

Edexcel GCSE

Physical Education

Controlled Assessment

Teacher Support Book

Physical Education: Performing in Physical
Education

Welcome to the GCSE Physical Education 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that you may have during the teaching and assessment of Controlled Assessment Units 5PE04/5PE02: Performing in Physical Education.

It also contains learning support materials for candidates. The book is divided into four sections. Inside you will find some fantastic content, including:

- Suggested resources to support your teaching.
- Subject outlines and overview.
- Assessment information.
- Frequently asked questions.

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.

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We look forward to working with you.

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Unit 5PE04/5PE02: Performing in Physical Education

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or low depending on the subject) are set for each process so that the overall level of control secures validity and reliability and provides good manageability for all involved, and allows teachers to authenticate the candidate work confidently.

Definitions

Controlled assessment

A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking.

Task

A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.

Task setting

Tasks may be set by Edexcel and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with Edexcel's specified requirements.

Task taking

The conditions for candidate support and supervision, and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations, for example candidates may be allowed supervised access to sources such as the internet.

Supervision

- Informal supervision (medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) that the contributions of individual candidates are recorded accurately, and (ii) that plagiarism does not take place. The supervisor may give limited guidance to candidates.
- Limited supervision (low level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Task marking

This specifies the way in which credit is awarded for candidates' outcomes. Marking involves the use of mark schemes and/or marking criteria produced by Edexcel.

Summary of conditions for controlled assessment

Task setting – low level of control

Tasks set by centres must allow candidates to demonstrate/complete the requirement of the controlled assessment, for example demonstrating the required skills, knowledge and understanding in Section 2.1: Practical Performance or completing the five components of the task in Section 2.2: Analysis of Performance.

Task taking – medium level of control

Controls relating to task taking are set for:

- Authenticity control – externally defined by Edexcel.
- Feedback control – externally defined by Edexcel.
- Time control – externally defined by Edexcel.
- Collaboration control – internally defined whilst maintaining other given controls.
- Resources – internally defined.

Task marking – medium level of control

The teacher/assessor must mark all work using the published assessment criteria for the task.

The teacher/assessor must make all assessment decisions, including being present for performances, or using suitable, clear evidence.

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking candidates' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All candidates must sign an Authentication Statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an Authentication Statement will receive zero credit for the component. Where credit has been awarded by a centre assessor to sampled work without an accompanying Authentication Statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

What's new, and what will candidates actually do?

As well as choosing activities they wish to perform as a player/participant, candidates may also select the role of leader and/or official. However, they must carry out at least two activities as a player/participant for the full course and one for the short course.

In the full course, candidates can specialise in one activity and offer player/participant, leader and official, for example the candidate can play football, act as a leader/coach and officiate in the same activity. The fourth activity would have to come from a different activity area as candidates cannot offer four activities from the same area of activity.

This is not possible in the short course, as candidates need to offer the two required activities from two different activity areas.

Leader

Candidates opting for this role will be able to make a valuable contribution to the centre's extracurricular physical activity programme in a number of ways, such as: helping to coach/manage junior teams and organising/managing inter-house/class competitions.

Official

If candidates choose an official's role, they could be given the opportunity to officiate at a number of centre events such as: sports days, inter-house/class competitions/tournaments, and matches/fixtures against other centres.

We are aware that many NGBs (National Governing Body) do not allow candidates U16 to complete the qualification - therefore it is NOT a requirement for the GCSE PE specification. Candidates offering either leadership or officiating may want to work towards a NGB qualification. However, you must ensure candidates fulfil the requirements of the GCSE PE specification and are assessed using the criteria listed in the Controlled Assessment Guide for GCSE PE.

