

A level Physical Education

Online coursework
marking training for
component 4.
Non-Examined
Assessments

19OAP02





Your online environment



- ☐ **Technical difficulties and support**

- ☐ Recording

- ☐ **Communication in an online environment**

- ☐ **Asking questions**

- ☐ **Using polls**

- ☐ **Downloading documents**



**Polls to
get to
know the
delegates**



Aims of the session

- Recap the structure of the new course
- Understand the importance of accurately applying the assessment criteria for the AS and A level courses
- Understand the importance of internal standardisation
- Gain confidence in identifying characteristics of the assessment criteria for the new specification
- Consider approaches to assessing the Performance Analysis and Performance Development Programme
- Network with other teachers and share good practice
- Review frequently asked questions



Programme

- 16.00-16.15 Introduction and review of specification structure and content
- 16.15-16.30 Requirements of component 4 and essentials of accurate marking
- 16.30-16.50 Performance Analysis, example 1 – marking activity
- 16.50-16.55 Comfort break
- 16.55-17.30 PDP examples 2 and 3 - marking activity
- 17.30-17.35 Supporting students and moderation
- 17.35-17.50 Frequently asked questions / sharing good practice / networking
- 17.50-18.00 Resources and support



Ofqual requirements for specifications

- Weighting of 70% exam and 30% non-examined assessment (NEA)
- In respect of that 30% NEA:

15%	15%
Practical performance in one activity as player/performer or coach drawn from the list of activities	Analysis and evaluation of a performance to bring about personal improvement in physical activity and sport



Essentials of accurate teacher assessments

- Get to know the specification, assessment criteria and the forms to be used.
- Become familiar with the material available from the Edexcel website.
- Moderate internally – blind marking is encouraged.
- Rank-order the candidates – make sure marks awarded reflect this.
- Share work with other centres – cross-referencing marks adds another layer of rigour.



Additional ways to improve the accuracy of NEA assessments

- Provide opportunities for peer and self assessment
- ‘Double-teaming’ assessments can enhance accuracy
- Refer to the work to be marked with compare with those available online
- Learn from the E9 moderator report feedback



Component 4: AS level

Component 4: Performance Analysis

Non-examined assessment

15% of the qualification

24 marks

Content overview

Performance Analysis

- **Investigate two components of a physical activity (physiological and either technical or tactical)**
- **Produce an evaluation demonstrating strengths and weaknesses and areas for development of a performance**

Assessment overview

The assessment consists of students producing a Personal Analysis in their chosen activity



Performance analysis

- Options for roles: player/performer or coach
- Two components to be investigated: physiological and either technical or tactical
- Performance analysis to identify strengths and weaknesses and areas for development
- Independent study
- Analysis in same role for practical performance is recommended
- Quantitative and qualitative data required to support conclusions
- Suggestions made for choice of technical and tactical skills in the specification – but not compulsory



Component 4: A level

Component 4: Performance Analysis and Performance Development Programme

Non-examined assessment

15% of the qualification

40 marks

Content overview

Performance analysis and Personal development programme

- **Investigate two components of a physical activity (physiological and either technical or tactical)**
- **Produce an evaluation demonstrating strengths and weaknesses and areas for development of a performance**
- **Develop a PDP to optimise performance**

Assessment overview

The assessment consists of students producing a Personal Analysis in their chosen activity



Performance Development Programme

- Independent study
- Options for roles remain as player/performer or coach
- Outcomes of analysis work considered and appropriate component of performance identified for development
- SMARTER targets used for analysis
- Principles / methods of training applied consistently and accurately
- Appropriate testing to monitor understanding
- Review and evaluation considers the changes on test outcomes and makes further recommendations for development



Characteristics of top band work for the physiological component

- Choices of three components rooted in evidence – journals, research papers, NGB and other sites often provide information here
- Factors around reliability and validity understood and correctly applied
- Limitations of tests considered
- Consideration of elite and peer level performance, as well as normative data
- Research to appreciate current trends in elite level performance



Characteristics of top band work for the tactical component

Tactical

- Must go beyond the (often) impressive descriptions of the tactic
- Analysis must fully demonstrate how the tactic could be applied in a competitive situation and adapted in changing circumstances
- Analysis of real-life examples (candidate and elite levels of performance)



