

GCE Physical Education

Guidance for Advanced Subsidiary (AS)

General comments:

All candidates and centres are advised to keep at least two copies of all coursework in independent facilities. Begin recording and keeping evidence of your tasks as early as is possible in case of injury.

Your centre can select one of two coursework submission options for the purposes of moderation of your candidates tasks either electronically or in hard copy. In addition for Tasks 2.1, 2.2, 2.3 at AS level and for Tasks 4.1 and 4.3 as A2 level your centre may opt to have your coursework moderated through e-portfolio submission (1E) or a live moderation (1V). Ensure you know which pathway you are taking when making candidate entries.

Produce a writing guide/presentation guide for each component to help your students complete each task successfully. This should cover the requirements, word counts, explanation of the assessment criteria and advice on where to research information.

Use the assessment and descriptive statements as stand alone criteria to check marks.

To ensure candidates complete the task, it is good practice to allocate a few topic/sections to ensure completion.

Do 'Controlled Assessment' sessions to help focus the students coursework over a single week.

Link the theoretical elements of study to the coursework tasks. After completing AS exam you could teach Unit 1 the 'International Study' in June (after the AS exam). If you are planning teaching the A2 of the course, one possible method could be to teach Unit 3 and related training elements and then undertake the 'Development Plan' in the second term.

Linking the theoretical elements to the coursework and build a base of knowledge and understanding in an applied manner by always using practical examples from the world of sport.

Spend one lesson in the first week of each term and then review every fourth week co-ordinating the 'Participation Logs' prior to submitting them as either an e-portfolio or in preparation for the visiting moderation.

Organise the coursework on a 'drip-feed' basis – the candidates do not know deadlines – construct your own.

Plan a two term assessment 'time-line' and possibly write to parents with the details – this involves them and helps your students complete the tasks.

Good practice would be to run a weekly tutor session where one, two or all staff monitor the student's progress on coursework tasks - they must report the progress of their coursework – no matter how much has been completed.

Keep a departmental resources base and an electronic record of all students work.

Centre staff should complete all the appropriate assessment forms in September with candidate names, numbers and options. Then add verifications, marks and comments bit by bit. Add and delete as students progress – this avoids a bottle neck of administration at the end of the course.

Short time-phased deadlines are better - that is 1 week for a deadline rather than 4 weeks as students tend to leave things until the last minute.

There is no set format for Tasks 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3 and 4.4. You can present your work in a range of ways. You can mix and match presentation styles between tasks. Some examples of the type of format you could select include:

- A brochure that presents your sport in the local area for Task 2.2 for example
- A standard essay style submission
- A PowerPoint presentation – see below for Edexcel Guidance on format
- A visual display (This would require photographic evidence)
- A recorded lecture or presentation
- A podcast – an enhanced one with graphics would give more detail
- A short video or media presentation
- A web page based or similar presentation.

Guidelines for the use of Power Point presentations:

As a guideline in order for students to fulfil the requirements for the submission of coursework tasks when using Power Point presentations the following guidelines and specific requirements for the purposes of moderation for the examination series 2011 onwards are listed below:

- It will be a requirement for centres to video all candidates' presentations that are requested for the purposes of moderation.
- The number of individual slides will not exceed 25 slides and focus on 6 lines per slide 6 words per line.
- Photographs and video footage may be included.
- The maximum word count including footnotes and all presentation slides will not exceed 1000 words.
- Candidates are free to include in their presentations additional verbal comment providing it is without reference to reading directly

from note sheets, scripts or handouts. This will allow an opportunity for candidates to demonstrate the depth of their acquired and learned knowledge and understanding over and above that which is evident if they only 'read out' their presentation slides.

- Presentations if undertaken in the presence of an audience will allow candidates opportunities for question and answer sessions.
- Centres are advised to record their candidates' presentations in Windows Media format ensuring visual and audio clarity.
- A hard copy of the presentation will also be required to accompany the video footage.

Advanced Subsidiary (AS)

2.1 Personal performance

- Ensure the selection of which two performance roles and which two activities reflect your long term sporting ambitions of your students. The strongest or dominant activity and role should ideally be the one you also select at A2 for Task 4.3.
- You are free to select any two activities and roles from either a performer, leader or official except the same role in both Rugby Union and Rugby League or similar track athletic events e.g. 100m and 200m.
- Start recording all your participation experiences from the beginning of the courses to ensure an accurate record of a minimum of 8 weeks participation and 3 formal performances.
- The 8 weeks do not have to be continuous but maybe punctuated by, for example, holiday periods.
- Candidates will need to present for moderation not only evidence of 3 formal performances and 8 weeks participation but evidence also of the 'quality' of these experiences.
- It's good practice to have video evidence of all offsite activities – start compiling this as early as possible.
- You will be assessed against a set of criteria which cover the 4 key components of your performance – physiological, psychological, technical and tactical. Ensure candidates understand what these mean and how you can both develop and evidence improvements.
- Performance results should reflect and include record of the standard/level you are performing at relative to area/county/ regional standards.

