question related to distance thrown or the direction of the shot.

Part (d)(i-ii): Where candidates correctly identified 'weight training' they had little difficulty in explaining why it was a useful method; ie increased strength.

Part (d)(iii-iv): Once again, those candidates that correctly identified the training method could answer why it was appropriate, although some candidates failed to gain the second mark as they spoke in general terms, eg 'run for longer', 'run further', rather than explicitly stating the aspect of health-related exercise it would improve. As the second part of the question asked for an explanation in the context of the first part of the question no marks were awarded for the second part if part one was incorrect.

Part (e)(i-ii): A large number of candidates correctly identified 'cross/circuit training' as a suitable method of training for the performer in the scenario. Many incorrect answers in part (ii) simply repeated the question text, ie two events to train for, rather than identifying why this would make a difference, ie the two different events required different 'strengths' in terms of aspects of fitness. Successful candidates linked the method of training with the different components of fitness required for both activities.

Part (f)(i-iii): These parts of the question presented little difficulty for the majority of candidates. Label B was correctly identified ('left ventricle') as responsible for pumping blood out of the heart, hopefully by using the information in the diagram (the thickness of the heart wall) rather than just recall. The effect on the heart was well known, as were the training effects on heart rate and stroke volume.

Part (f)(iv) appeared to be a very straightforward question for many candidates. There was some confusion over the bicuspid/tricuspid valve, presumably due to incorrectly identifying the left and right sides of the heart. Of all the labels 'semi-lunar' valve appeared least well known. Best known fact: function of valves.



17. Part (a)(i-ii): The popular nutritional requirements identified by candidates were 'water', 'fats', 'carbohydrates' ('Carbs' was not accepted). The fourth nutritional item proved more difficult with 'calcium' often stated (perhaps because it was an answer further on in the paper). Some candidates resorted to those items listed in the question ('fibre', 'vitamins' and 'minerals') which was also incorrect. The role of fats/carbohydrates and water was generally well known; protein less so. Some centres had obviously gone into energy systems in more detail than required by the specification and this led to confusion in some cases for candidates who referred to fat as a quick source of energy and carbohydrates as a slow source. Candidates were given the benefit of the doubt but centres should take care when trying to extend their students knowledge beyond the depth required.

Part (b)(i-ii): Answers for part (i) needed to fall into categories: 'physical'; 'mental'; 'injury'; with a maximum of one mark achieved per category. The main problem with many responses was that candidate responses lacked clarity. For example, 'start the heart pumping', given that we hope the heart is already pumping, the candidate needed to state this in the correct context, ie to *raise* the heart rate (rather than to start it). In part (ii) 'reduce injury' was often given for 'cool down', which was an incorrect response; similarly, 'prevent lactic acid' was another common incorrect response from candidates. However, 'to reduce muscle soreness' and 'remove lactic acid' were also (correct) popular answers.

Part (c): Although a lot of candidates correctly answered this question many incorrectly made reference to the joint rather than a bone and thus received no marks.

Part (d): This was not well answered; very few candidates could give the type of drug. Some came close, stating 'narcotics', but the full answer of 'narcotic analgesics' was required to gain the mark.

Part (e)(i-ii): 'Ball and socket' was well known as the joint type that gives the greatest range of movement. Knowledge of three joint types is all that is required for this specification; therefore, of those joint types the hinge joint provides the smallest range of movement and was the expected answer for part (e)(ii). However, where candidates had a broader knowledge and stated 'gliding joint' it was accepted.

Part (f)(i-ii): Many candidates were aware of the main functions of the skeleton. The popular answer was 'protection', which was then relatively easy for the candidate to apply in part (ii). Relatively few candidates opted for 'blood production and support'; of those that did many found part (ii) problematic, emphasising the need to look at both parts of the question before opting for a function. There were some good examples of application of protection, often focusing on rugby tackles (cranium protecting the brain; ribs protecting the heart/lungs); or boxing and blows to the body. To gain the mark candidates needed to say which part of the skeleton was offering the protection, what it was protecting, and then place in a sporting context. Another good example of protection was heading the ball in football, the skull protecting the brain.

Part (g): Calcium was the key word for this answer and was provided by the majority of candidates. Of those not gaining the mark this was due to failure to mention 'calcium', referring instead to nutrients in general terms, or mentioning specific food items such as milk. The lack of further explanation meant that credit could not be given.