Overview of assessment

<p>Unit 2: Performance in Physical Education: 5PE04 (Short Course)</p> <ul style="list-style-type: none"> Internally assessed Availability: June First assessment: June 2010 <p style="text-align: right;">60% of the total GCSE (Short Course)</p> <p>Overview of content</p> <ul style="list-style-type: none"> Section 2.1: Practical Performance Section 2.2: Analysis of Performance <p>Overview of assessment</p> <ul style="list-style-type: none"> This unit is assessed under controlled conditions. This unit is externally moderated. The total raw mark available is 30. 	
<p>Unit 2: Performance in Physical Education: 5PE02 (Full Course)</p> <ul style="list-style-type: none"> Internally assessed Availability: June First assessment: June 2011 <p style="text-align: right;">60% of the total GCSE</p> <p>Overview of content</p> <ul style="list-style-type: none"> Section 2.1: Practical Performance Section 2.2: Analysis of Performance <p>Overview of assessment</p> <ul style="list-style-type: none"> This unit is assessed under controlled conditions. This unit is externally moderated. The total raw mark available is 50. 	
<ul style="list-style-type: none"> Controlled assessment is weighted at 60% of the course. It's worth 30 raw marks for the short course and 50 for the full course. It can only be submitted in the summer series. 	Unit information
	<p>Unit 2</p> <p>Unit code: 5PE04 (Short Course) Performance in Physical Education</p> <p>Unit code: 5PE02 Performance in Physical Education</p>

Section 2: Assessment information

<p>Content overview</p> <p>This unit has two sections:</p> <ul style="list-style-type: none">• Section 2.1: Practical Performance• Section 2.2: Analysis of Performance	<p>Write-up – Analysis of Performance written and Personal Exercise Plan</p> <p>It is up to the teacher to divide the recommended controlled assessment hours between the research times and write-up session. The write-up session should be under controlled conditions.</p> <p>Write-up – the task does not have to be done in silence but must be supervised at all times. The write-up may happen over more than one lesson but work must be handed to the teacher at the end of each session and handed out to candidates at the start of the next session. The work must be kept securely at all times.</p>
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This unit is assessed under controlled conditions, and candidates need to undertake two different controlled assessment tasks.

Section 2.1: Candidates need to undertake practical performances in different contexts, within selected physical activities, in the role of a player/participant, official and/or leader.

- In the GCSE (Short Course) in Physical Education candidates must offer two performances.
- In the GCSE in Physical Education candidates must offer four performances.

Section 2.2: Candidates need to undertake an Analysis of Performance in one of the selected physical activities undertaken in the role of player/participant in Section 2.1: Practical Performance. Basically this means that candidates must complete the Analysis of Performance in one of their selected activities as a **performer**. They must NOT complete the Analysis of Performance as a leader or official.

The total number of raw marks available in the GCSE (Short Course) is 30.

The total number of raw marks available in the GCSE is 50.

Controlled assessment task for Section 2.1: Practical Performance

Part A 2.1.1: Player/participant

Task setting – low level of control

- Tasks must allow candidates to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, to their skill level as well as the required knowledge and understanding.

Task taking – medium level of control

Authenticity control

- Candidates must complete all work, with the exception of their preparation, under informal supervision.
- Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual candidates are recorded accurately. This means that all work that candidates wish to form part of the assessed performance(s) must be completed in such a way that the teacher/assessor is able to ensure that contributions of individual candidates are recorded accurately.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example candidates can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual candidates are recorded accurately. However, this cannot form part of the assessed performance(s).

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance.
- However, it is not permitted in the assessed performance(s), unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each candidate performance is 9 hours (combining preparation and the assessed performance(s)).
- The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance(s).

Acceptable alternatives include intensive teaching programmes.

The duration of assessed performance(s) in each role should be based on an appropriate time to allow candidates to demonstrate the requirements of a player/participant in the selected physical activity, for example the duration of competitive situations should/will differ for each selected activity.

Section 2: Assessment information

Collaboration control

- The work of the individual may be informed by working with others but candidates must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Candidate access to resources is determined by the centre.
- Candidates should be given access to all appropriate/required resources for the physical activity.
- Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletic events.

Task marking – medium level of control

- The teacher/assessor must mark all performances using the assessment criteria for the role/activity; additional criteria specific to each physical activity are available in the controlled assessment guide document.
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear evidence must be made available to the teacher/assessor so that assessment decisions can be made.

Part B 2.1.2: Official

Task setting – low level of control

- Tasks must allow candidates to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.
- Where the officiating of the selected activity includes more than one role, candidates must undertake all roles during the assessed performance(s), for example:
 - the referee and referee's assistant in association football
 - the umpire, line judge and match/tournament referee in lawn tennis
 - a lane judge, timekeeper, place judge and starter for track athletics.

