

Principal Examiner Feedback

Summer 2011

GCSE Physical Education (5PE02 / 5PE04 /
5PE05)

Paper 01

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General Information – Performance

Practical Performance:

Moderators again report high standards in the practical activities. This series, many moderators mention the new activities that students are offering – among them are, cycling, mountain biking, boxing, archery, cross country running, fencing, and yoga in the fitness training unit. This is a really pleasing situation that students are able to access these activities now.

Some activities are again mentioned as being marked too high. The two most common are, again, rounders and badminton.

Personal survival has changed slightly and moderators report that on the whole this has been very well done but the criteria must be followed, e.g. correct clothing and no touching the pool side or the end of the pool once the test has started. Before focusing on the positive points of which there are many, I will first highlight some negatives. It should be noted that a common criticism from moderators has been poor practices which do not allow the students to show and justify the high marks that they have been awarded. However many more schools are now showing excellent dynamic warm-ups before starting the practical activities.

In terms of popularity, football remains high and many more girls are offering this and at a very high standard of performance. Fitness training is probably now the most common activity. Many more teachers are seeing this as a way of offering the students an important practical option. This doubles up as an opportunity to put the theory into practice and to help candidates apply their knowledge in the theory paper. At the same time they can plan, perform, monitor and record their Personal Exercise Programme (PEP) and get credit for it in the fitness training unit. It can also be used as the final part of their Analysis of Performance.

The two most common types of training offered are still circuit training and continuous training; though aerobics, weight training and interval training are also increasingly being offered while a few centres are now offering yoga as their method of training.

The Personal Exercise Programmes of the students offering fitness are normally of a much higher standard than those who are not offering fitness. This is unsurprising, as greater quality is expected of the PEP from fitness candidates as it forms part of the mark for their practical activity. PEPs do, however, range greatly from those that are worth very few marks and those that are clearly worth more than the 4 marks available in the Analysis of Performance (AoP) criteria. However, some teachers, and rightly so, believe that this is such an important lesson to be learned and applied that it is worth every minute that the students put into it.

Leadership and officiating:

Many schools have stayed with the practical option for all or at least most of their students. Where the leadership and officiating options have been offered it has been as an alternative for the students, and schools have generally found their own way to offer it. Where schools have offered these options, they have managed to fit it into their Controlled Assessment day around the other practical performances in their own unique way.

Moderators report that the most successful way of offering it on the day is to bring in students from a younger age group so that the candidates do not teach, or officiate, their peers. It should be noted, however, that it is not acceptable to simply allow a candidate to run a warm up with their peers for ten minutes before the practical assessment starts and call this their leadership assessment. One of the best leadership set ups I observed was with two students teaching swimming to younger age group with the pool split down the middle. The students should also have available their log book with their lessons planned, or matches they officiated, logged and signed by a responsible adult - normally a teacher. On the whole it has been noted that where the leadership or officiating has been with their peers it has been less affective.

One the whole marking has been accurate but moderators have reported that some teachers have not noted that they are not allowed to teach/coach during the Controlled Assessment day. This has often been the case on DVD, (video assessment) with external coaches.

The old '2a' mark from the previous specification has been replaced by the estimated mark and this has been quite accurate and helpful to moderators. The fact that the whole mark for the student is now solely based on their final controlled assessment has been a concern for some teachers but generally it has been accepted that most students are "up for the examination" and actually where marks have changed they have been more likely to go up than down.

Analysis of Performance:

With three different options for offering the Analysis of Performance (AoP) centres opted for their own ways of addressing this. The majority of centres continued to offer the 'tried and trusted' method of question and answer for their AoP. There were numerous different moderator reports detailing how successful the alternative methods of offering the AoP were or in some cases were not, e.g. "written and presented AoPs ranged from excellent to poor". However, most teachers seemed to think that the Question and Answer format worked best because the teacher and the moderator are able to ask questions of the candidate whereas the written and presentation options demand that the candidate has to ensure that all relevant points are covered without support. Some teachers have, however, welcomed the opportunity of an alternative way to offer this but there are some pitfalls; for example if the presentation is not bullet pointed and the student simply reads from the presentation then they will be marked as a written AoP, and

therefore the Quality of their Written Communication will be taken into account as well.

With presented and written formats there should be a performance to observe and analyse (as with the question and answer format), a good example of this would be an observation of a video performance, which is also available to the teacher and moderator.

These new options were made available to give the teacher and the student the opportunity to perform the AoP in a different way. These options are therefore available to those centres who feel that an alternative submission method would be beneficial to their candidates.