Part (h): Although candidates still have difficulty in spelling gastrocnemius (who wouldn't), this question was well answered. In previous papers candidates have confused the role of the quadriceps and hamstrings, this question was therefore slightly easier as they were only asked to name rather than give the function of. It was pleasing to see a reduction in the number of candidates using the term quads and hams.

18. Part (a)(i-ii): This was well answered and some candidates even distinguished between the bones of the upper arm and lower arm, although this was not required to gain all three marks. The type of joint formed by these three bones was also well known.

Part (a)(iii-iv): Surprisingly, a number of candidates had difficulty identifying the movement possibilities at a pivot joint, often giving 'flexion' and 'extension' rather than 'rotation'. Part of the reason for this error may have been because the candidate did not know where the pivot joint was located; candidates who did not identify the type of movement had difficulty in applying knowledge to the sporting context and continued with responses related to the arm, often incorrectly stating 'swinging the bat' rather than 'turning of the head to see the ball'.

Part (b): As with question 14(b) there is still some confusion between the role of the ligaments and tendons, with many candidates incorrectly identifying 'joins bone to bone' rather than 'muscle to bone' as the function of tendons.

Part (c)(i-iv): Although a lot of candidates correctly identified 'flexion' as the joint action a surprising number incorrectly stated 'extension'. Those that incorrectly stated the action then proceeded to incorrectly state the muscles responsible for the action. The phrase 'antagonistically' is well known and applied correctly.

Part (d)(i): There were three marks available for this part but few candidates achieved all of the available marks. Most gained one mark for referring to anaerobic respiration due to the shortfall of oxygen available. Better answers discussed the need to 'pay back' this shortfall after exercise/during recovery, although few made reference to the fact that this was 'extra' to that normally required. Those candidates familiar with the glossary explanation in the specification achieved all three marks.

Part (d)(ii): Although many candidates knew that breathing was part of the answer to this question relating to oxygen debt, again, answers were vague, stating 'breathing after activity' rather than 'deeper breathing', 'heavier' or 'faster breathing', thus describing the need for more oxygen, rather than just 'normal'.

Part (d)(iii) was often omitted, or responses were vague ('lungs get bigger'; 'more efficient'). This is a standard differential question on training adaptations and to achieve the marks candidates need to be specific regarding those adaptations, demonstrating specialist knowledge. Many candidate responses related to the circulatory system rather than focus on the lungs. However, set against this, many candidates stated increase in tidal volume or vital capacity, or commented on the increased strength of the diaphragm.

Part (e)(i-iii): Dehydration was well known. More difficulty was experienced with the correct identification of sprains and strains; candidates would often repeat the statement in the question, eg 'muscle tear' given as the answer to (e)(iii).

## Summary

As with last year the paper required application of knowledge on the part of the candidates, who, as in last series, generally respond well to the challenge. Basic, factual questions were obviously a part of the paper but the extensions to the questions tended to ask for application to allow the candidate to demonstrate their understanding. Centres should be pleased with the way that they have prepared their candidates for this examination and the way in which the candidates responded overall.

In order to further help prepare candidates in future, centres could remind candidates of the follow points:

1. Where examples have been requested candidates should try to make these specific and obvious choices, rather than general ones.
2. Candidates should read the questions carefully and look for key words such as 'explain' and 'describe'. These types of questions are likely to require some application of their knowledge.
3. When revising for their examination candidates should try to apply their knowledge to sporting activity. Many questions demand this, eg Q17(a)(i-ii). The question asked, 'How this helps John participate in sport?' The aim of the paper is to apply knowledge to sport where possible (rather than 'pure science' content), therefore in questions like this there is a need for candidates to relate their answers to sport, eg 'energy for physical activity'. This aspect of the candidates' responses could continue to be developed.

## 3827 Paper 01 - Short Course

### General Comments

Centres, and therefore candidates, appeared well prepared for the paper. Nearly 18,000 candidates sat this paper, once again indicating an increase in the size of the cohort. At the 'top end', candidates were obviously very well prepared and some candidates scored nearly maximum marks. In contrast to the Full Course paper, the format for this paper is entirely multiple choice, similar in style to the first 10 questions on the Full Course paper.

