

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCE Physical Education (6PE04)
Unit 4: The Developing Sport
Performance

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Summer 2013

Publications Code US036616

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Unit 4: The Developing Sports Performer (6PE04 Components - 1V 1E 1B)

Overall this examination series produced similar outcomes to those seen in previous examination series, reinforcing the role that centres play in the delivery and assessment of Unit 4 coursework tasks. This reflects submission of the correct tasks, completion of set rubrics and the completion of tasks in appropriate presentation formats. The level of task completion seen by students scoring marks in the top range bands was very good to outstanding. However, it is worth commenting that some centres do not appear to have read their centre E9's from the previous examination series and this should be the starting point for any future planning. For those students undertaking power point presentations centres are reminded to include a copy of the presentation notes used by the student and to encourage students to avoid simply 'reading out' the slides contained in the presentation.

Task 4.1 Development Plan

Overall, there were some excellent examples of plans that highlighted the student's understanding and engagement and were awarded full marks. The best students' understood that the fundamental principle of the development plan is that they set about a plan that is designed with normally a single development aim so improving their own personal performance (Task 4.3) through this development that takes place outside that of any on-going 'activity training'.

Where a clearly defined aim reflects up on the outcome of the completion of Task 2.4.5 from unit 2 (6PE02), students were able to relate the improvement(s) gained from the completion of the plan to subsequent improvements in activity performance. Where more than a single aim is identified inevitably confusion occurs and the plan becomes unmanageable resulting in a lack of specificity. Greater thought also needs to be given by centres and students as to how any performance improvements might be measured, and therefore the selection of appropriate testing, assessment and observations that reflect both validity and reliability should be made.

As mentioned, and by of example, some students are too ambitious and tend to have too many variables which compromised the quality of the plans - eg improving speed endurance, CV endurance and 'kicking in rugby' all in one plan. It is likely and desirable that most plans will involve some form of notational analysis or coach testimonial for validation purposes in the evaluation and review, currently very few do. Greater specificity should also lead to a reduction of unnecessary 'research'.

To this end a worrying and continuing trend is that many development plans are becoming too long in terms of word counts, some nearing dissertation length, and students are including information that, while interesting, is not directly relevant to their plan. There are examples of student work on the GCE Physical Education subject page, where students have scored well and

not produced lengthy tomes. Centres are advised to guide their students carefully therefore the planning and research section compiling the content to support the aim of the plan only. In addition, accurate referencing and an appropriate bibliography would support those seeking to gain higher bands marks. The marking of the plans in some cases was too generous and these generally lacked the rigour expected of those awarded high marks.

It is worth reminding centres that a Development Plan checklist which exists to help when marking the plan. This can be downloaded from the GCE Physical Education subject specific web page.

Component 1 - Research and Planning

The research and planning section is the starting point for the plan and without detail and relevance for many students the overall effectiveness of the plan was severely affected. For some this is still the weakest section.

Although some students had identified strengths and weaknesses, few students provided any qualitative and /or quantitative evidence of their performance in their activity prior to the start of the Plan. 'Research' is a matter of fact in planning the programmes to be undertaken so only the very best students included information indicating that they had sourced information from various articles /web sites or text books detailing for example the relevance or importance of their chosen components to their activity or the fundamental principles of sports science as applicable to them. Some students did not appreciate how to use their research findings and simply inserted the whole articles into the text and then made a few analytical comments.

Successful students usually addressed many of the factors associated in a plan such as dietary considerations, fuelling, energy systems, training loads and types but these tended to be descriptive and not always related to how they would use them in their Plan. In many cases these descriptions have been copied and pasted. Some students showed little evidence of sports science technological development for their activity. Many made reference to heart rate monitors as was given by way of an example in the specification but this is only relevant where the data obtained is used to affect subsequent training loading. Items such as electronic starting gates and 'mi coach' would be far more relevant to some.

However, it is still evident a major concern is that the training loads, sets and repetitions and so on undertaken by many students either do not match the aim or would not fulfil the adaptations and subsequent test results. This area is crucial to making the plan successful.

