

Examiners' Report/
Principal Examiner Feedback

Summer 2012

GCSE Physical Education (5PE02-
5PE04)
Performance in Physical Education

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5PE02 - 5PE04 Controlled Assessment

Performance of Candidates in this part of the examination

Practical Performance:

Many Moderators reported that the candidates were highly motivated to perform well in the practical performances they were showing on the Controlled Assessment Day. In most centres the candidates were clearly identified either with numbered bibs or actual pinned on numbers; some even had their names on their tops. Where this was not so it caused many problems especially where the centres had to produce DVD evidence. If it is a live performance the Moderator can ask the teacher to name the candidate and/or to get a number for them but on a DVD, this is not possible and may mean that the candidate is not credited for the skills they have shown in the performance. This is even more important in certain specific activities on DVDs such as Personal Survival.

Most centres used the Instructions for the Conduct of the Controlled Assessment booklet (the ICCA document) to good effect as this contains all the information needed for the organisation of the Controlled Assessment Day. Where this document was not used this caused problems regarding information to be sent to the Moderator, administration and meeting the required deadlines for producing information.

Many centres had a practice Controlled Assessment Day so the students knew what practices they were doing, who were their partners etc. and more centres are now using game type practices which allow the candidates to perform to their best and where this was not the case it was again reported that some candidates may well have not reached their potential mark because they were not tested and stretched to reach that level.

The Initial Contact Questionnaire proved to be very helpful where the centres completed this and returned it to the Moderator and a dialogue took place about the organisation of the Controlled Assessment Day. This year one of the important points in this preparation would have been the alternative programme if it rains as this caught out a number of centres who had no alternative arrangements.

The majority of candidates performed in the role of player/participant and the most popular activities were once again Fitness Training, Football, Netball and Rounders. They were mostly marked accurately, except rounders often being singled out by many Moderators as being overmarked often due to the boys not knowing/breaking the rules or their lack of game experience and knowledge of the tactics of the game. Similar comments were made where boys offered netball as one of their four activities. Rounders was also one of the activities often singled out as having poor practices.

Fitness Training was again one of the most popular activities with circuit training and continuous training the most popular methods of training used by the candidates. It should be remembered here that in Fitness Training the mark is a balance between the quality of Performance and the quality of the Personal Exercise Programme (PEP); it would be possible for a candidate to be marked high in their performance and technique but if their PEP is poor they would not be awarded the top mark for Fitness Training as it would be balanced out with their PEP. However many candidates have excellent PEPs and get the top band mark for Fitness Training and use the same PEP in the Analysis of Performance and get 4/4 for the PEP section there as well. Then they score well in the theory paper due to their knowledge (e.g. reasons for participation, fitness testing, setting SMART targets, principles of training, methods of training, resting heart rate, working heart rate, recovery rate, warm up main activity cool down, aerobic and anaerobic, target zones, graphical information, muscles, joints etc.) and their ability to apply that knowledge.

Circuit training and continuous training are the most popular methods of training used and teachers are reminded that the students should use at least two of the stated methods of training in their PEP to improve their current level of fitness, see page 80 of the Controlled Assessment Guide. Many centres use the Cooper's 12 minute run for the continuous run and use the Brianmac table as a **GUIDE** to the performance of their candidates. See link below.

<http://www.brianmac.co.uk/gentest.htm>

Centres that use circuit training to show on the day of the Controlled Assessment are reminded that each candidate should perform the circuit that they planned and used in their own PEP not all candidates doing the same circuit. This is usually performed with e.g. 12 to 15 exercises stations set out and the students following their own plan within that set of 15 stations.

Personal Survival, seems to have caught out a lot of centres that have not followed the guidance in the Controlled Assessment Guide pages 149-150 regarding clothing and the skill requirements of the criteria. For example the surface dives and underwater swim. Moderators also point out that many candidates in this activity tread water with one arm bent and barely out of the water and in the criteria it clearly states for example at level 5-6 "and use the correct straight arm out of the water signal".

Teachers have never been allowed to teach/coach the students during moderation or as now controlled assessment but some Moderators have reported that in some centres teachers have had to be asked not to coach as it is outside the rules of Controlled Assessment so please be aware of this.

Another point to be aware of is that estimated marks should not just be replicated for the Controlled Assessment mark; it is their mark for their performance on the Controlled Assessment day that they are awarded.

The standards in Leadership and Officiating seemed to vary from centre to centre. Those that had achieved accreditation with outside governing bodies and provided this evidence, plus their log book and a witness statement and then taught students from younger age groups were very good and this is clearly the best way to do this. However moderators reported that those trained in house often lacked the experience and evidence and performed less well especially when they lead or officiated their fellow students and officials often lacked authority.

Analysis of Performance – 3 formats open to the candidates, question and answer, which is still by far the most common way to offer this, but more of the written analysis of performances were well done this year with some centres using video for the candidates to analyse and candidates using annotated photographs to illustrate their analysis. Where the candidates did a presentation many resorted to reading from the screen but again some were well done.

Centres must be clear that both the written and presentation must be completed under controlled conditions. However it must also be clear that a candidate must do the whole Analysis of Performance in the chosen format e.g. all sections in written format, presentation or Q & A but the final section, the Personal Exercise Programme, must be in written format which has always been the case.

The question and answer analysis of performance again varied, from centres who ask every student doing the analysis in the activity the same questions with far too many questions on the rules and very basic, such as how many players in a football team. It will help to have an easy question to start the candidate off but this question may be a little too patronising to a 16 year old who plays the game, especially when followed with a series of similar questions.

Centres must be familiar with the criteria especially as some were still asking questions on leadership which is not included anymore.

Many centres are now doing the analysis of performance very well and are actually teaching their candidates how to analyse from the basic point of standing in the right position to observe the performance and breaking down the skills to analyse them and suggest ways to improve and this is very encouraging.

When doing the question and answer format the venue is very important e.g. it is easier at the side of the playing area such as the football pitch than doing it in a classroom. When presenting DVD evidence this is not quite so easy so in order to help the candidate it is important to have various aids available e.g. a whiteboard to draw on to show a practice or the rules, a netball, a tennis racket, golf club or even in fitness a space to demonstrate an exercise. Most centres do now follow the questioning in the order of the criteria and this makes it more organised and logical.

Personal Exercise Programmes (PEPs) varied greatly and one of the reasons is that the students who do the Fitness Training practical usually have

better PEPs than those who don't because they are marked and credited with it in Fitness Training and in the AoP. There are still some PEPs that are clearly not followed and are made up but the good ones are often first class so they also make an excellent teaching and revision tool. PEPs must be available to the Moderator on the day and included in DVD evidence as hard copy and/or electronic copies.

DVD evidence continues to vary from those that are easy to follow and are accurately marked to the vast majority which are very difficult to follow and are clearly not marked accurately. It is very important to make sure that the students are clearly identified and introduced before every practical session especially in activities such as Personal Survival. Commentary is essential in all the activities but in particular rounders and other team games. The candidate's numbers should be on the PE2AS forms and sent to the moderator so that they can check this against the DVD evidence.

Administration: Many centres are excellent on their administration and have their forms in on time and completed accurately and this is essential for the smooth running of the Controlled Assessment day and to make sure that all the candidates get the correct grade. Centres do have a responsibility to make sure that the forms are completed on time and where possible the moderator will send the forms and the ICCA document to the centre and coordinate with the centre to save the centre the problem of downloading forms from the website.

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