

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Physical Education (6PE02)
Unit 2: The Critical Sports Performer

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Unit 2: The Critical Sports Performer (6PE02 Components – 1V 1E 1B)

This report will review moderation of coursework tasks for the examination series 2013. Work for this series will have been submitted for the purposes of external moderation electronically, hard copy or through live moderation.

Centres are thanked for their continued support and for the efficient administration of this examination series.

General Comments:

This year produced another successful series of moderations with the vast majority of centres providing correctly formatted work, and with few problems in terms of the organisation of cluster visits, administration and deadlines for the submission of work.

In many cases students provided supplementary evidence to support their compulsory evidence which added helpful context for the E-Portfolio submissions.

There are still occasions when the word count has been omitted on some CRAF sheets for written tasks and centres are asked to ensure that this aspect of administration is completed carefully.

There are also times when compulsory supporting evidence needed to accompany a personal performance is not available and all centres are, therefore, strongly encouraged to read carefully their own E9 reports and to scrutinise the Instructions for the Conduct of Examinations and Coursework (ICE), the Internal Assessment Guide (IAG) – both available from the GCE Physical Education subject specific page; and seek to additional clarity of assessment procedures through the 'Ask The Expert' Service, the Edexcel training, or the online exemplar material which a number of centres utilised this year.

Task 2.1 Personal Performance

Overall, performances ranged from above average to excellent in the wide range of activities offered by centres. Generally more marking was consistent with the marking criteria and, as referred to above, in most cases the compulsory evidence was readily available for moderators.

A number of centres used the recently introduced off-site witness statement form to good effect which helped to provide more detailed supporting evidence for those activities not able to be seen at cluster moderations. It is recommended at all centres use this form, or something similar to capture the required information.

Moderators at cluster moderation days frequently commented on well organised events with thoroughly prepared students who were motivated and offering high quality practical sessions. Feedback from moderators also indicated that well planned and differentiated practical sessions helped to enhance performances.

It remains the case that some leaders appear to find the moderation day demanding when asked to lead their peers; accordingly, centres are encouraged to consider arranging for younger aged participants to be available for the leadership aspect of the moderation. Leaders should prepare a session plan in anticipation of being asked to lead a warm-up or functional drill /practice.

Those officials seen performed to a high standard.

E-portfolio submissions are improving each year although in some cases moderators felt marks were not supported by the evidence provided by centres. In particular, those offering leadership and officiating roles need to supply more evidence such as reviews, evaluations and where appropriate, role-specific training. Generally, centres need to continue to provide testimonials that are related specifically to the marking criteria.

Encouragingly, there were more examples of high quality video evidence to support marks via E-Portfolio where students were more readily identified than in previous years. Centres are reminded of the importance of students introducing themselves at the start of the evidence and / or a voice-over commentary to aid visibility and clarity.

Task 2.2 Local Study

Students appear well supported by centres which are making good use of the local study checklist available from the GCE Physical Education subject specific page.

Centres are reminded that to access top band marks students must demonstrate they have critically analysed the local provision and not merely listed existing arrangements.

There was evidence that some students included irrelevant details (often relating to the national context) and struggled to successfully differentiate between public and private providers. Students who achieve marks in mark band three or below have often written on the basis of personal knowledge when research would allow them to record a more factually based account and provide additional contextual information for the critique element which is necessary to secure high marks.

The better students presented high quality and thoroughly researched material which left the reader fully apprised of the key aspects of provision for an identified area.

Some students in international centres found it difficult to obtain information for certain aspects of the work but where this is the case, they should not simply state that there is no provision. Rather, they need to consider why this might be the case. In such situations therefore, students are providing the reader with helpful critical analysis of the local provision.

Word counts and the rubric applicable to PowerPoint presentations were more carefully observed by centres and the marking was generally consistent.

Task 2.3 National Study

The national tasks ranged from moderate to high quality.

Students who produced work of more modest quality had failed to embrace the need to fully research the national provision and information was presented in general terms with few facts and little critical analysis. All students are encouraged to use the national study checklist, available from the GCE Physical Education subject specific page, to help structure their work and to target key areas for research purposes.

Some students produced work which lacked structure with work presented as a block of text with few sub-headings to guide them towards where marks are awarded. A surprisingly few students really examined the provision for the 'disabled' and many failed to fully explore the support of associated agencies.

There were a number of high quality and carefully researched studies which provided the reader with a clear understanding of the most important aspects of the provision and ways in which the sport might be further developed in the next decade, often as part of the Olympic legacy.

Task 2.4 Performance Analysis

All students are encouraged to use the performance analysis checklist, available from the GCE Physical Education subject specific page, to help structure their work and to target key areas for research purposes.

2.4.1 Technical Analysis

Overall, this remains the best produced of the five tasks for this work. Students often produced detailed work which included annotated diagrams, links to perfect models and in the higher marked tasks elite model comparisons. A number of students included video clips which added considerably to the depth of analysis offered.

Much of this work was of a high standard and centres had clearly spent considerable time on this task and students had been well guided. Most students identified four appropriate core skills.

