

Moderators' Report/ Principal Moderator Feedback

Summer 2013

GCSE Physical Education (5PE02-
5PE04)
Paper 01 Performance in Physical
Education

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**Specifications: GCSE Physical Education – SPE02 and SPE04
Practical Examination**

Performance of candidates in this part of the examination
Practical Performance/Controlled Assessment and
Difficulties Relating to Assessment

Moderator reports and my own experience was that the attitude and effort of the candidates was outstanding and in most cases the students rose to the challenge and many gave their best performances exceeding their estimated marks on the Controlled Assessment/Moderation Day.

On the whole centres completed their pre moderation forms and sent them to the Moderator in good time for them to prepare for the moderation day but there was also some complaints that some centres did not conform to this and it does make things difficult for the Moderator to prepare adequately for the day if they do not have the necessary forms at least one week before. Once again some centres did not have a contingency plan for wet weather and were caught out on the day.

Many centres put on a well organised day with the candidates well prepared and easy to identify in numbered bibs, and using good active game related practices that had been worked through on a practice moderation day, with one teacher running the practice and another teacher marking the candidates, though they are allowed and many did confer on the final marks awarded. It is also important to match the practices to the student's ability level. On the whole Moderators reported that marking was accurate but there was still evidence in some centres of marking being generous.

Practices: An example in badminton could be to set up the students to work on the practices graded from the weakest candidates on the first court to the strongest on the top court. The practises would be set out on a whiteboard at the appropriate level for each group and the students would have practiced them beforehand. The teacher in charge of the practices would set them off and gradually move the practices on until they have completed all the practices and then they go into games. The teacher times the games and at the end of the time allowance the winners move up a court and the losers move down a court. This gives the teacher who is marking and the Moderator ample opportunity to see the candidates perform at their level and to mark them accordingly.

Specific comments for certain activities for example:

Badminton was again one of the activities reported in some centres as having poor practices and being marked generously. There were of course very good examples as well and I was privileged to moderate particularly high badminton standards as well. There were some problems with certain activities regarding the rules, e.g. rounders, badminton and softball, it is very important that the students know the rules of the activity in order to play it correctly. It is also important to make sure that students have the correct protective clothing e.g. shin pads in football.

Personal Survival was another activity where Moderators reported, especially on DVD moderations, that centres had not shown that the students were wearing the correct clothing, (e.g. leggings and skins are not allowed), and not performing the surface dives correctly or the underwater swims. Another criticism was of many candidates using a bent arm in the treading water where the criteria, specifically asks for a straight arm from level 5 upwards.

Centres should also remember that candidates will need practice in activities such as athletics, tennis, table tennis, badminton, trampoline and personal survival if they have not done these e.g. since year 10 whereas in football and netball they are likely to be better anyway.

It was noted that more candidates are now offering specific activities that take place off-site and to a high standard such as amateur boxing, cycling, orienteering, fencing and kayaking.

Fitness Training: (The most popular practical activity)

Most centres now use the Fitness Training Declaration Sheet (which they are required to do) and give all the students details such as the sport they set their Personal Exercise Programme (PEP) to improve, the two training methods they used in their PEP and the detailed Exercise Session for their controlled assessment method of training they are to be marked on for the Controlled Assessment. They then recorded their resting, working and recovery heart rates accordingly. At the end of the session, e.g. circuit training, some actually put this onto a graph to show their session graphically, (making it an excellent teaching tool).

Circuit Training and Continuous Training were by far the most popular methods of training the students were marked on and for the continuous training method most centres used the Cooper's 12 minute run table on the Brian Mac website to mark their students for the **performance** aspect of their mark which was set out, together with the link below in the Principle Moderator's report last year.

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

The guide is set in five bands from poor to excellent that matches' the five bands in the criteria from:

poor = 1-2; below average = 3-4; average = 5-6 above average = 7-8 up to excellent = 9-10 with anything greater than 2,800 for boys and 2100 for girls giving the top band.

Please bear in mind that this is a **guide** to the Fitness Training practical performance mark and this is balanced with the quality of their Personal Exercise Programme (PEP) as set out in the criteria in the Controlled Assessment Guide on pages 89, 90, 91.

Circuit training varied from poor to outstanding. The circuit should not be a general circuit where all the candidates follow the same exercises but should be the one that the candidate used for their PEP, (Personal to them). Many centres did this very well with 12 to 15 stations set out and the students following their own circuit, (normally 8 stations) set out on their personal circuit cards, within this 15 station circuit. It should be noted that

it is a "fitness" circuit and most students did all Health Related Exercise (Fitness) exercises but some included Skill Related Fitness exercises such as coordination which does not allow them to keep their heart rate in the target zone and show that they are working at a high intensity as required in the criteria.

The intensity the students work at is very important and some students worked at almost their maximum whereas others clearly did not and should be marked accordingly and this is clearly shown in the criteria in the first line for example of the 7-8 and 9-10 levels.

