

## Guidance for Controlled Assessment June 2011 GCSE Physical Education – 5PE02 & 5PE04

This document has been written to provide additional guidance on the GCSE Physical Education Controlled assessment unit 5PE02 & 5PE04.

It provides you with guidance from our Chief examiner Tony Scott to give you additional guidance and support for these Controlled Assessment Units.

### **Guidance for the Practical Performance (Section 2.1)**

1. Choose the 4 best activities for each candidate and give them a copy of the criteria for each of their activities and get them to set SMART goals/targets for each of their activities.
2. If the student has an activity they take part in outside of school that they are particularly good at but you do not offer at school (e.g. fencing, boxing, karate, horse riding, swimming, cycling, archery, mountain biking) either go to the club to mark their performance or get a DVD of their performance and mark that.
3. If they have an outside school activity, liaise with their coach and give them a copy of the criteria as soon as you can.
4. If you do not offer the Fitness Training unit consider offering this as every school can offer this in some way as it has a variety of methods of training that can be adapted whatever the facilities the school has. It has the added benefit of putting the theory lessons into practice and students who offer this as an activity usually have a better Personal Exercise Programme and can apply their theory better in the written paper. The students PEP is also marked in the Analysis of Performance so they get their PEP marked twice for one piece of work.
5. As some sports are seasonal it is important to give the students practice in these activities before the Controlled Assessment Day, for example, in athletics the students will be bigger and stronger than they were in the summer of year 10 so they should be able to run faster, jump higher/further and throw further but they will need practice before the Controlled Assessment Day in year 11 as they will need to sharpen their technique as well.
6. If students are entered as year 9 or year 10 candidates remember they will be marked on the same criteria as the year 11 candidates so the fact that they are younger and smaller may make it more difficult for them to score high marks in the practical activities.
7. Have a practice Controlled Assessment day so that every candidate knows exactly what they will have to do when the moderator is present. They should know their partners for example in badminton or table tennis, their teams and positions in team games such as netball and football, exactly what they have to wear and what they have to do in personal survival, life saving or swimming and they should know and practice each practice they will need to do on the "real Controlled Assessment Day".
8. Make sure that the practices used are challenging and allow the candidates to justify the mark that they are worth. Look at the criteria and if the candidate is a potential level 9-10 candidate for example in basketball make sure the practices allow them to show they are up to this level.

9. If the student is offering Officiating as one of their practical performances make sure that they have their qualification certificate available (if they have one) and a completed log book with details and a record of all matches that they officiated at. On the Controlled Assessment Day make sure they have suitable students to officiate e.g. a group of year 7 students to play netball or football.
10. If the student is offering Leadership, as with Officiating make sure they have any qualification certificates, log book and that they have prepared a suitable lesson plan and have suitable students to teach/coach, again probably year 7 candidates.

### **Guidance for Analysis of performance (Section 2.2)**

The Analysis of Performance can be offered in one of three ways but it is important to make sure the way the student chooses to offer it really is the way that suites them the best.

- 1 If it is an oral interview then it is conducted by the teacher so the teacher has the opportunity to bring the best out of the student by asking the right questions to justify the students mark.
- 2 The questions may/should depend upon the answer to the previous question for example if it is not a very good or clear answer the teacher can ask another question to allow the student to clarify their answer. This may mean that the student does not get 4/4 in the section but having clarified their answer they could still get some credit.
- 3 In the presentation or written format the teacher (or the moderator) cannot ask any questions to clarify a point
- 4 However if the student finds question and answer a daunting prospect this may be the way to offer the AoP and this is why these methods are available to the candidates.
- 5 If the student is using the written format they must remember that they will get credit for their quality of written communication (QWC) so this is also a consideration of which format to offer.
- 6 If a student offers the AoP in presentation format it should also be noted that if they do not present using bullet points but just read from a transcript then the presentation will be considered to be written format and the QWC will be taken into account.
- 7 If the AoP is on DVD or live Q & A or a presentation it is good practice to have a whiteboard and pens available for the student to explain and use diagrams
- 8 Give the students some practice at doing this
- 9 If the AoP is a presentation or Q & A have props available e.g. a golf club to demonstrate the grip, stance and swing, a rugby ball to demonstrate passing, a cricket or table tennis bat, or cricket ball to explain grip to impart pin etc.
- 10 If submitting DVD evidence provide a video clip of the performance that the student is analysing and also make sure that that the moderator can see it on screen.
- 11 In a Q & A session the teacher should make sure that they ask questions on each section of the AoP usually this is done best if you start with the rules, regulations, terminology and then work through each section in order.
- 12 Written and presentation should follow the same format.