If candidates are submitting evidence of their performance roles by e-portfolio the requirements can be fulfilled by inclusion of video clips if

appropriate, record cards of fixtures and competitions entered, testimonials, formal certification, NGB Levels – for officials. CSLA Awards – for leadership experiences.

If a candidate chooses to undertake leadership as one or both of their performance roles (if undertaking two leadership roles these must be distinctive and clearly separate and perhaps in two different activities) - clear planning should be undertaken in conjunction with centre staff to ensure that all items of evidence can be included on the e-portfolio or ready for a visiting moderation by the agreed deadlines.

Definition of a leader: one who is able to influence others.

Standard expected and duration of commitment:

- At AS level it is expected that candidates expecting to achieve the highest marks will be coaching individuals or groups of performers age 12+ to adult level. A lower age group can be accepted but may not allow the candidate to obtain such high marks.
- The leader should have clear objectives which are stated at the start of the task e.g. preparing a team for a specific tournament, coaching an individual to compete in three cross country races etc.
- The expected duration of commitment should be a minimum of 8 weeks but in most circumstances will be for a longer period.

Levels of performance in leadership

- Where possible it is hoped that the candidates will attempt to gain NGB awards in their chosen activity.
- In order to facilitate these opportunities it is suggested that local Sports Colleges or cluster groups of Edexcel centres should each offer two courses of the most popular activities e.g. Level 1 Netball coaching, Football Referee. These dates should be published at the start of the year and candidates can sign up for the course applicable to their activity.
- It is possible that a centre may wish all of their candidates to undertake the same coaching award and all coach the same activity in which case the centre can work independently to provide the appropriate tuition for their candidates. It is recommended that candidates are prepared for the requirements of their leadership role by the teaching of generic sessions which are built into the AS teaching time of the curriculum.
- If possible in the initial stages candidates should/could be attached to KS3 teaching groups to assist PE staff with the delivery of core PE to gain experience of coaching/leading. This will provide a valuable insight for candidates into such aspects of leadership e.g. organisation of equipment, control of groups, student behaviour.

Community Sports Leaders' Award

- It is advisable that this award should be delivered by centres as part of or in addition to the A Level examination or centres design and deliver their own internal course with a terminal examination.
- The award is not able to be used as 'leadership' in its own right as the role has to be related directly to a specific activity with evidence of the quality of the leadership.
- CSLA provides a firm basis to prepare candidates in all aspects of leadership and officiating.

Preparation of candidates for adopting a leadership role

- It is recommended that candidates are prepared for the requirements of their leadership role by the teaching of generic sessions which are built into the AS teaching time of the curriculum. This will provide a valuable insight for candidates into such aspects of leadership e.g. organisation of equipment, control of groups, student behaviour.

Providing evidence on CD or DVD for e-portfolio/visiting moderation

The centre needs to give clear guidance to candidates as to the information that needs to be presented on their e-portfolios. The following check list should provide a useful source of information required. It is not exhaustive and other material can be added as appropriate.

- Introduction by the candidate giving a personal profile of their involvement of sport to date, achievements as a performer, why they have chosen to undertake their chosen role, their experience to date, what they hope to gain from the experience, what they think they need to do to achieve their aim with the individual/group.
- A description of the group/individual they are intending to coach/organise, the needs of the group/individual, what they believe they can offer to their coached individuals, how they will be able to assess how successful they have been as a leader.
- Fixture list/competition schedule of chosen group.
- A description of any relevant qualifications already held by the candidate and details of any qualifications e.g. NGB awards they hope to gain by the end of the course.
- Certificates gained can be shown.
- A log/diary of all sessions taken by the candidate with the selected group. Each session should be planned indicating:
 - aim of session
 - warm up
 - equipment needed

- session content
- cool down
- evaluation of session by the candidate.

In order to monitor progress an assessment of the candidates contribution to the session should be made by the chief coach/instructor/organiser. This could take the form of an evaluation sheet - example can be found in the Teachers Resource File produced by Pearson.