To achieve the higher grades candidates are expected to apply their knowledge of all Short Course specification areas fully to a variety of sports/sporting activities. Statistical evidence from the paper clearly shows areas of the specification that are well known and those that are not. As in previous years, areas of knowledge clearly understood by the vast majority of candidates included identification of the physical, social and mental benefits of exercise (Q7, Q8 and Q9, although Q10 presented slightly more difficulty, with an equal number of candidates incorrectly selecting 'mental and social' or 'physical' as the category for taking part in sport for enjoyment).

### Candidates' responses to the questions

The definition of exercise was well known (Q1) as was the application of the components of fitness to performance, in this case reaction time for a sprinter (Q2). Not surprisingly the other questions on the paper linking components of health-related exercise and skill-related fitness to a variety of performers was not as well answered. This will be due, in part, to the format of the question. In Q2 candidates were only required to identify one component from four, and 'reaction time' is a well known component associated with a sprinter. In questions 11-14 however, candidates were presented with combinations of components and had to select from a range of options increasing the intellectual and knowledge demands of the questions. Of these Q12 was the most problematic, although the majority still correctly answered the question (over 6,000 candidates). The incorrect answers were equally split between the remaining three options.

The most straightforward section of the paper by far was the section relating to graded competitions (Q22-25). These questions presented very little difficulty to the vast majority of candidates.

Candidates had a varied knowledge of methods of training. The FITT principle (Q3) was well known, although a significant number of candidates still associate the final 'T' with Tedium rather than Type, as indicated in this specification. Questions 32-34 also related to methods of training. Q32 proved little difficult for candidates with the majority correctly linking shotput with weight training. Q33 proved to be the most difficult of this 'set' which was slightly surprising given that candidates only had to link 'continuous training' with 'cross country' and the other options were 'weight', 'sprint' and 'cross'.

Questions 15-20 all related to principles of training; of these 'specificity' was the most well known (Q18). 'Moderation' was the least well known principle (Q16 and Q19) with candidates opting for the correct answer 'overload' (Q16) and 'thresholds of training' (Q19) with equal frequency.

Some aspects of sports injury were well known, eg the majority of candidates were

aware that concussion is not a joint injury (Q6), although not all made this distinction with approximately 1,00 candidates incorrectly selecting one of the other options. The remaining questions on sports injury (questions 26-28) were not as well known. Many candidates used the clue in Q28 (rugby) but not all - a surprising number of candidates (over 3,000) incorrectly opted for 'D', which included 'tennis elbow' and 'golfer's elbow' in addition to 'sprain', 'strain' and 'concussion'.

Questions relating to physiological changes as a result of exercise proved more problematic for candidates. Although the 'pure' physiology (section C) is not part of the specification for Short Course, training adaptations and the response to exercise are. Questions presenting difficulty in this area were Q29, Q35 and Q36. Finally, the questions on performance-enhancing drugs were not well answered; Q39 achieved an even split of responses across all four categories of drugs. Q30 option D ('narcotic analgesics') was a very popular incorrect answer for the name of drug responsible for hiding the presence of other performance enhancing drugs.

To summarise, questions fell in to three broad ranges of difficulty:

Blue run: 2, 6, 7, 8, 9, 22, 23, 24, 25, and 32  
Red run: 1, 3, 4, 5, 10, 13, 14, 15, 16, 17, 18, 19, 20, 26, 27, 28, 30, 31, 33, 34, 37 and 38  
Black run: 11, 12, 21, 29, 35, 36, 39 and 40

In preparing candidates for this examination, as with the Full Course, Short Course candidates should:

- Read the questions carefully; look for any obviously wrong answers. Work through the question groups and match the most obvious first.
- When revising for their examination, candidates should try to apply their knowledge to sporting activity as questions will require some application of the candidate's knowledge..

## **1827/3827 Practical Assessment (Components 2A, 2B & 2C)**

### **Performance of Candidates**

Generally high quality and high standards of performance from the candidates who were in most cases highly motivated, better prepared and better organised. Furthermore, many teacher examiners used better differentiated practices, allowing candidates to reach the higher levels. Many moderators reported that schools had practice Moderation Days and students knew who their practice partner was or which team they were playing in. However, some moderators reported that where this was not the case students were disadvantaged by having to learn a new practice on the day.

