

Moderators' Report/  
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCE  
in Physical Education (6PE02)  
Papers 1B/E/V The Critical Sports  
Performer

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This report reviews the moderation of coursework tasks for the examination series 2014. Work for this series has been submitted for the purposes of external moderation through CD Rom, hard copy or 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 almost every centre providing correctly formatted work and few problems with 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, this added depth and detail to the ePortfolio submissions.

There are still a number of occasions when the word count has been omitted on CRAF sheets for the written tasks and centres are asked to ensure that this aspect of administration is completed carefully. Moderators also report that some centres did not respond to the Initial Contact Questionnaire (ICQ); accordingly centres are requested to reply as early as possible with this indication of numbers and activities together with preferred arrangements for style of moderation (ie live or ePortfolio).

There are also times when compulsory supporting evidence needed to accompany a personal performance is not available; therefore all centres are strongly encouraged to read their E9 reports carefully and scrutinise the ICE document, the IAG and seek clarity of assessment procedures through the 'Ask The Expert' Service, Edexcel training, or the online exemplar material which many centres appear to have considered this year.

## **Unit 2 (6PE02 1B): The Critical Sports Performer – Performance Analysis**

### **Task 2.4.1 Technical Analysis**

Almost all students identified four appropriate core skills and many students produced detailed work which included annotated diagrams, links to perfect models and in the best work elite model comparisons. Some students also included video clips which enabled them to add detail and depth to the quality of analysis which in turn enabled them to indicate how personal performance might be further enhanced.

However, some students did not cover the biomechanical aspect with enough accuracy and often failed to identify weaknesses in their own personal techniques when making an elite comparison.

Students are also reminded of the need to offer a tactical application of each skill and to work through the three phases of preparation, execution and recovery.

However, overall, this was the most accomplished area of the performance analysis and generally marked accurately.

#### **Task 2.4.2 Tactical Analysis**

Students explored a wide range of tactics and strategies in their chosen activity, many with depth and technical accuracy. Many games players, for example, considered systems of play or principles and tactics of defending and attacking at dead ball situations.

At its best this work was well researched and written with analysis linked to elite performers. However, too often there was an over-emphasis on rules and physical conditioning, with no relevant link to the tactical considerations identified. It was also noted that students are still downloading information about team formations and standard tactics from web sites without using this as an opportunity to really develop their own knowledge of tactics.

Students should be encouraged to enhance existing personal knowledge by also accessing technical journals which are available on the best websites or via governing bodies and other appropriate agencies.

#### **Task 2.4.3 Notational Analysis**

Very few students did not complete the required three notations, with most covering both personal and elite performances to aid analysis. However, too many students merely summarised and described the outcomes and failed to fully analyse the notations and many did not outline an action plan.

Moderators reported that students understand the nature of the task, but often failed to attract top marks 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 provide level, competition or date. Furthermore, some did not analyse data but merely gave a match report.

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**

Many moderators felt this work was of a higher standard than last year with the best work considering principles and methods of training, together with a review of fitness components and an analysis of test results and a comparison to elite levels training programmes.

Those who did this and analysed their training regime were able to indicate how training programmes needed to be improved / adjusted in order to progress onto the next level of performance.

Students who presented a summary of their own training programme without any analysis, or indication of how their preparation might be improved, struggled to achieve high marks.

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**

This section was well completed by a good proportion of students with many including data, the views of their coaches and a review of the work undertaken in the other sections. Although a number of students did well in this task many continue not to include a wide range of test and performance data; personal / subjective opinions need to be supported with more objective information.

Some students provided a detailed analysis of strengths and weaknesses comparing their own performance to that of an elite performer and included detail in the four areas identified in the specification: physiological, technical, psychological and tactical.

Using personal profiles, performance data and evidence from peer / coach assessments should be encouraged so as to 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.

Centre marking was more accurate than last year.

## **Unit 2 (6PE02 1E and 1V): The Critical Sports Performer – Local Study and National Study**

### **Task 2.1**

Overall, performances ranged from above average to outstanding (including a number of international level performers) in the wide range of activities. Generally marking was more consistent with the criteria and, as referred to above, in the majority of cases compulsory evidence was readily available.

Increasing numbers of centres are reported to have used the off-site witness statement form to good effect which helped to provide more thorough evidence for those activities not seen at cluster moderations.

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

Moderators reported a higher standard of leadership with many students leading appropriate warm-ups and drills as part of the practical sessions. Centres should ensure that students have prepared warm-ups and practices ahead of the moderation in anticipation of being asked to lead a warm-up or functional drill / practice.

Although fewer in number those officials seen performed to a high standard.

The quality of ePortfolio submissions continues to improve each year although in some cases moderators felt marks were not supported by the evidence provided. In particular, those marked in the top two mark bands and offering leadership and officiating roles need to supply more evidence to substantiate marks awarded by centres.

Encouragingly, more centres are using video clips to contribute to the evidence and there were increasing numbers of high quality videos to support marks. Clips had been edited to include demonstrations of core skills, structured practices as well as competitive performances. All 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 board's checklist which is available on the website.

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

There was evidence that some students failed to include detail about arrangements in centres and that although gender and disability were usually referred to, many simply suggested that an activity was inclusive without any specific examples of factual information to support the point. Moderators also reported that public / private provision were regular omissions.

Students who achieved marks in mark band three or below have often written on the basis of personal knowledge when undertaking research would allow them to record a more factually based account which in turn provides additional contextual information for the critique element which is necessary to secure high marks.

The best students presented high quality and thoroughly researched material which left the reader fully apprised of the provision across all key

areas, including critical analysis, appropriately contextualised case studies and a bibliography.

Some students in international centres again found it difficult to obtain information for certain aspects of the work, in such circumstances they need to go beyond merely stating that no such provision exists. When faced with this problem they need to consider why this might be the case, thus providing the reader with critical analysis of the local provision.

There were fewer issues relating to word counts as most centres conformed to the rubric; marking was generally consistent.

### **Task 2.3 National Study**

The national tasks ranged from moderate to high quality, although moderators reported that national studies were generally of a lower standard than the local studies.

Students who produced work of more modest quality had included information that was out of date or simply incorrect and many failed to identify opportunities for elite performers with disabilities. Other weaknesses reported included vague details on funding and the standing of national squads. Accordingly, all students are encouraged to use the checklist to help structure their work and to target key areas for research purposes.

As in previous years 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 enhanced over the next few years and references to preparations for 2016 were not uncommon.

Moderators felt that a number of centres had been too generous with the marking for this aspect of work and therefore are asked to mark work more closely to expected national standards.

### **Key points for centres**

- They need to provide greater detail for ePortfolio work to support all marks awarded, especially for those in the top two bands
- Where video evidence is used, it should include, when possible, evidence of key skills under pressure in structured practices as well competition situations; 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. Officials should be prepared to discuss their work with moderators and referee / umpire as an element of the practical work

- Centres should complete off-site witness statements to provide more detailed supporting evidence for those activities not able to be seen at cluster moderations. These assessments should be linked to the marking criteria
- Students are encouraged to use the checklists for the local and national studies 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, most significantly for the Analysis of Performance.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