The AoP will depend on how the student offers it as things may vary according to the format.

### Rules regulations and terminology (Question and Answer example):

1. It is not acceptable to simply ask the student to “give three rules of your sport” which they could have rehearsed before the day.
2. The student can observe (a requirement in the AoP) a performance e.g. a netball, football or basketball game. The actual referee who will probably be a teacher can be asked to blow their whistle as normal but not to administer the offence. When this happens the student observing for their AoP can be asked why the referee blew the whistle, e.g. a foul was committed.
3. Then they can be asked the rule regarding the offence. Then they can be asked how the referee will signal for this offence. Then they can be asked how this is administered. Then they can be asked what happens next, e.g. two free shots will be given. etc.
4. If the student is using a presentation then a similar scenario could be set up and the student could show a video and then explain the rules etc.
5. If the student is using the written format then the student may have to use diagrams to help to explain a rule e.g. offside in football, but they may find it more difficult to show that they understand and can actually administer the rules.
6. Students should always use the correct terminology e.g. a full court press in basketball, travelling double dribble etc.

### Observe and analyse performance

1. It is important that the students actually observe a performance and if at all possible the performance should also be available for the teacher and moderator to observe as well so as to make it possible to confirm that the student’s observation is accurate and correct.
2. The student does not have to observe a competitive situation they can observe a skill and this can offer them an excellent opportunity to observe the skill in some depth, e.g. a back somersault on the trampoline or a student performing front crawl in swimming. This gives them the chance to develop their observation into planning to improve the performance of that skill
3. If students observe a skill it is important to break the skill down into smaller sections so that they can analyse and explain each section of their observation e.g. in swimming the natural breakdown is:
  - Body position
  - Leg action
  - Arm action
  - Breathing
  - Timing
 While in a basketball free shot they may decide to look at:
  - Grip, stance, shooting action, release, follow through, finish
4. Students using the presentation and written format have the chance to make excellent use of photographs and screen captures and even video in a presentation for example and this can really help them to score excellent marks in this section.
5. Students should know where to observe and analyse the performance from. They may want to observe from different positions but they should know where to observe and analyse from, what they can see from each position and what they are looking for and what can go wrong.

6. They should make notes especially if they are doing a written or a presentation and they should have these available for the teacher and the moderator and be able to explain them.
7. If the school has any analysis software the students may use this to do a notational analysis and use this for their presentation or written AoP

### **Evaluating**

1. Know the perfect model especially if analysing a skill but they should still know the perfect model if it is a game situation e.g. 4:4:2 in football what is the role of each player in each position.
2. Students need to think of explaining what happened, why it happened and the strengths of the performance
3. Students should also be able to bring out the limitations of the performance based upon what it should look like if it was done perfectly i.e. measured against the perfect model
4. Students should know the perfect model especially if they are analysing a skilled performance e.g. a back somersault on the trampoline or a free shot in basketball.
5. They should not simply describe what happened e.g. John passed the ball to Jack who crossed it to Tom who headed it into the goal.

### **Planning strategies, tactics and practices to improve performance**

1. The students should make a note/diagram of all the practices the teacher uses in lessons and know that they need to be able to recall practices to use to improve performance.
2. Know ways to improve fitness for the activity as well as skill because some activities have a high fitness requirement and not only skill e.g. running 800 metres – and fitness is a way to improve performance
3. Having observed and identified the weaknesses know how to break down the skills and how to make improvements of each part of the skill then build it back up to the full skill again, e.g. swimming practices to improve leg kick and practices to improve body position.
4. Know the tactics of the game/sport so that you can suggest ways to improve tactics e.g. in basketball when would you use a full court press (using the correct terminology at all times).
5. This section is about “ways to improve performance” and so it can cover a wide range of ways to do this, which may be different from one sport to another e.g. know the simple things such as the grip in racket games, tennis is a good example of this. So students should know the strategies for example how to cope with different surfaces in tennis, or how to explain and cope with an opponent who uses top spin.

### **The Personal Exercise programme (Commentary)**

The rules of the Personal Exercise programme (PEP)

The Personal Exercise programme is a requirement for all candidates in the Analysis of Performance part of the course. It is marked against the criteria in the final (5<sup>th</sup>) section and is worth 4 marks which works out to 2.4% of the total marks for the examination.