However, some students did not cover the biomechanical aspect in sufficient detail, with a number relying on over-simplified diagrams pointing out flexion, extension etc, but without a more detailed explanation of movement patterns which would be required for top marks.

Many students made comparisons with elite performers, but too few made detailed comparisons, with a number simply comparing a photo of an elite performer with that of the student but only with very brief statement.

Students are reminded of the need to offer a tactical application of each skill and to work through the three phases of preparation, execution and recovery. A few centres were still generous in marking this task.

Overall though, this was the most accomplished areas of the performance analysis.

2.4.2 Tactical Analysis

Students explored a wide range of tactics and strategies in their chosen activity, many with depth and technical accuracy. For example a golfer explored such strategies as when and where to play a draw or fade, calculating risks, and considering a range of strategies for different competitions and demands.

At its best this work was well researched and written but where no reference was made to technical journals, nor elite level performances, students struggled to produce work of sufficient quality to justify the marks awarded by centres, which was sometimes over marked.

As well as there being an over-emphasis on rules, some students described the scoring structure and fitness for the sport in too much detail and which was irrelevant to the task. A number of students were also guilty of downloading information about team formations and standard tactics from web sites without using this as an opportunity of really developing their own knowledge of tactics.

2.4.3 Notational Analysis

There were few students who had not completed the required three notations. Most covered both personal and elite levels as an option. However many merely summarised and described the outcome – a number failed to fully analyse the notations and many did not outline an action plan.

Although most students understood what the task involved few scored in the top band as the work lacked depth and technical language. Students

sometimes failed to link the three notations together to demonstrate how improvements were made and in other cases notations did not detail level, competition or date. Furthermore, some did not analyse the statistics but merely gave a match review.

Some centres need to support students better in terms of how to analyse the data collected and in turn how that might support improving individual /unit / team performance.

Marking was variable for this task. A final summative review with a proposed action plan based on the findings from their notations is required.

2.4.4 Training Analysis

As in previous years, much of this work comprised descriptions of training sessions or just training diaries with little or no analysis.

There was often little consideration of fitness components, training methods / application of principles, appropriate testing and how to raise performance standards through training. Many did not comment on the testing they had completed and how this ranked to normative tables.

Few compared training to elite performers and from their own performance data of test results what they need to do to move onto the next level of performance.

Where analysis is attempted through an elite comparison, this can be hampered by the difficulty of accessing contemporary data and information, although a number of books have suitable work to refer to, such as 'Soccer Conditioning' by Simon Thadani.

The best work included consideration of key and relevant components of fitness, testing, the application of principles of training and the appropriate training regime for the activity, together with a comparison to an elite level training programme so that students recognise what the specific training requirements and levels are needed to perform at an elite level.

Centres tended to over mark this task, with some centres still awarding high marks simply for the inclusion of a training log.

Task 2.4.5 Analysis of Strengths and Weaknesses

Although a number of students did well in the completion of this task many failed to include a wide range of test and performance data thereby supporting subjective analysis with objective conclusions.

Some students provided a detailed analysis of strengths and weaknesses comparing their own performance to the perfect model and addressing in detail the areas in the specification: physiological, technical, psychological and tactical.

The best examples of this section were those where students completed wagon wheels with succinct analysis of each element, clearly linked to other aspects of their work. Some centres had clearly guided students to compare themselves to an elite performer.

Using personal profiles and evidence from peer / coach assessments should be encouraged as they provide additional evidence for the technical, mechanical, physiological and tactical components.

More students linked this task to the information from the other four tasks and then to the A2 Development Plan which is good practice. Weaker students produced work that was vague and lacking in technical language.

Marking was variable.

Advice for centres

- Centres need to continue to provide testimonials that are related specifically to the marking criteria.
- Students should introduce themselves at the start of the video evidence or provide a voice-over commentary to aid visibility and clarity (both if possible).
- For cluster events, leaders should prepare a session plan in anticipation of being asked to lead a warm-up or functional drill/practice.
- Centres should complete off-site witness statements to provide more detailed supporting evidence for those activities not able to be seen at cluster moderations.
- Those offering leadership and officiating roles need to supply more evidence such as reviews, evaluations and where appropriate, details of role-specific training.
- Students are encouraged to use the checklists to help structure their work and to target key areas for research purposes.

- Students should be also encouraged to use technical journals and NGB manuals to assist with the utilisation of higher level technical language for all tasks.
- Centres must read the most recent version of the Instructions for the Conduct of Examinations and Coursework (ICE) to ensure they fully adhere to all administrative processes. For example, clarification regarding the word count for tasks 2.2, 2.3 and 4.2.
- Centres must ensure they enter their students for the correct moderation option for tasks 2.1, 2.2, 2.3, 4.1 and 4.3. If students are moderated via a centres visit enter for option 1V, if students are assessed postally enter for option 1E. If centres enter for the incorrect option this may lead to delays allocating the appropriate moderator.
- Centres should refer to their E9 moderator report. This is available to download from Edexcel Online. It will detail centre specific issues, and will help prepare students for future series.

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