Component 2 - Performing and Recording

On the whole recording of sessions can vary in quality and depth from very good to poor with little engagement or understanding of goal-setting and monitoring beyond mid-plan testing. Those students undertaking off-site

plans should provide evidence/testimony as to the completion and quality of their training.

Some students had presented their whole intended programme in the previous section and in this section simply commented on what they had done either on a weekly or 'mesocycle' basis. Some evaluations were very basic and offered bland comments eg 'felt tired today' with no explanation as to why? Some students had evaluated well for example where their knowledge and understanding of energy system use and of recovery was included. Few centres had validated their students test results or attendance at training sessions and this is a recommendation for future plans.

Some students presented the same sessions for both the Development Plan and their training sessions for task 4.3 Progressive Participation, and centres are reminded that this should not be the case.

Component 3 - Review and Evaluation

Students provided, in many cases, excellent final evaluations not only commenting on their test results but evaluating the success of all aspects of their Plan eg the types of training they had used, whether SMART targets had been achieved etc. They were able to show insight and analyse the success of their plan in depth, reflecting those changes in performances that were identified in their planning section.

However, a large majority of students simply commented on the fact they had improved in their fitness tests so therefore their Plan had been successful - this is not the point of the plan as it is the effect this has on their performance that is crucial.

Higher marked students often linked the improvements they had made to the effect this had had on their performance in their activity through, as mentioned, the use of notational analysis, 'personal bests' and/or coach testimonials as relevant and appropriate. A very few students submitted video evidence to support the outcomes of their plans which can be enlightening.

For the Development Plans of those offering Leadership, Officiating or a technical development plan variable accurate marking was seen from centres. The use of updated exemplar material has certainly helped centres. Students are required to detail how they intend to develop as a leader, an action plan and then a period of 'development' and finally include credited reviews of assessment by an appropriate other. Where this has been seen the marks have assessed the top range. General advise is as follows:

- Ensure all research and planning relates directly to the aim of the plan
- Ensure training loads and methods are appropriate to the aim and validate training, tests and observations
- Apply improvements to performance with validation of effect

- Reference research and a bibliography must be included.

Task 4.2 International Study

The international studies submitted from centres were completed on the whole to a good to very good standard. The majority of tasks were marked in line with the appropriate marking band. The students covered most of the required topics and sited good research, with an extensive bibliography. However some relevant observations would suggest centres still need to take a greater lead in tutoring their students through this task as a small minority did not reference the work and included very weak bibliographies.

At times there was too much generic information contained in the tasks with a lack of specific sport information – ‘pathways’ being a typical example where a generic pyramid of sport development was described. Readers were left unsure about exactly which sport and country they were covering. Many students failed to include schools opportunities and linked this to any regional/state and national pathways of elite selection. Cases studies of a school, club academy opportunities linked to the professional provisions should be included.

Centres are reminded that there is a set word count limit of 1000 words and therefore exceeding this limit results in the moderation to cease at this point. In addition at times the word count was not accurately presented on the CRAF form. Some centres are still encouraging students to ‘box in’ text essential to the task and thereby circumventing the word count limit. All a student’s own words, in or out of text boxes, will count towards the 1000 word limit.

Some areas of attention also for centres are that many tasks do not relate both the topography and the cultural heritage of the chosen country to the ethos and provisions of a particular sport. Some students continue to make sweeping generalisations or unsubstantiated statements – for example when covering soccer in the USA with a definitive link to the ‘Lombardian’ ethic, whereas in reality soccer developed as part of the counter culture, an opportunity for players to develop cardio-vascular fitness, without the over-bearing pressure of win at all costs hence the original ethos was ‘a kick in the grass’. It is only at elite level can the ‘Lombardi an’ ethic be applied.