Some students fail to produce a PEP so that is 2.4% of the marks gone. Some present a PEP which is quite frankly worth no marks often a single sheet which appears to monitor a “mythical” PEP.

At the other end of the scale many students produce a PEP worth much more than 4 marks (2.4%) but it is evident that they know the theory and will clearly benefit from doing the theory in practice when it comes to answering questions in the theory paper 1.

Generally these are the students who are also offering Fitness Training as one of their practical activities so they are getting credit for their “excellent” PEP in that practical activity as well.

In the criteria for each training method in Fitness Training the credit students get for the PEP is clearly set out.

So for these students it is obviously worth all the effort and they get more than simply 4 marks in the AoP.

Finally if the students have planned, performed, monitored and evaluated their PEP, as required they will have the knowledge and experience to look after their physical condition for the rest of their life which is an excellent skill to take away from their GCSE Physical Education course, a lesson worth learning!

### **Guidance on Personal Exercise programme (PEP)**

1. Students need to plan, perform, monitor and evaluate their Personal Exercise Programme so it is basically written in that order.
2. They need to have been taught the theory before than can plan their programme, for example the reason for doing a programme (unit 1.1.1), Health Related Exercise (unit 1.1.3) etc. which is the order of the specification.
3. Most students aim to improve their cardiovascular fitness and/or muscular endurance both of which lend themselves very much to improving general all round fitness and the methods of training (continuous and circuit training) which suites most schools.
4. There are suitable tests in the theory section (1.1.4) they can use to measure these two HRE factors, and indeed all the others and the skill related factors as well.
5. The Brianmac website <http://www.brianmac.co.uk/eval.htm> has all the information they need to learn how to carry out these tests.
6. They can use a Physical Activity Readiness Questionnaire (again in the theory in 1.1.4)
7. They know and apply the principles of training (unit 1.1.4) and the methods of training (unit 1.1.4)
8. Having learned the theory they can then plan their PEP under controlled conditions (under teacher supervision and no access to the internet)
9. It helps, especially if offering the Fitness Training unit to make time available in lessons for the students to carry out and monitor their PEP.
10. Three sessions per week is a good target if possible and recommended as a general fitness rule by trainers.
11. Some extra time could be made available at lunch time for the 6 week period of the PEP to try to fit in three sessions.

12. Students can plan their warm up and cool down and do not have to set it out for every training session as long as they make it clear that they will be using the same warm up/cool down.
13. Students should keep a record of each training session, (monitor).
14. This does not have to be a lot of work e.g. just what was done and a comment.
15. If available heart rate monitors will help the students to understand the theory of heart rates, maximum heart rates, target zones, graphical information (all in the specification theory) and they don't all need a heart rate monitor for every session if there are not enough to go round.
16. They could show their graphical information if possible, but it is not a requirement. This is going that extra step and is actually teaching a theory lesson in an applied way.
17. When they have completed their six weeks they re-test using the same tests and protocol (theory again).
18. They take their monitoring /tests etc into the controlled assessment to write up their evaluation.
19. All the students do not have to work on cardiovascular fitness and muscular endurance but this suites most of them. Students who specialise may choose to improve other things e.g. a shot putter aiming to get to the English Schools Athletics Championships may choose to improve muscular strength and power.
20. A student who is injured may choose to do a programme for rehabilitation.
21. This is why it is called a **PERSONAL** Exercise Programme
22. Diagrams of their circuit is helpful but not essential
23. A photograph of the student on a circuit training card at each station performing each exercise showing the muscle group e.g. bicep curls, explaining the actions (flexion/extension) etc. is an excellent revision tool and learning and applying the theory. They all have a camera!

**Please note:**

Many candidates want to take diagrams/pictures/photos etc into the controlled assessment. They can take pictures/diagrams/photos etc into the controlled assessment as hard copies –no problem. If a candidate want to take something from the internet, they must download this BEFORE the controlled assessment. The teacher must provide the candidate with a memory stick or inform the candidate where they can save it. The teacher must collect in the memory stick or look on the drive to make sure there is nothing else on the stick/drive. The teacher would hand out the stick/give access to the download out at the beginning of the controlled assessment.

**During the controlled assessment the candidates must NOT have access to the internet or any other drive they could download/import information.**

Candidates can use pictures/diagrams/photo etc but they must only write about the picture/diagram/photo in the controlled assessment – they must not have written about it before, and copy it up during the controlled assessment.