

Moderators' Report/ Principal Moderator Feedback

Summer 2016

Pearson Edexcel GCE
in Physical Education (6PE02/04)
Papers 1B/E/V:
The Critical Sports Performer/The
Developing Sports Performer

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This report reviews the moderation of coursework tasks for the examination series 2016. Work for this series has been submitted for the purposes of external moderation through CD Rom, hard copy or live moderation.

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

General Comments:

This is the final full year for this specification, although some students might resit elements next year. Over the years, centres have become increasingly efficient and accurate. This year proved successful with centres providing correctly formatted work and hosting well organised cluster days. There were very few reported problems around visits, administration or 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 E-Portfolio 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 administration is completed carefully for the new specification.

There are also times when compulsory supporting evidence needed to accompany a personal performance was not included. Therefore, all centres are strongly encouraged to read their E9 reports carefully and scrutinise the new assessment procedures. Additionally, access further advice through the 'Ask the Expert' Service, Edexcel training, or the online exemplar material which centres appear to increasingly utilise.

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. Moderators reported 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 sessions were well organised and included differentiated practical sessions commensurate with the range of abilities observed.

As in recent years, 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 in the new specifications students are not able to offer officiating.

The quality of E-Portfolio submissions was often of a high standard, 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 a few cases the compulsory evidence was not provided.

Again, more centres used 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. Thus, 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.

NB Centres are encouraged to develop an understanding of how the use of video is to be utilised in the new specifications

Task 2.2 Local Study

Students appear 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.

The best students offered a critique of local provision and did not merely describe existing opportunities. Although much of the work was detailed and accurate, moderators reported that work around public / private/ voluntary provision lacked insight and understanding.

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. Undertaking research would have enabled them to record a more factually based account. This provides additional contextual information for the analysis element which is necessary to secure high marks.

Moderators reported few issues relating to word counts, as most centres conformed to the rubric, and mainly accurate marking.

Task 2.3 National Study

Most of the national studies ranged from being good to very high in quality and probably stronger than last year.

Moderators reported that those students who produced work of more modest quality had included information that was out of date or simply incorrect. Furthermore, many failed to identify opportunities at universities and did not provide enough detail around pathways to elite level. Recent initiatives and key new facilities were missed in some sports. One example is the number of studies on football which failed to refer to St George's Park.

The strongest national studies were well structured and thoroughly researched. As well as demonstrating a clear understanding of the key aspects of the national provision and including insightful evaluations.

Most of the marking was accurate, occasionally generous.

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, frequently of a high standard.

The majority referred to the three phases of preparation, execution and recovery and used accurate technical language. A good range of presentation formats were used, which included annotated diagrams, links to perfect models and appropriate contextual information about the tactical application.

Where students scored less well it was because they did not cover the biomechanical aspect in sufficient depth and in a number of cases confused isometric and isotonic contractions. Weaker work tended to be overly descriptive and failed to analyse effectively.

This was the most accomplished area of the performance analysis 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. Moderators reported that work was generally of a high standard but liable to over-marking by centres.

At its best this work was well researched and written with analysis linked to their own experiences and those of elite performers. 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 or apply it appropriately.

Task 2.4.3 Notational Analysis

Almost without exception students completed the required three notations, with most covering both personal and elite performances to aid analysis.

As in previous years 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. Students sometimes failed to link the three notations together to demonstrate how improvements were made and 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. The final analysis needs to be applied to the improvement of personal performance, or the performance of others.

2.4.4 Training Analysis

Moderators reported this often to be the weakest of the sections.

The best work considered and applied principles and methods of training, together with a review of fitness components, an analysis of test results and a comparison to elite levels training programmes. Those who did this, and analysed their own 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. Moderators also reported that students had failed to apply the principle of progressive overload properly.

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.

Those students who scored less well tended to rely on their own opinions and failed to include a range of test and performance data and/or the views

of a respected coach supported with more objective information. Moderators also reported that action plans had not been fully justified.

The best 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 of the specification: physiological, technical, psychological and tactical.

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.

Overall, 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. This applies both to students who might be resitting this work next year and those offering analysis work as part of the new specifications.

Unit 4

6PE 04: 1V/E and 1B

Task 4.1 Development Plan

The Development Plans were generally of a good standard and marked accurately in many cases placing them in the correct assessment band with some exceptions where tasks were placed in a higher assessment band than the content and programme warrant. At the very highest level students were awarded full marks and for these tasks the quality of the work was outstanding reflecting thorough detailed research, excellent recording of appropriate training programmes and insightful reviews with validated performance improvements.