The success of the question and answer format is partly dependent on the teacher asking the right questions in order to get the right answers and to show the candidate at their best. Experienced and knowledgeable teachers can do this and it is probably the best way to perform the AoP for the majority of the students judging by the Moderator's comments again this year.

It also helps to have a white board for the students to explain e.g. court markings and props available (also see below under video moderation) to explain grips and skills.

Some examples of moderator's comments:

- Some teachers asked the same questions of every student in an activity;
- Some questioning was repetitive;
- Some teachers questions were not probing enough to warrant the higher marks;
- Too many questions on the rules - so if the moderator says "thank you that's enough questions on the rules", please don't be offended;
- Too many teachers say give me 3 rules for your sport;
- Teachers varied considerably in their ability to ask challenging questions that differentiated between candidates on different mark levels;
- Questions on the rules get the best out of the candidates if they allow the student to show they not only know the rules but know how to apply them, e.g. in basketball they know the travelling rule and can recognise it when they see it, they know what the referee will do (blow his whistle, stop the game) how to administer the rule and the signal that they will give;
- On the positive side, comments suggest the teachers were better prepared than previously.

Video moderations:

Although video moderations are difficult and do cause some problems, there have been some excellent DVD (video) evidence provided for moderators. Many teachers have spent hours of their time in preparing both the paperwork and DVD footage of their students. PEPs are part of the evidence and need to accompany the DVD, many teachers send a hard copy (selected across a range in dialogue with the Moderator) and also include a digital copy on the DVD. For the Analysis of Performance they will include a video of a performance that the student has analysed (this could be as a separate clip) so that the moderator can see what the student is referring to in their analysis which in turn makes it easier to justify the mark. It also helps (with a moderation visit as well) to have props available for the student to use to demonstrate, e.g. a tennis racket or golf club to explain the grips, or a ball to explain how to dribble in basketball, or bowl in cricket, allow swimmers to stand up and demonstrate stroke technique.

It also helps, as stated earlier, to have a white board (see also above) to explain court markings or tactics or practices.

It does help to moderate the videos if:

1. The students are in clearly numbered bibs and introduced before every activity.
2. In netball if they change bibs then please re-introduce them.
3. Include all the paperwork; e.g. the storyboard (PEVE) for each activity.
4. Copy of selected (or all) the PEPs, as agreed with the moderator.
5. Candidates could be split into rank order in separate folders.
6. Name each video clip so that the Moderator can find them, e.g. name of candidate and the activity (e.g. Emma Smith horse riding).
7. A handbook of the moderation with all necessary information that the students have and what the moderator needs.
8. Give height times and distances in athletics.
9. State the weight of the implement, e.g. 1 kilo discus or 600 gram javelin.
10. Consider the camera position.
11. Move the camera along the poolside with swimmers and personal survival.
12. Use commentary to give candidate names as they appear on screen, e.g. rounders - who is bowling and who is batting and who catches it.
13. For the AoP set up the mike so that the moderator can hear the candidates' answers.
14. In dance, the candidate may give some explanation of their dance and their choreography before the actual performance

If any of these points come out in the E9 report to the school it would be important to note this for next year.

If there is a performance to observe, questions can be based on the performance or the teacher can give an example and ask the student for the rule and then for the student's interpretation of the rule in the given

situation, e.g. in a video a player travels in basketball then we know if the student knows the rule, recognises it and can apply their knowledge of the rule as to what the referee will do.

When answering questions on skills few candidates offer a breakdown of skills but swimmers tend to do this well because that is how they are taught.

It is important to note that questions should not be rehearsed and this is particularly so for the new specification under Controlled conditions.

From my own experience again this is the area with most variation not only between how different schools cope with this but even how different teachers within the same school cope with it so more standardisation within the school may be necessary.

The Personal Exercise Programme – PEP in the Analysis of Performance

Most candidates had a PEP but not all and they varied from excellent to very poor single-sided efforts which simply monitor their “alleged” programme, copied and pasted to represent a 6 week training programme. Some lacked genuine recording of training sessions but generally the PEPs are of a very high standard and which the students have followed and shown and applied their knowledge of the theory which also helps them in paper 01.

Another point to note for the new specification is that with the Personal Exercise Programme students are also marked for the quality of their written communication see Controlled Assessment Guide pages 26 -27.

Once again these points are meant to help the moderation process to run as smoothly as possible and for teachers and students to get the most out of the course and for the students to get the best mark that they can in the examination.

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