Many reported that identification was excellent but this was sometimes not so often on video assessment.

Performances were good and compared well with previous years, with fewer candidates in the 1-4 grades for the practical activities. Where teacher examiners were generous it was often in the 6-7 range.

### **Difficulties Relating to Assessment**

#### **Practical Activities**

Difficulties sometimes arise when the programme for the day is not fully discussed with the moderator. There should be no surprises on the day for the moderator, the teacher examiner or for the candidates. For example, if there is bad weather the 'wet weather programme' should simply be put in place and everyone should know what is happening. PEPs should be available when candidates are called for their Analysis of Performance and teacher examiners should know that they are running the AoP and that questions should be asked at the appropriate level to justify the candidate's mark.

It should be noted that the teacher organising and running the moderation session should not be 'teaching it' but organising it. There was some criticism of centres not using the criteria during the moderation.

Suitable activities and numbers should be agreed for each activity according to how many are entered, eg 40 candidates for football is far too many. Two groups of 20 is much more manageable especially for the teacher examiner.

Association football continues to be one of the most popular practical activities, though candidates often do not do well when analysing performance in this activity.

The standard in rounders continues to be poor (though often with high marks). Bowling is often weak with, for example, candidates on high marks bowling off the wrong foot. Batting is often a wild swing with poor technique and little idea about placement. Tactical play and understanding of the game is especially poor compared with that found in other games.

Personal Survival: Candidates at the higher levels (5-10) need to complete the test without a rest (see Coursework Guide, page 133) and students must wear the correct clothing. Boys are not allowed to wear skirts as this is not normal attire for them. It is the responsibility of the school and the candidate to make sure they wear the correct clothing.

## **Athletics**

The mark in this activity is based upon technique and performance and so it is important for the teacher examiner and the visiting moderator to know what the performance is. Times and distances need to be taken to give an indication of the performance. The Shine awards can be used as a GUIDE in this activity (see the Coursework Guide, page 82).

## **Personal Exercise Programmes**

Again, these varied from poor to excellent but now many teachers are using the Personal Exercise Programme as a teaching aid for the practical application of the theory paper. Candidates will be well advised to read through these the night before the practical moderation to help them to answer questions in the Analysis of Performance of their practical activity and also before the written paper as for many it is an excellent revision tool, which brings together all the aspects of the course which make Physical Education the great subject it is.

## **Exercise Activities**

Fitness training is often done well, though in some centres candidates do not always understand their Personal Exercise Programme (PEP) and how it is used. In some centres the PEPs are outstanding. The PEP is a contributory factor to the final mark in fitness training and should be taken into consideration together with the practical performance when allocating a candidate's mark (see criteria in the Coursework Guide).

Centres should make resting, working and recovery heart rates of the candidates available for the moderator when performing the activity, together with the Moderator Information Sheet (page 93 in the Coursework Guide). If using the Cooper 12 minute run then the number of laps completed, total distance covered should also be available for the moderator. The Bleep Test is not considered a suitable activity for the candidates to perform for the continuous run or interval training when it becomes an option in 2007.

Some moderators reported that in a few centres candidates were only asked to do 1 circuit of 6 stations as opposed to 3 circuits as set out in the Coursework Guide, page 92. Candidates cannot justify their ability, technique and fitness levels over one circuit. In some cases it was reported that candidates did not perform the exercises correctly or all candidates did the same circuit when they are required to show their own planned circuit. For fitness training candidates should show a fitness circuit rather than a skills circuit, though some very specialist stations may perhaps be justified, eg agility ladder but not, for example, basketball passing.

## **Video Moderation**

A selection of Personal Exercise Programmes should be sent with the videos and this includes the fitness training unit, if offered. If the Cooper's Run is used for continuous training then an accurate measurement of the course and number of laps completed needs to be confirmed and resting, working and recovery heart rates of the candidates noted for the moderator.

In athletics, times and distances are important as the final mark is based upon a combination of technique and performance in the events. This can be noted for the moderator and shown on the video with a close-up shot of the stopwatch or tape.

Commentaries are very important and most helpful in the videos.