Task taking – medium level of control

Authenticity control

- Candidates must complete all work, with the exception of their preparation, under informal supervision.
Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual candidates are recorded accurately. This means that all work which forms part of the assessed performance(s), must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual candidates.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute to assessable outcomes), for example candidates can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual candidates are recorded accurately. However, this cannot form part of the assessed performance(s).

Section 2: Assessment information

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance.
However, it is not permitted in the assessed performance(s), unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each candidate performance is 9 hours (combining preparation and the assessed performance(s)).
- The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance(s).
- Acceptable alternatives include intensive teaching programmes.
- The duration of the assessed performance(s) in each role should be based on an appropriate time to allow candidates to demonstrate the requirements of an official(s) in the selected physical activity.

Collaboration control

- The work of the individual may be informed by working with others but candidates must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Candidate access to resources is determined by the centre.
- Candidates should be given access to all appropriate/required resources to officiate the activity.
- Resources and equipment used should follow governing body guidelines/rules.

Task marking – medium level of control

- Candidate evidence must include a 'log' detailing their participation.
- The teacher/assessor must mark all performances using the assessment criteria for the role.
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made.

Part C - 2.1.3: Leader

Task setting – low level of control

- Tasks must allow candidates to demonstrate effective leadership skills in physical activity, as well as the required knowledge and understanding.

Task taking – medium level of control

Authenticity control

- Candidates must complete all work, with the exception of their preparation, under informal supervision.
- Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual candidates are recorded accurately. This means that all work, which forms part of the assessed performance(s), must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual candidates.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example candidates can participate in the selected physical activities when the teacher/assessor is unable to ensure that contributions of individual candidates are recorded accurately. However, this cannot form part of the assessed performance(s).

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance.
- However, it is not permitted in the assessed performance(s), unless it is required for health and safety reasons, for example to reduce the risk of injury.

Time control

- It is suggested that the minimum duration for each candidate performance is 9 hours (combining preparation and the assessed performance(s)).
- The ideal model would be for this time to be a block, with one activity/role being followed for a term, or half a term, leading up to the assessed performance(s).

Acceptable alternatives include intensive teaching programmes.

- The duration of the assessed performance(s) in each role should be based on an appropriate time to allow candidates to demonstrate the requirements of a leader in the selected physical activity.

Collaboration control

- The work of the individual may be informed by working with others but candidates must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Candidate access to resources is determined by the centre.
- Candidates should be given access to all appropriate/required resources for the role/activity.
- Resources and equipment used should follow governing body guidelines/rules.

Section 2: Assessment information

Task marking – medium level of control

- Candidate evidence must include a 'log' detailing their participation over the suggested timeframe.
- The teacher/assessor must mark all performances using the assessment criteria for the role.
- The teacher/assessor must make all assessment decisions.
- The teacher/assessor must be present for all assessed performances, or suitable, clear, evidence must be made available to the teacher/assessor so that assessment decisions can be made.

Controlled assessment task for Section 2.2: Analysis of Performance

Task setting – low level of control

Tasks must allow candidates to:

- show their knowledge and understanding of the rules, regulations and terminology of a selected physical activity
- observe and analyse performance in physical activity
- evaluate performance in physical activity and recognise strengths and areas for improvement
- plan strategies, tactics and practices to improve skills and performance
- plan a Personal Exercise Programme (PEP) to improve their fitness and performance.

Candidates can complete the first four components of the task in a variety of appropriate formats, including:

- a question and answer session
- a written report
- a presentation.

However the first four sections must all be in the same format, i.e. all written or all presentation or all question and answer.

The PEP (component 2.2.5) must be presented in written form.

Task taking – medium level of control

Authenticity control

- Candidates must complete all work, with the exception of their preparation, under informal supervision.
Informal supervision is confined to ensuring that contributions of individual candidates are recorded accurately and ensuring that plagiarism does not take place. This means that all work, which forms part of the assessments, must be completed in a way that enables the teacher/assessor to accurately record the contribution of individual candidates and ensure that plagiarism does not take place.
- Preparation may be completed under limited supervision (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes); for example candidates can undertake Analyses of Performance when the teacher/assessor is unable to ensure that contributions of individual candidates are recorded accurately and that plagiarism does not take place. However, this cannot form part of the work to be assessed.