In the Planning and research section the biggest area for concern is some students failing to establish appropriate aim(s) and objectives at the start, thus enabling a suitable programme to be undertaken. If this is not constructed with the help of centre staff then it makes it hard for the students to form a 'plan' for the assignment with a clear end in mind. There should be a clear link with 2.4, looking at areas for development as a performer, leader or official. Quantifying objectives is also an issue. Students need to use fitness testing or information from 2.4 to justify the area for their development. Some assignments are too subjective and many students do not identify a weakness but simply build on a strength. 'Super Strengths' are now a popular concept in athletic development so some sympathy is given.

In some cases there is too much padding and irrelevant information is added to the assignments largely based on the idea that by including anything and everything a task will gain higher marks. Some centres still encourage students to include all the information regarding energy systems, methods of training, all the fitness testing protocols etc. when it has nothing

to do with their development plan. For example one development plan on strength had 14 pages of information on all the other components of fitness and all fitness testing. If students are marked in the top band they must make sure they include the relevant intensities in their training. Again, as in previous years, the actual training programme and its detail is the most important construct to impart adaptations. This needs to be recorded and monitored throughout the plan.

In the Performing and Recording section students should be aware of the need to include as much factual information on their programme sessions. Where subjective evaluations are included then these can be brief but authentication from a 'gym instructor' is a valuable way to validate off-site training. Test results should be clear and linked to normative tables while also used to track improvements in the actual performance as an ongoing process rather than a simple 'end of training plan' opinion.

In general the Review and Evaluation section of the task included objective and quantitative information to justify conclusions. Graphs and tables were used well to illustrate progress and data was evident to support adaptations and test result outcomes. However it is important to note that some evaluations are still too subjective while it is accepted that this is a valid part of the task section requirements. It was reported that for some development plans, which were not developing a component of fitness, such as those of a coach, lacked any scientific rigor; some were merely an outline of a course they undertook and some were very subjective and descriptive. Centre staff should be aware that for some tasks the performing and recording section was given full marks because the student recorded a diary of the week even though the training was inappropriate. In some cases students are using club training sessions as a part of performing even though the amount of training is not quantified. In a lot of cases students were only doing one designated training session a week which would not normally be sufficient to cause adaptations. The best tasks are often exceptional and deserve the very high, if not full, marks that are awarded to them. Where the Plans were over marked it was inevitably where centre assessors award marks for the mere inclusion of sections rather than the quality of what is produced. The marking by centre assessors for this task though was more accurate this year. Areas of concern and note are:

- Not establishing objectives at an early stage. This then makes it hard for the students to construct a plan for the assignment.
- No clear link with 2.4-4.1, looking at areas for development as a performer, leader or official.
- Quantifying objectives. Students need to use fitness testing or information from 2.4 to justify the area(s) for development. Normative data is required. Some assignments are too subjective.
- In some cases there is too much irrelevant information that is added to the assignments. For example, some students include everything regarding energy systems, methods of training, fitness testing protocols which had no relevance to their own plan. More research needs to be conducted on why that particular component of fitness is required for the sport (allied to the literature review).

- Some centres do not pick up on the fact that some students are not working at the appropriate intensities to meet their aims, for example one student was working at less than 75% of their max.% to build increase in ballistic/explosive power.
- In general the better written review and evaluation section of the task included objective/quantitative information to justify conclusions. Graph and tables were used to illustrate progress and data was evident. However some evaluations are still too subjective. The best evaluations used a notational analysis of their performance or a coach review (witness statement) observing performances to help conclude whether the Development Plan improved their performances.
- Some Development Plans on leadership lacked scientific rigor, some were just an outline of a course they undertook and some were very subjective and descriptive. However, some moderated leadership plans contained excellent information and monitoring through notations, questionnaires and assessor feedback.
- Some centres were giving students very high marks for a simple diary or for documenting their club training sessions. Club sessions are beyond the control of the student and as such should not be included in the plan.
- The amount of training was also an issue, in some cases students are only doing one designated training session a week.

4.2 The International Study

The international studies were a little disappointing in many cases and often over marked. It is difficult within the word count of 1000 words to fully detail all areas of a countries provisions but often the tasks seen were unbalanced and did not present equal coverage of all areas. The ethos that the sport adopts specific to a country has been considered well enough by the students within the sample. The topography of the country was also considered but its' reference should to be any effect on the provisions for the sport being covered. However, some students did manage to introduce the sport effectively alongside historical developments.

