

Moderators' Report/  
Principal Moderator Feedback

Summer 2015

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

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## **General Comments**

This year produced another successful series of moderations with the vast majority of centres providing correctly formatted work. There were 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 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.

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 1E and 1V): The Critical Sports Performer – Local Study and National Study**

### **Task 2.1**

Practical performances ranged from a good standard to outstanding (including a number of elite level performers) in a wide range of activities. Generally marking was more consistent with the criteria and, in the majority of cases, compulsory evidence was readily available.

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 an increase in the numbers being assessed as leaders and officials with a particularly high standard of leadership at many centres. At cluster moderations many students led appropriate warm-ups and practices as part of the practical sessions. Centres are reminded that students should have prepared warm-ups and practices ahead of the moderation in anticipation of being asked to lead a warm-up or functional drill / practice. In some cases moderators reported the effective use of iPads by leaders to illustrate elements of the practical work.

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. In some cases the compulsory evidence was not provided. Furthermore, centres are asked to consider the range and quality of evidence for those students undertaking summer sports.

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. However, some moderators felt that some video evidence material remains of limited benefit to the students and 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 to be well supported by centres and many moderators reported on high quality submissions. Centres appear to be making effective use of the board's checklist which is available on the website and many local studies were accurately marked.

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 sufficient detail about arrangements in schools and that public / private provision and funding were often lacking in detail and depth. Moderators also reported that some students had included detail which was national in context and therefore not relevant to this work.

The best students presented high quality and thoroughly researched material which left the reader fully appraised of the provision across all key areas, including critical analysis, appropriately contextualised case studies and a bibliography.

Students who achieved fewer marks often wrote using personal knowledge when undertaking research would have enabled them to record a more factually based account which in turn provides additional contextual information for the analysis element which is necessary to secure high marks.

There were fewer issues relating to word counts as most centres conformed to the rubric, although in a number of studies students wrote additional work in text boxes which count towards the overall word count.

### **Task 2.3 National Study**

Most of the national studies ranged from being good to very high in quality, although most moderators reported that national studies were not quite of the same standard as the local studies.

Moderators reported that those 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 at universities and provided vague details on funding and the standing of national squads. Recent initiatives and key new facilities were missed in a number of sports and, accordingly, all students should be encouraged to use the checklist to help structure their work and to target key areas for research purposes.

There were national studies which were of a high quality. These were well structured and thoroughly researched and demonstrated a clear understanding of the key aspects of the national provision and often included insightful evaluations.

Some moderators felt that centres had been generous with the marking for this work and centres are therefore asked to refer to the national standards.

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

### **Task 2.4.1 Technical Analysis**

With few exceptions students identified four appropriate core skills and produced detailed work.

The majority referred to the three phases of preparation, execution and recovery and included annotated diagrams, links to perfect models and appropriate contextual information about the tactical application. Some high quality work included video clips which enabled students to add detail and depth to the quality of analysis and which in turn enabled them to indicate how personal performance might be further enhanced, which is the focus of this work.

Where students scored less well it was because they did not cover the biomechanical aspect with enough accuracy and produced work that was overly descriptive and failed to analyse effectively.

This was the most accomplished area of the performance analysis, often scoring maximum marks, and was generally marked accurately.

### **Task 2.4.2 Tactical Analysis**

Students explored a wide range of tactics and strategies in their chosen activity, often in depth and with technical accuracy. Games players, for example, often considered systems of play or principles and tactics of defending and attacking at dead ball situations. A number of students offering work on individual sports included interesting psychological considerations but in some cases this was rather too anecdotal rather than being rooted in appropriate research.

At its best this work was well researched and written with analysis linked to their own experiences and those of elite performers. However, there are still occasions when students produce work which has 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 develop their own knowledge of tactics.

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

### **Task 2.4.3 Notational Analysis**

The majority, but not all, of the students completed the required three notations, with most covering both personal and elite performances to aid analysis. A number of students simply summarised and described the outcomes and failed to fully analyse the notations and a number did not outline an action plan to support performance enhancement.

Moderators reported that although students seem to understand the nature of the task, they sometimes failed to achieve high marks because work lacked analytical detail 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 simply provided match reports or a series of scores from judges.

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

### **2.4.4 Training Analysis**

Most students offered work linked to physiological aspects of performance. Much of the work was of a high standard 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 modified in order to progress onto the next level of performance.

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

It was encouraging to see a number of students attempt this work from a leadership perspective but in some cases failed to offer any kind of analysis of the coaching sessions outlined.

Overall this work was not of the same quality as other sections and a number of centres had over-marked this task.

### **Task 2.4.5 Analysis of Strengths and Weaknesses**

This section was well completed by many students with many including helpful data, the views of their coaches and a review of the work undertaken in the other sections.

Some students continue to rely exclusively on their own opinions and failed to include a range of test and performance data; personal / subjective views 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.

Students who scored well linked the outcomes of their analysis to the A2 Development Plan which is good practice. Weaker students produced work that lacked analytical detail and an appropriate level of technical language.

#### **Key points**

- Centres need to consider more carefully the supporting evidence for students offering summer activities like cricket, tennis and athletics
- For the written tasks students need to offer more detailed analysis to score well
- 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 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
- Where video evidence is used, it should include 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 clarity
- Students should be encouraged to use technical journals and NGB manuals to assist with the utilisation of higher level technical language for all tasks, especially 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>