Section 2: Assessment information

Feedback control

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the final assessed performance(s).

Time control

- It is suggested that the minimum duration for the Analysis of Performance is 9 hours (combining preparation and the final assessed analysis).
- The duration of the final assessed analysis should be based on an appropriate time to allow candidates to complete each of the components of the task (2.2.1 to 2.2.5), in the format(s) selected. For example it may take longer to 'write up' a written report than to complete a question and answer session or presentation.
- It should also be noted that if the candidate choose to offer the Analysis of Performance in written format they will be marked on the Quality of their Written Communication (QWC).

Collaboration control

- The work of the individual may be informed by working with others but candidates must provide an individual response.
- Other parameters, listed above, must be maintained.

Resources

- Candidate access to resources is determined by the centre, e.g. IT access.
- Candidates should be given access to all the appropriate/required resources for the task. The resources that are appropriate/required may depend on the format used to complete the task, as well as the activity on which the analysis is based.

Task marking – medium level of control

- The teacher/assessor must mark all performances using the published assessment criteria.
- The teacher/assessor must make all assessment decisions.

Using the assessment criteria for Section 2.2: Analysis of Performance

The teacher/assessor should mark all five components of the controlled assessment task for Section 2.2: Analysis of Performance using the published assessment criteria. The five components of this task are marked separately. Each component is marked out of four.

- The marks for the five components are combined to give a mark out of 20.
- The mark out of 20 must be divided by two to give a mark out of 10, which is the contribution of the controlled assessment task, for Section 2.2: Analysis of Performance, towards the GCSE. If dividing the mark out of 20 by two generates a fraction this should be 'rounded up', as the mark out of 10 should be a whole number; for example, 17 out of 20, when divided by two is $8\frac{1}{2}$, which should be rounded up to give 9, which is the mark that should be submitted.

FAQs: Preparing to teach controlled assessment

Before you can plan your teaching, you will need to have an idea of how the controlled assessment is to be assessed and what candidates have to do. We'll start with some important answers to your questions about controlled assessment.

What form does the controlled assessment task take in Unit 2?

“

Unit 2 consists of the Practical Performance and Analysis of Performance, which you continue to assess as you do now. A teacher/examiner will assess candidates on their role in the Practical Performance in each of their chosen activities – as performer, leader or official – with a visiting moderator who will sample candidates' practical work on the moderation day. For the Analysis of Performance, candidates should complete their preparation work under informal supervision. Candidates may think about, collect information and make rough notes for their Analysis of Performance outside of the classroom and bring these notes/information into the classroom with them to complete their assessment.

”

When do the candidates perform the controlled assessment for Unit 2?

“

The candidate gets their mark as a performer when the teacher marks them in the moderation window (1 March to 5 May) of the examination year. This is normally when the moderator is present on the moderation day unless the centre is doing a DVD moderation.

If the candidate is doing Practical Performance as a leader or official the teacher marks the candidates during the course, which would normally be at the end of the teaching block for leader or official. On the moderation day the moderator may request that the candidates perform their leader and/or official role again when they have to justify the mark awarded by the teacher, much the same as with the Analysis of Performance.

”

When will I see the task?

“

We will not be issuing annual tasks for the Analysis of Performance. Its five separate components are outlined in the specification and remain the same each year.

”

Section 2: Assessment information

How do the candidates decide on what format to use for Analysis of Performance?

“

The candidates (with their teacher) decide how they will perform the Analysis of Performance. The choice of formats is: question and answer, presentation or written, normally with the advice of the teacher taken into account. Each candidate can choose a format that is best suited for him/her.

”

How are the write-up sessions organised?

“

You can decide when the write-up/assessment sessions are and how long each one is. It is suggested that the *minimum* time allocated to the Analysis of Performance is 9 hours, including preparation and final assessment.

”

Can the teacher ask questions?