Characteristics of top band work for the technical component

- Candidates will offer a balance of description and analysis
- Data is used effectively to support accurate analysis of strengths and weaknesses and justify key areas for development
- Balance of physiological/mechanical and technical factors



Characteristics of top band PDP work

Planning

- SMARTER targets are accurate and correctly justified
- High level of knowledge correctly applied to the choice of the tests
- Accurately applied high levels of knowledge for choice of training methods, including levels of resistance and the appropriate application of training principles



Characteristics of top band PDP work

Review and evaluation

- Detailed evaluation correctly linked to the qualitative and quantitative data collated
- Accurately accounts for any reasons in the variation of outcomes of test scores
- Applies a high level of knowledge and understanding around recommendations for future development
- Impact of PDP on performance with supporting evidence



Word count

- Maximum word for Performance Analysis (8PE04) is 1750 words
- Additional 1750 words for the Performance Development Programme
- Supporting evidence, such as graphs, charts, tables diagrams and the bibliography are not included in the word count, but candidates' own words in text boxes used to describe and analyse techniques and tactics do contribute to the count
-



Activity: Assessing students' performance

Task:

- Using the assessment criteria identify what mark you would award the three pieces of work

Task:

- How would you advise the students to further improve the work?

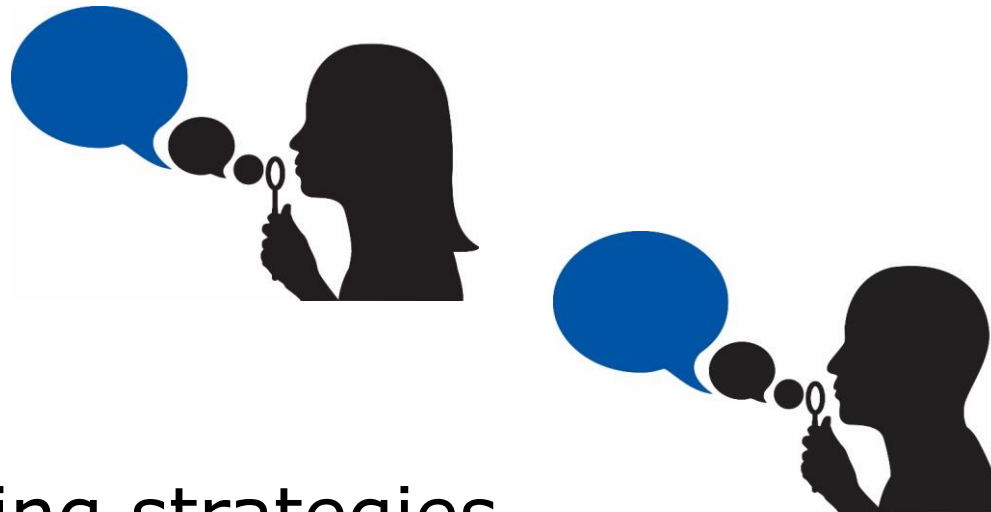


Frequently asked questions

- One of my students wants to analyse a skill or tactic not on the list. How do I know if this is acceptable?
- One of my students is keen on two sports and would like to do an analysis of the physiological in one sport and a tactical analysis in another. Is this acceptable?
- Will the component 4 work be moderated at the same time as the moderation of practical performances?
- How can centres deliver this work to students?