- This does not have to be completed for **every** session but a sufficient number should be completed for an assessment of the candidate's development over the time span selected to be made.
- Visual evidence of a candidate taking a session demonstrating aspects of leadership as described in the specification. This should be a maximum of 30 minutes duration.
- Visual evidence of the individual/group performance in competition/tournament so that an assessment can be made of the success of the candidate's input on their performance.
- An evaluation by the candidate of their impact as a leader on the performance of the individual/group. This should include a projection of what the individual/group needs to do to improve further and their own plan if they were to continue to lead the group.

2.2 The local task

- There is no set format or presentation style.
- The limit of 1000 words will be strictly adhered to for moderation.
- Candidates can add photographs, tables and case studies. Case studies would typically include school, club and community provisions. These, if factual and contained in a text box, will not form part of the word count.
- Candidates should include all references and a bibliography.
- Candidates should cover the provisions up to first level elite which refers to your institution or local club.
- You need to select your best activity/sport to study for the local provisions.
- Start with the grass roots provisions in schools and then a local club provisions moving then to cover the other areas of funding, schemes, disabled, male and female participation provisions. Include facts and figures, types of competitions, leagues and tournaments as applicable.
- Centres should guide their candidates through all the sub-sections of each part of the task covering the given areas below:
 1. What goes on in schools, primary and secondary, curriculum time, extra curricular, are there leagues, who runs them?
 2. Are schools running sports leaders, BTEC, coaching awards.
 3. What role does the local sports college play?
- Explain the difference provisions for the voluntary, public and private sectors.

- What exists at your local clubs, leagues, how many are there, what age groups, are there both male and female teams?
- Centres can give information to candidates on holiday coaching schemes and NGB schemes such as High 5, Quick Cricket etc.
- Local professional clubs involvement in grass roots development. What role does the local sports development team play, are they targeting specific age groups.
- Where is the nearest disabled club, if it is a distance away, then why?
- How can I become a coach or a referee, who runs the courses, what is the availability? Is there a County association?
- The critical analysis can be a stand alone paragraph or can be comment made throughout the text and could cover areas such as:
 - How does it compare with other sports, what must it do to attract more people, girls, and the very young?
 - How does it compare with other areas?
 - How can standards be raised in schools and clubs?
 - Could the sports development unit do more?
 - Could there be more liaisons between clubs and schools?
 - Is there adequate funding?
- Include as much factual detail as you can – this will help prove the points you are making.
- The word count is a strict 1000 – section your work off to ensure you cover all the required areas.
- Reference where ever possible and include a bibliography using the Harvard referencing method.
- Where no provisions exist for disabled participants then make mention of this critically.

2.3 The national task

- The national task should continue in the same sport and role as the local task.
- Candidates do not need to cover all three performance roles for this task.
- Task 2.3 the National study builds on the work completed for Task 2.2 - the local study. The focus of this task is for you to identify the elite pathways and national provision in one of your chosen roles from 2.1 (performer, leader or official).
- Candidates will need to track each of the levels of development from 1st elite level through to national representation in your sport; you will also need to describe the support that is available to participants at each development level. The phrase '1st elite level' refers to a stage that is equivalent to educational establishment first team (i.e. school or college).
- This may be best represented in a pyramid diagram or detailed flow chart.

- Candidates will need to give a detailed description of each stage and it would be good practice to use a case study i.e. perhaps a named individual or club so that you can fully explain the demands of each stage of development. Remember for some sports there may be more than one pathway so you may need to give more than one diagram.
- Candidates can add photographs, tables and case studies. Case studies would be typical local club, elite professional/top elite club the national team/squad. These, if factual and contained in a text box, will not form part of the word count.
- The role and function of sporting academies should be covered - candidates will need to research if their chosen sport uses a sports academy structure - these may be offered as part of the UK Sport World Class Programme or as in the case of football run at a 'professional club' These tend to focus their work on developing young talent and preparing players for their transition into the national stage of elite pathway and will provide excellent case studies.
- Centres should also provide guidance in research on the topic area of the process of talent identification. How does your sport identify talent and select performers for each of the stages in the elite sports pathway? National governing body website may be a good place to start though personal experience from others that have been through the selection process may also be a good source of information. Remember there will be pathways for performers, leaders and officials.
- Ensure candidates cover the role played by school and clubs, area and county sports associations. This section links to the two sections above, schools and colleges who tend to be involved with the 1st stage of the elite pathway, look for school and colleges that offer specific support programmes for elite performers, a couple of case studies could be used here. Some colleges are labelled as 'sports academies' – what does this mean and how does this help elite performers to progress?
- Candidates will be expected to show knowledge and understanding of the role played by governing body and professional structures. This section links into the elite pathways, how does the NGB support the pathway? The NGB website would be a good starting point for research. Some sports offer Apprenticeships for developing talent – these usually come under the Apprenticeship in Sports Excellence (ACE) model and this may be worth investigating for your one sport. Does the selected sport offer fast track programmes for young coaches or officials? For those sports that have a professional stage there will also be a players' association – examples include the Professional Footballers Association, Professional Golfer Association it is advised to check, research any websites to find out what support they offer elite performers.