“

It should be noted that if a candidate chooses to do the Analysis of Performance as a presentation in written format, then neither the teacher nor the moderator can ask them questions, either to extend them or to clarify what they may have said or written.

”



When can I offer the controlled assessment unit?

“

Controlled assessment has been available for GCSE PE from the June 2010 session for the short course and from June 2011 assessment for the full course. You can start the course in September.

”

Section 2: Assessment information

What happens with resits?

“

Candidates can no longer resit internally and externally assessed units before they enter for cash-in or certificate.

”

What happens with resits? If a candidate who retakes a qualification in fact retakes the controlled assessment unit, does the better result count or must it be the new result?

“

If a candidate chooses to retake the controlled assessment alongside the other units, the retake result will count. If a candidate has more than one previous controlled assessment result, and chooses to carry their results forward to a resit, the most recent result will count.

”

Will more exemplar materials and guidance on marking be available?

“

Yes, we will provide you with actual candidates' work, marked by a senior moderator and containing their commentary to explain the standard (or marks) achieved. You will have access to these exemplar materials from the beginning of the academic year that the unit is first assessed, so that you can mark confidently and accurately. These materials will be updated based on support required.

”

Are candidates allowed to use spell-check in the PEP PE coursework write-up?

“

Yes, they are allowed to use spell-check.

”

Section 2: Assessment information

Are candidates allowed to bring in their textbooks?

“

No, candidates are not allowed to bring in or use textbooks during the write-up session but they can prepare notes. For example, candidates can hand in their work books to the teacher after each research session and use the notebook during the write-up session. Candidates can use their textbooks during the research sessions.

”

Are candidates allowed to bring in their work books?

“

Yes, candidates can use their work book as this may include the monitoring of their PEP, e.g. what they did in each training session. The teacher must make sure that no other information is included in the work book and it should be handed to the teacher after each session before being used during the write-up session.

”

Do I need to keep a record of the activities and number of hours a candidate has taken part in each activity?

“

Yes, for the player/participant, you should keep a log to show the number of hours a candidate has participated in the activity as well as the skills performed – this could be the register and a scheme of work. For the official/leader, the candidate is required to keep a log of the number of hours he/she has taken part in the activity and what he/she has achieved.

”

Supporting your candidates

What sort of research can candidates do?

“

Candidate access to resources is determined by the centre. Candidates should be given access to all the appropriate/required resources for the task. The resources that are appropriate/required may depend on the format used to complete the task, as well as the activity on which the analysis is based.

”

Is teacher support permitted?

“

Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the final assessed performance(s) or write-up.

”

Administering the controlled assessment

How do I conduct the controlled assessment?

“

- Arrangements can be decided by the centre.
- Controlled assessment can take place in normal lesson time, supervised by teachers, as long as it is in the year they certificate and is within the moderation window (1 March to 5 May).
- When there is more than one teaching group, they can complete the controlled assessment at different times within the same time frame mentioned above.
- Candidates can have plans and notes. The pages will be strictly limited to aid teacher checking. Candidates may use copies of the Edexcel proformas at the back of this document.
- All plans and notes must be handwritten. Candidates can use the Edexcel proformas for this. Notes must not be word processed (except candidates for whom special consideration applies).
- Teachers should check that the materials contain only plans and notes and not a draft answer before they are taken into the controlled environment. These plans and notes should be retained with the candidates' responses in a secure place and will be required as part of the sample for moderation (there is no requirement to send in the complete folder of the whole unit from a candidate as in previous specifications).
- Candidates who are absent may complete the assignment another time as long as it is within the moderation window. This is between 1 March and 5 May. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination. All candidates will know the task in advance.

”

What options do I have when organising the controlled assessment time?

“

The controlled assessment write-up could be as follows:

- For Analysis of Performance, it is suggested that the minimum duration is 9 hours (combining preparation and the final assessed analysis).
- The duration of the final assessed analysis should be based on an appropriate time to allow candidates to complete each of the components of the task (2.2.1 to 2.2.5), in the format(s) selected. For example, it may take longer to 'write up' a written report than to complete a question and answer session or presentation.
- The work of the individual may be informed by working with others but candidates must provide an individual response. Candidates must always provide their own work.