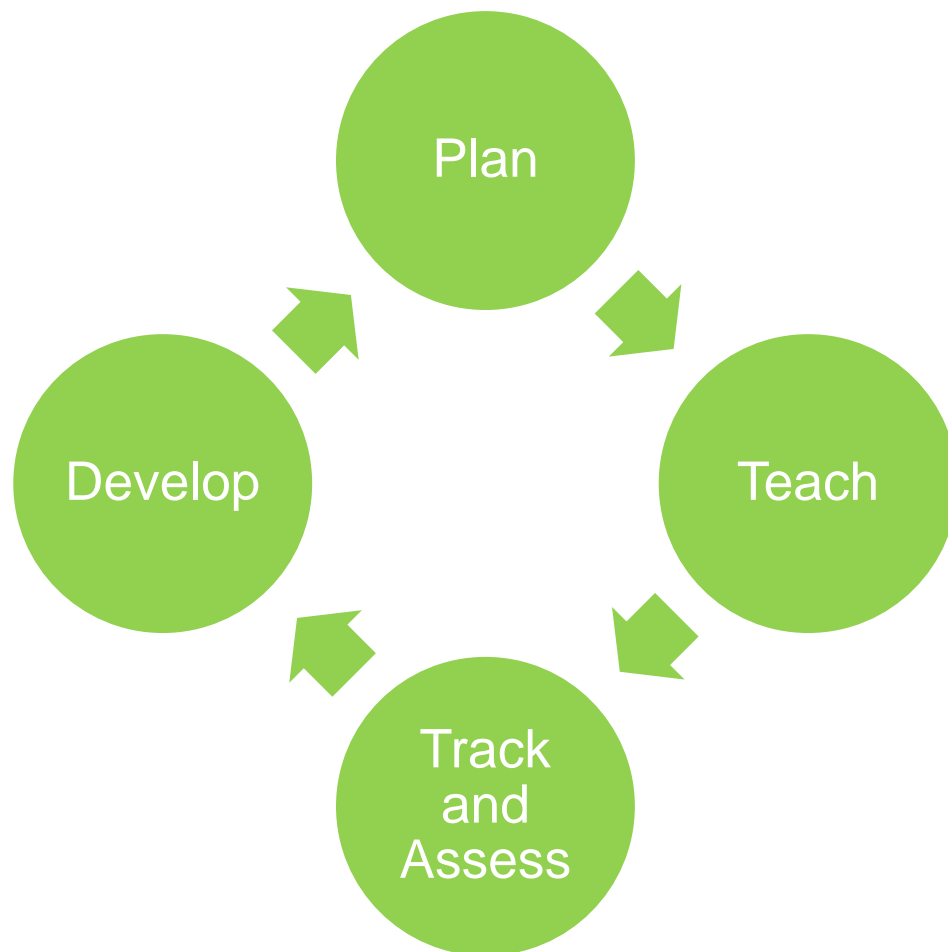
Considering delivery strategies and sharing best practice



- Teaching strategies
- Resources
- Technology



Supporting great Physical Education teaching



Free qualifications support:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.coursematerials>.



Free support for planning and teaching

Guidance on constructing a course:

- Course planner
- Scheme of work
- Getting Started guide
- Topic guides for all topics with guidance on teaching and activity ideas



Endorsed resources

We are working with publishers who have paid-for resources endorsed:

- **Jan Roscoe** – AS/A level PE revise Edexcel resources – visual approach for effective and efficient revision, consisting of substantial student notes with illustrations, photographs, tables, figures, revision summary charts and practice questions
- **ZigZag** – New-specification photocopiable resources for learning, revision and practice, including for exams and assessments



Free support for tracking and assessment

- Additional specimen papers so that you can get to grips with the format of the new papers and the level of demand online
- Exemplars with commentaries for both theoretical and practical components are available online
- Ask The Expert – details available on the Edexcel website. Questions put to and answered by principal examiners
- Inside Track – free, termly online magazine specifically for Edexcel A level, available on the website



ResultsPlus

- **ResultsPlus** provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of PE.



Pearson is recruiting

- Pearson is recruiting for GCSE and GCE PE
- We have exciting opportunities to become an examiner for PE.
 - Get closer to the qualification you are teaching.
 - Gain insight on National Standards
 - Grow your career
- Apply via the Pearson website.
 - Contact AAresourcing@pearson.com.



Next steps

- Please complete your evaluation form for today's event.
- If you have any questions, get in touch with:
 - Subject Advisor, Penny Lewis.
 - Subject Specialist: Collette Vassell
- For further support, contact the PE and Sport team:
 - Email us: physicaleducation@pearson.com
 - Call us: 03330 164 100
 - Follow us on Twitter: @PearsonPESport
 - Visit us online:
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.html>



Thank you for attending this Edexcel training event

We hope that you have found today's training beneficial and request that you kindly complete our anonymous online evaluation form, which you will have received by email today.