- Do not ignore schemes and the funding open to participants. Most Olympic sports will work within UK Sport's World Class Programme, this is supported by the National Lottery and websites will provide details of elite sports funding. Some professional sports such as Cricket offer a central contract scheme for the national level of the pathway. There will be sports specific programmes for leaders and officials. Sports Aid is a charity designed to support young emerging talented performers – check out their website to research links to your own sport: www.sportsaid.org.uk
- Research any additional agencies and bodies involved in supporting the pathway. For leaders, Sports Leaders UK and Sports Coach UK will also need to be mentioned. Candidates may also want to research the Central Council of Physical Recreation and Sport England.
- The elite provision for disabled participants maybe easier to research through the Paralympic Association. In most sports disabled athletes follow a parallel system within the UK Sport's World Class Programme. The first check for your students should be to research whether your sport is a Paralympic sport or whether the NGB sends teams to other world disability sport competitions. Good links are the British Paralympic Association and the English Federation of Disability Sport.
- Gender issues in elite provision needs to be covered. Does a sport offer elite pathway opportunities to participants regardless of gender or is there a gender bias. Candidates may find that there are national teams for both genders but only the male teams get media coverage. The Women's Sports Foundation would be a good starting point for research.
- All candidates should include a critique on the chosen sport/role. Questions to be covered may include a critical review of funding, age barriers, locational influences or the limitations of facilities.
- Ensure the candidate adheres to the 1000 word limit so plan the sections carefully.
- Candidates should support comments made with references and factual data.

2.4 Performance analysis

- The aim of this task is for the candidates to identify and research the detail required to improve their knowledge and understanding in 5 related and themed tasks.
- Centre staff should advise candidates to select the dominant performance role from task 2.1.

- Begin the Performance Analysis as early as possible at the start of the course as this is a major piece of coursework built week by week over approximately 30 weeks.
- If candidates find it difficult to complete the tasks for 2.4 as an official or a leader they can undertake this tasks as a performer.
- Swimmers and athletes are free to dissect a single stroke or athletic discipline.
- Ensure candidates use a range of media formats to enhance their work.
- Candidates need to amass enough depth of information to demonstrate their level of knowledge and understanding that they have for their role/activity.
- This analysis requires students to move away from simple descriptive statements and cover key questions as to how and why events, actions, movements and outcomes occur.
- Record all the evidence the candidates compile in named, distinct, self-contained folders or sections to avoid miss-placing work and to enable a smoother moderation.
- The four skills candidates select for 2.4.1 must be those they rely on in their chosen dominant performance.
- Ensure candidates include a comparison to elite performers, a movement analysis covering ranges of movement and the appropriate muscle/actions and joints involved. A final tactical application review of where, when and why a candidate uses this skill or part skill must be included.

Task 2.4.2 requires candidates to cover the tactical considerations of their chosen activity – ensure they cover those variations for example from individual, group and in team games or the singles, doubles and mixed-doubles variations in racket sports and remember to think of those external factors such as weather considerations, court or pitch surfaces, set plays, restarts, etc. Diagrams and m-pegs and even video clips can enhance evidence of understanding.

Task 2.4.3 a notational exercise requires candidates to undertake 3 notational exercise. Continue the same theme throughout the exercises. You may undertake the second notation on an elite, someone performing at the next level to yourself.

- The notations should include an analytical review after each one and a final summative review drawing together the candidates findings and provide an action plan for future participation. Remind

candidates to always discuss the how and why notational findings have occurred.

- Task 2.4.4 requires a comprehensive account and analysis of their training – this will be largely physiological but candidates can include psychological training, technical and tactical elements.
- For their physiological training analysis candidates can cover areas such as their own performance profile of physiological tests, the appropriate components, methods and testing in your activity/role. Cover areas by comparison to normative standards, national level and those standards required in order for the candidate to move onto the next level of performance.
- Data for authenticated testing should be included – tests results, normative standards, elite performance standards etc. Candidates can also include three reviews of typical training sessions with analytical comment
- Task 2.4.5 should be used to review a candidate's strengths and weaknesses – while subjective ensure they include as much objective data as they can to support their comments. Candidates are required to analyse their strengths and weaknesses in the four key areas of the practical structure – physiological, psychological, technical and tactical components.
- A candidate can work alongside a coach and could complete a process of performance profiling – this will help validate your current activity performances.