”

Section 2: Assessment information

What can candidates take in to the write-up session?

“

Candidates can bring their handwritten notes in to the write-up session. If the note is compiled during more than one session then it must be in the teacher's possession after each research session and handed back to the candidate at the start of the next session.

”

Will the moderator want to see any Analyses of Performance on the moderation day?

“

Yes, the moderator will discuss this with the centre prior to the moderation day. The numbers will be proportionate to how they have been assessed (Q&A, presentation, written).

”

Will the moderator need to see the PEPs?

“

Yes, all PEPs must be made available to the moderator on the moderation day.

”



Can the candidates write up the PEP in their own time?

“

No, the candidates must write up their PEP in the presence of a tutor. It is the centre's responsibility to organise this and to ensure that enough time is given for the candidates to write up their work.

”

Section 2: Assessment information

How should candidates write up their PEP?

“

Most candidates will write up their PEP in sections, e.g. when they know enough to plan their PEP they will write up the plan under controlled conditions and the teacher will take in this completed section.

”

Can the Analysis of Performance be based on the roles of official or leader?

“

No, it must be based on player/participant.

”

Can the Analysis of Performance be based on any activity?

“

No, it must be based on one of the physical activities undertaken in the role of player/participant.

”

Can candidates write up the task on a computer?

“

Yes, the assignment write-up can be word processed, provided the computer is checked prior to use for any saved information and provided it does not connect to the internet or intranet. Spellcheck may be used by candidates.

When work in a write-up session is completed this must be saved onto portable media and retained securely by the centre. The controlled assessment response must be printed out for marking and standardisation.

If the task is to be word processed teachers should ensure that candidates use a clear and legible font, font size and page layout, e.g. Times New Roman, font size 12, 1½ line spacing and margins to allow for teacher comments.

”

Section 2: Assessment information

What if I decide to use a video of a practical performance?

“

The teacher can provide a video clip but it is probably better if each candidate has their own video performance to analyse (which could be themselves or a fellow candidate). These may be sourced by the teacher or the candidate and could be videoed during the lesson, which would make it more realistic as normally there is more to analyse about a fellow candidate's performance and it is easier to suggest ways to improve than it is to analyse and improve a professional athlete.

This may follow whatever method the candidate chooses to use, though for the question and answer session it would normally be of a live performance whereas video may be used more for a presentation and the written formats.

”

What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances – in these cases extra time or an extra session can be allowed, if for example it is a write-up session for the written or presentation formats in the controlled assessment for Analysis of Performance. This is not likely to be required in the practical performance. The teacher must collect in the work at the end of each session and give it back out again at the start of the extra time/session.

If a candidate is absent for a write-up session for the Analysis of Performance then the teacher can organise a special session for the candidate to catch up.

”

Submitting the controlled assessment

When does controlled assessment need to be submitted?

“

Controlled assessment for the Analysis of Performance, including the PEP, can only be submitted in the summer series (May deadline). However, you can offer the unit earlier in the year that candidates certificate, retain the controlled assessment securely, and submit it during the moderation window, for example you could teach the controlled assessment in the autumn term, candidates could write the response in January or earlier, you could retain the responses securely and submit these on your moderation day. For GCSE PE the moderation window is between 1 March and 5 May.

Practical performance as a leader or official will take place and be marked during the course.

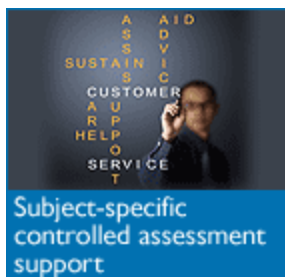
The practical assessment as a performer must take place in the March to May window. The only exceptions are activities such as trekking, which the school may only be able to offer in the winter term. Special permission should be sought from Edexcel to do this.

Centres should note that candidates **CANNOT** be assessed in the first year of a 2-year course. Candidates must always be assessed in their final year of the course.

”

Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Penny Lewis](#), directly at TeachingPEandSport@pearson.com
- **Call 0844 576 0036** to speak a member of the Subject Advisor team for PE and Sport
- Visit the [PE and Sport Community Forum](#) to speak to other teachers, ask advice and see documents and links that Penny Lewis has posted
- Get the latest PE and sport news, advice and reminders straight to your inbox - [sign up for email updates](#).