In some cases too many inaccuracies occurred through a lack of detailed research eg there is a national rugby competition in Australia called the Super League. They do not have a national competition. Centres are also reminded that the task requires a balance between local provisions (grassroots - club/school) to pathways and elite provisions while detailing Agencies and funding. This is a tough task given the word count limit and therefore students need to write succinctly. The better and higher marked tasks inevitably included greater factual detail and accurate referencing in all areas of the task. General advise is as follows:

- Balance the task between the local and national provisions

- Reference information and include factual detail to support comment
- Do not exceed the stipulated word count
- References and a bibliography must be included

Task 4.3 Personal Performance

The quality of submission seen from students is still very broad in terms of E-portfolio submissions and in the presentation of students Performance Portfolios. The quality of 'live' performances in all three performance roles though has been excellent where quality practices / sessions demanding exactness and well led sessions by those undertaking leadership have been seen. Whereas some schools may have access to high quality filming and IT facilities, or even have a technician that can assist, the quality can be very good enabling more accurate moderation judgements to be made. Many centres submit poor video evidence and this can have an effect on the outcome of the assessment. With increasing availability of apps for mobile devices and recording production becoming more accessible centres submitting E-portfolios are encouraged to consider submitting detailed accurate recorded evidence to support their compulsory evidence that reflects the assessment criteria.

The E-portfolios vary in standard with some recorded footage taken on mobile phones that does not providing sufficient detail while some video footage offered as supportive evidence was 'upside down' or 'on the side' so making the process of moderation difficult. Centres are asked to ensure all video is in the correct format. Centres are asked to monitor the quality/appropriateness of video evidence before submitting. Too often videos included inappropriate background comments, students not wearing appropriate kit or students filmed in non-sport specific environments thus creating an impression inconsistent with the high marks awarded by the centre. In addition, when students are not clearly identified it is difficult for moderators to make judgements on performances. All recordings could start with the student introducing themselves or a voice-over identifying the student being assessed.

Where whole centre student submissions are of a poor or moderate standard it would appear that they have not been given appropriate guidance by the teacher examiner(s) at the centre. This indicates that the teacher examiner(s) in many cases may be uncertain as to what is required and this results in students not achieving as well as they could.

There is a huge discrepancy in the quality of the performance logs produced by students. At best these are detailed including evaluations of both the 3 formal performances and the 8 weeks of participation while in some cases including goal setting for future sessions coach testimonials or use of the new witness statement helped with depth of content. However, too often, these are merely a timetable when training takes place. Judging the quality of performance is nigh impossible without depth of content. Some centres produce very good templates for recording.

Written statements and testimonials from coaches and other observers also tend to be very limited and unrelated to the criteria for assessment. Greater emphasis should be placed upon testimonials being related to the assessment criteria and identify where and how students meet the mark bands. Where the new Witness statement template was used this enhanced the quality of comments made. Centres are reminded that it is a requirement for all students to produce a 'Performance Log' of their activities either for a live moderation or E-portfolio submission. In conclusion, centres are reminded that there should be a depth of evidence to satisfy the rubric of three formal performances and 8 weeks participation plus evidence that support the judgement in marking of the quality of the performance.

It therefore has been difficult to support the marks awarded by centres where students have not produced very detailed analysis of their 3 formal assessed performances and evidence of 8 weeks participation and the quality of such performance. This should reflect substantiated involvement, levels of performance, leagues etc. If a student is to be awarded marks at any level then the performance details should support his. Video evidence while not compulsory is one of the main and most useful mediums when assessing the quality of a performance. The use of the new 'witness' statement is also a worthy addition to creating an assessment profile but centres are asked to ensure a mark is included and signed by a suitable assessor.

Leaders and officials are reminded to ensure evidence of performance and progress is recorded and witnessed. Leaders should detail sessions and include a detailed coaching/leader plan prior to a live moderation or video of a sessions for E-portfolio.. Evaluations of their own performances would help students. When planning for moderation the typical age group a leader is use to working with should be taken into account and if possible provisions made to ensure that age range is available. Undertaking formal NGB or agency qualifications help provide students with the training they need to be effective practitioners. The best seen students included quantitative data in their performance logs and when 'live' showed motivation, good communication, knowledge and empathy with those they were leading.