Schools provisions and national training was once again a weakness and the competition formats for many sports were omitted. The standards of those offering studies in non-English speaking nations was only moderate to good with German and Spanish football retaining popularity. Overseas centres who used England as their chosen nation often provided only general comments and lacked a specific focus. Popular studies on rugby in New Zealand or hockey in Australia, for instance, failed to consider how super rugby provides an established pathway to elite performance. Also, many studies on USA made scant comments on the multi ethnic nature of the US and the role of college sport and the NCAA. For those choosing Australia and New Zealand, a lot of the information was dated and failed to contain up to date information on FTEM, The Winning Edge, Super Rugby and ANZ netball. Information around funding of these different levels is also discussed with higher scoring students able to identify grants and schemes, which is reinforced with references.

- The use of case studies while a very relevant and informative way of contextualising the written content of the task should not be abused. A few tasks contained much more content via case studies than the student's own writings.
- Centres should ensure that the word count is strictly adhered to and that students must reference this also on each page.
- Ensure a balance between all sections from schools, local club and national pathways and provisions

4.3 Practical Performance

The practical performances were generally well marked by centres with a few notable exceptions. The best performances often depend on the quality of the practical sessions undertaken during cluster moderations. Overseas centres are in some cases still failing to fully complete E-portfolio submissions.

Students are usually marked quite highly in this component but these marks are mostly justified. No evidence exists that any students was marked below 10/20 and the majority of students are awarded 15+ in this section. The quality of the E-portfolio evidence is improving but some centres are repeating the errors that they made last year, which were pointed out in their E9s. In some cases there are problems with E-portfolio submissions where centres are not providing good enough evidence to be moderated. Centres are reminded of the need to complete the compulsory evidence of 3 formal performances and a minimum of 8 weeks participation in sufficient detail to enable a moderation judgement to be made. Clearly video is a very good medium to support the marks given, the use of witness statements and details on the level the student is performing act. Video should include clear identification of the student and the camera work appropriate in terms of distance from the 'action'.

Many student are performing the coach role successfully however, overseas centres tend to still fail to fully evidence a leader and do not cover particularly well. There were few students offering 'official' but with some good exceptions where students were officiating at quite high levels of competition. There are still some excellent examples of 'leadership' skills where students led sessions at the moderations. The better students have grasped the concept that planning is vitally important to the quality of their coaching sessions. Good quality submissions come from centres where staff are experienced or have been on training courses and understand correctly what is required of the students. Again, the 'leader' section was often over marked where students had been marked highly but had provided poor quality session plans with little self-evaluation or no objective testimonials or relevant NGB coaching awards.

In some cases all that is entered, especially for leaders, is a written testimony, which is not enough to verify the mark, especially given the demands made on students in the live moderation. Officials, in some cases are not providing any supplementary information such as what level they

are and how far they are into gaining the next level. Referees have reports done on them and these should be mandatory evidence.

- In summary students undertaking leadership and officiating need to supply more evidence in the compulsory evidence section to justify marks e.g. specific training, competitive reviews, evaluations etc. Much still depends on the level of support given to students by centre staff.
- Practical students are required to complete a performance portfolio even if undertaking performances at a cluster moderation. Off-site activities should be videoed.
- Witness statements while not compulsory do provide a security of assessment

4.4 The life Plan

When done well, this can be an exceptional task that is interesting to both do and read. The better students had clearly been well guided and enjoyed doing the Life Plan. Some of the work was outstanding, detailed, well researched and voluminous. Students are now using case studies at the various life phases to illustrate comments made. This year there was far more inclusion of socio-economic and health statistics to support the students judgements. As ever, the most complete sections were 16-18, the higher education years and the peak performance years but there was a lot of very insightful material in the later stages. It is still alarming to note that several students' plans ended at 55 years and some more alarmingly at 35. Also of concern was the number of students who missed out periods in their life. Most often this tended to be 45 – 55. A common omission is still ageing or injury and only the better students do justice to the impact of contemporary issues such as hypokinetic disorders, obesity, CHD and cancer. A significant number of highly marked students focused almost solely on participation and did not dedicate enough energy to the range of limiting factors as life progresses. Another consideration is the need to refer at all stages to the chosen career of the student and sociological considerations as to atypical family elements. Those students and centres who had taken the time and effort with this task were rightfully rewarded with full marks.

- Aim to include all areas of interest that can affect sporting participation – cultural, sociological and physical.
- Ensure students do not exclude a particular area/time phase
- References and a bibliography are expected

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>