[Ask the Expert](#), our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of physical education. They will email you within two working days of receiving your question.



You can find all the documents relating to controlled assessment below (as well as on the main [GCSE PE](#) page).

You should also refer to the [JCO controlled assessment guidance document](#).

Here's an indication of what you'll see in the document categories:

Assessment forms and guidance

You'll find the necessary forms for controlled assessment here, with additional guidance to help you with administration.

Teaching and learning

We've updated the controlled assessment Teacher Support Book with answers to FAQs from you.

Appendix A: Record sheet (Short Course)

Appendix 1 Controlled assessment record sheets

Controlled assessment record sheet (5PE04)

GCSE (Short Course) in Physical Education

			Examination year:
Centre name:			Centre number:
Candidate name:			Candidate number:
Task 2.1: Practical Performance			
Performance 1	Role:	Activity:	/10
Performance 2	Role:	Activity:	/10
Task 2.2: Analysis of Performance			
2.2.1: Rules, regulations and terminology		/4	
2.2.2: Observe and analyse performance		/4	
2.2.3: Evaluate performance		/4	
2.2.4: Plan strategies, tactics and practices		/4	
2.2.5: Plan a Personal Exercise Programme (PEP)		/4	
Sub-total for Task 2.2		/20	
Derived total for Task 2.2 (sub-total/2)*			/10
Total for Unit 2			/30

* This must be a whole number, halves should be rounded up

Candidate	(name)	(signature)	Date:
Teacher	(name)	(signature)	Date:

Appendix B: Record sheet (Full Course)

Appendix 1 Controlled assessment record sheets

Controlled assessment record sheet (5PE02)

GCSE (Full Course) in Physical Education

			Examination year:
Centre name:			Centre number:
Candidate name:			Candidate number:
Task 2.1: Practical Performance			
Performance 1	Role:	Activity:	/10
Performance 2	Role:	Activity:	/10
Performance 3	Role:	Activity:	/10
Performance 4	Role:	Activity:	/10
Task 2.2: Analysis of Performance			
2.2.1: Rules, regulations and terminology			/4
2.2.2: Observe and analyse performance			/4
2.2.3: Evaluate performance			/4
2.2.4: Plan strategies, tactics and practices			/4
2.2.5: Plan a Personal Exercise Programme (PEP)			/4
Sub-total for Task 2.2			/20
Derived total for Task 2.2 (sub-total/2)*			/10
Total for Unit 2			/50

* This must be a whole number, halves should be rounded up

Candidate	(name)	(signature)	Date:
Teacher	(name)	(signature)	Date:

Appendix C: Candidate proformas for plans and notes

The following proformas have been designed for candidates to write their plans and notes. The plans and notes used for the write-up session may be handwritten on these forms. Please note that these forms are optional and candidates are not required to submit these along with their work.

Section 5: Candidate handouts

GCSE Physical Education Controlled Assessment - 5PE04 (short course)

These sheets are to be taken into the controlled assessment write-up and handed in at the end of the session. They must be attached to the front of the candidate's work at the end of the write-up session.

Task 2.2: Analysis of Performance

Centre number:	
Centre name:	
Candidate number:	
Candidate name:	
Controlled Assessment Title:	

Teacher mark (maximum 4 marks)	
Teacher mark (maximum 4 marks)	
Teacher mark (maximum 4 marks)	
Total mark (maximum 4 marks)	
Total mark (maximum 4 marks)	

Statement by candidate I declare that I have produced these plans, notes and assessment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.	
Signature	Date
Statement by teacher I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the Scheme of Assessment and has been identified and recorded.	
Signature	Date

NOTES PAGE 2:

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NOTES PAGE 2:

A large rectangular area containing 25 horizontal dotted lines for writing notes.

NOTES PAGE 2:

A large rectangular area containing 25 horizontal dotted lines for writing notes.

NOTES PAGE 2:

A large rectangular area containing 25 horizontal dotted lines for writing notes.

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Section 5: Candidate handouts

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