The video moderation must conform to the same standard as the moderation day attended by a visiting moderator in terms of what is expected from the candidates. For example, in personal survival candidates on marks of 5-6 and above should complete all the tasks without rest and in swimming the candidates on higher marks (5-6 and above) must complete a 100 metre swim. These points are explicit in the criteria in the Coursework Guide, pages 133 (personal survival) and 113 (swimming strokes).

In the Analysis of Performance it helps to show a performance for the candidate to analyse and to have props available for the candidate to use to demonstrate, eg a golf club to demonstrate the grip and stance.

## **Administration**

Some centres did not complete their forms correctly, and it is essential that centres follow the Instructions in The Conduct of the Examination document (ICE document). Mistakes are often made in the addition or transfer of marks to the OPTEMS, and in some centres the teacher in charge of the examination did not sign or get the Examinations Officer to sign the forms before sending them off to the moderator. This causes extra work and delays the process. Centres that use the online documentation are in general more accurate than those that do not. Some centres do not put the candidates in the correct order on the PE34 and PE34AP meaning it will take longer for a moderator to check the paperwork.

Marking is generally accurate and most centres standardise within departments. This is very important, especially in centres with large numbers of staff teaching the subject.

Identification is generally very good; many schools use numbered bibs though some still use small numbers pinned on shirts which make it very difficult for moderators, especially in the videos.

The new E9 report is helpful for centres in that it alerts them to the administrative and moderation procedures they have done well and could improve upon. It is important to check this and make any necessary adjustments for the 2007 moderation.



**GRADE BOUNDARIES - SUMMER 2006**

<b>GCSE Physical Education – Full Course (1827)</b>											
<b>Grade</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>			
<b>Max Mark = 200</b>	171	156	141	127	104	81	58	35			
<b>Cumulative %</b>	4.8	18.5	39.3	60.4	85.6	96.0	99.1	99.8			
<b>Candidates</b>											
<b>Component</b>	<b>Max Mark</b>	<b>Mean</b>	<b>SD</b>	<b>A</b>		<b>C</b>		<b>F</b>		<b>Weighting</b>	<b>% Contribution</b>
				<b>Mark</b>	<b>%</b>	<b>Mark</b>	<b>%</b>	<b>Mark</b>	<b>%</b>		
01	150	81.3	25.1	120	3.8	103	22.7	42	92.9	0.533	40
2A	40	30.0	5.1	34	25.9	24	89.6	12	99.9	1.250	25
2B	20	14.5	3.6	17	31.7	13	71.5	6	98.6	1.000	10
2C	40	30.1	5.7	34	28.7	24	88.7	12	99.2	1.250	25

<b>GCSE Physical Education – Short Course (3827)</b>											
<b>Grade</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>			
<b>Max Mark = 100</b>	88	80	72	65	54	44	34	24			
<b>Cumulative %</b>	2.9	10.3	26.2	47.0	76.5	90.4	96.3	98.5			
<b>Candidates</b>											
<b>Component</b>	<b>Max Mark</b>	<b>Mean</b>	<b>SD</b>	<b>A</b>		<b>C</b>		<b>F</b>		<b>Weighting</b>	<b>% Contribution</b>
				<b>Mark</b>	<b>%</b>	<b>Mark</b>	<b>%</b>	<b>Mark</b>	<b>%</b>		
01	40	26.0	6.4	35	8.7	27	49.5	14	96.6	1.00	40
2A	20	12.8	2.9	17	10.6	13	54.2	7	98.1	1.25	25
2B	20	11.7	3.8	17	11.0	13	41.3	6	93.8	0.50	10
2C	20	12.8	3.3	17	11.9	13	55.3	7	96.2	1.25	25

<b>1827 Example</b>	<b>3827 Example</b>
<b>01 = 135 x 0.533 = 71.955</b> <b>2A = 38 x 1.250 = 47.5</b> <b>2B = 19 x 1.000 = 19.0</b> <b>2C = 37 x 1.250 = 46.25</b> 71.955 + 47.5 + 19.0 + 46.25 = 184.705 = 185 = A*	<b>01 = 24 x 1.00 = 24.0</b> <b>2A = 14 x 1.25 = 17.5</b> <b>2B = 16 x 0.50 = 8.0</b> <b>2C = 14 x 1.25 = 17.5</b> 24.0 + 17.5 + 8.0 + 17.5 = 67 = C

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