- Ensure all performance portfolios are detailed as to the quality of a performance
- Video must identify performers and include footage of skills, practices and performances
- Leaders must demonstrate communication, planning and effectiveness

Task 4.4 Life Plan

The overall standard of the Life Plans ranged from excellent in an increasing number of tasks seen to those of a very limited quality. Overall, those tasks that included referenced factual data as relevant to each age stage or time line band provided enough depth to secure the higher marks. Students must

remember to include detail on their employment/career pathway, health trends and participation and crucially the reasoning behind their present and proposed future areas of participation. Elite performers may wish to include LTAD and NGB influences. In those tasks scoring the lower end marks the comments were too generic and simplistic, lacked factual data to support the points being made and no appropriate referencing.

While much of the task post 18 is subjective by nature students are required to look objectively at the possible / potential areas of participation that they are more than likely to become involved in. These will naturally change over time and therefore when observations are made these changes need to be supported by referenced data. The inclusion of a time-line at the start of the task which details the suggested stages the student moves through is a necessity and provides students with a structure to which to write too.

Time-line phases should reflect present age participation, 16 – 18, which should include their present state aspirations and commitment, the majority of moderators, agreed this was well covered; however, links to inhibiting factors were generally not explored at this stage.

Post school or college 18 – 22 most students did include immediate options, such as university, but which one? What is their provision? However, many students did not research alternative provisions outside university. Most students researched sports and physical activities on offer, but failed to discuss with any purpose, what is the expected /perceived level of commitment, training, travel etc. What are the inhibiting factors of academic studies, finance and/or socialising. Most students mentioned a gap year, and briefly mentioned how that will affect their participation in their sport. A very small minority detailed some very good research about this option.

When moving into the typical competition phase, 22-35, students should highlight inhibiting factors such as career, family and/or financial considerations and include strategies to overcome them. Top band students were able to use societal statistics to qualify their decisions, however in general students threw in charts statistics on marriage, family, children, finance, work, house purchase, but did not engage in analytical discussion on how this will have an effect on their performance / commitment in their chosen activity.

Post competitive and when moving into the 'veterans' phase of participation, 35 – 45, inevitably there will be major changes with potential movement into coaching, refereeing administration and possible performance changes from those based on competition to more recreational involvement. In general this area was covered well by some and many highlighted those inhibiting factors such as injury. However in many cases this era lacked specificity to the student and in many cases became very generic - thus losing a personal feel. Some students did mention changes in attitude and physiology linked to the ageing process. Top band students did back up their statements with national and sport specific statistics to qualify

the students' decisions, but on the whole discussion and analysis was fairly weak for some.

Post 45 but for many 55 should also include physiological changes and appropriate strategies to cope. It should also include later life options and the reasons why these have been selected. This should be related to general health trends, CHD, osteoarthritis etc. At every stage students should support their work with research and applied statistics. The majority of life plans had charts and some statistics, but again in many cases this was very generic and tended to lose the feel of a personalised plan. It should be reiterated that there is a need to research national societal, health, participation, 'drop off' and injury rates in more detail and use them to qualify decision making throughout the life plan.

Some centres seem unaware aware that while there is no specific word count for the life plan they are encouraged to guide students away from producing very extensive appendices as essential information such as facilities cost, participation trends or graphs/ statistics can all be included in the plan.

- Include factual information to support the potential changes that may occur in the time-line stages of the life plan
- Ensure coverage in all stages of health trends and the ageing process, participation rates and options open to the writer, family and employment changes over time
- Include realistic alternatives in later life
- References and a bibliography must be included

General Advice for centres

- Before submission evidence for moderation ensure the correct forms and paperwork have been completed. Updated CRAFs now have additional guidance on the back.
- Centres should complete off-site witness statements to provide more detailed supporting evidence for those activities not able to be seen at cluster moderations.
- 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, clarifications 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 details centre specific issues, and will help prepare students for future series.

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