Most centres had their students PEPs available which are required to complete the student's mark for Fitness Training **together with** the practical performance mark.

Some students did show Interval Training and where this was shown, almost exclusively in athletics and swimming, the students were top performers in their sports and performed outstanding training sessions. Weight training was shown by some but few of the candidates showed any other methods of training.

Personal Exercise Programmes (PEPs):

PEPs continue to vary from outstanding to very poor with the students who offer Fitness Training tending to have better PEPs with more depth and understanding.

If the students offer Fitness Training they use the same PEP for the Analysis of Performance sections on the PEP. The criteria for each method of training, see pages 80-103 of the controlled Assessment guide, gives an indication of what is required in the PEP for the methods of training and as the students have to include at least two methods of training they should refer to both methods in their planning and how they will use and monitor them. The theory knowledge for the PEP is in section 1.1 of the specification. The basic template is then: Plan, Perform, Record/Monitor and Evaluate and suggest ways that the PEP could/would be improved if the students were to continue with their training programme. Some Moderators commented that centres that use templates often seem to restrict their more able candidates.

In large centres the PEPs should be standardised across teaching groups as some Moderators reported discrepancies between the marking within centres.

Leadership and Officiating:

It is critical for students who are offering leadership and/or officiating to provide a log book which should cover their practical work over a period of 9 to 10 weeks to show what they have officiated and/or coached during this period. This should be signed by their teacher or a responsible club official e.g. club secretary to verify their log book. The log books should be available, and all or a selection should be checked by the Moderator on the Moderation day. Some students will be questioned on their log books by the Moderator. The provision of these books varied this year but centres must

make sure that they are available and Moderators will discuss this with the centres when setting up the moderation day.

Centres should make sure that if the students are doing an activity for their practical performance, and doing leadership and officiating in the same activity, that the fourth activity is from a different activity group.

Analysis of Performance (AoP):

The oral, Question and Answer format is still the most popular way of testing the students on the AoP but this still varies in that although most centres work through the criteria starting with the rules, regulations and terminology this often tends to go on too long and not enough time is given to the observation, analysis, evaluation and planning for improvement then finally the PEP. This does rely on the teacher to ask the right questions but it also gives the opportunity to delve deeper to see what the student really knows and many showed a lot of knowledge and understanding about their sports when this was done well.

Some Moderators felt that the presentation format had improved a little on last year but there are still students who are using more than the 15-16 slides allowed and taking over the 10-15 minutes allowed as in the Q & A interview, and on some DVDs they used over 35 slides (taking over 30/35 minutes). The title and concluding slides and video slides do not count in the final total.

Students should work from bullet points and not write prose and then read from it as many do. If this happens then the Moderator will mark the "presentation" as a written piece of work and take their Quality of Written Communication (QWC) into account.

The timing varies immensely from less than two minutes to over 30 minutes on a DVD when the Moderator is not present to draw it to a close.

Fewer candidates used the written format than used the other two options and some of the written ones lacked a performance for observation, e.g. relevant video link and screen captures that the other formats can show much easier either as a live performance in the Question and Answer or the video in the presentation format.

These two formats also give the candidates the possibility to use props, though not all students took advantage of this, but having for example a golf club or tennis racket available it is much easier to explain the different grips and demonstrate.

Most of the very good candidates included video for them to observe and screen captures to explain rules, analyse skills/tactics and evaluate the performance and to plan strategies, tactics and practices to bring about improvement, which is the basic template for the Analysis of Performance whatever the format used.

Moderators felt that matching the format to the candidate is more important rather than what suites the centre.

DVDs

Centres need to present DVD evidence either because they have less than 20 candidates so they must produce DVD evidence for the whole group or it may be that one or some candidates are doing activities off-site. The DVDs for off-site evidence e.g. amateur boxing, skiing, karate are all individual activities and on these DVDs it is usually quite easy to identify the candidate

and follow the performance which is normally set out in the order of the skills required in the criteria.

Most of the serious problems arise when evidence is required for the whole group over a range of activities, but some of these centres do produce excellent evidence so it can be done.

A few simple points for DVD evidence:

Please set out a storyboard of how you will produce each sport/activity.

Have every candidate clearly numbered in a coloured bib/shirt/top

Introduce every candidate before every activity

Set out/explain the skills that will be shown in each practice

Explain the practice orally and/or attach an explanation/diagram in hard copy/electronically

Make the practices game type situations

Add times/distances for example in athletics/swimming

Add commentary e.g. John Smith made that catch in rounders or Sarah Smith is batting now

Please keep a complete copy of all your footage – just in case!

If DVD is required for Leadership or Officiating please send a **COPY** of the candidates log book and other evidence.

For the Analysis of Performance DVDs take care with the timing, (around 10/15 minutes) and the number of slides they use (15-16 as above).

Work through the criteria and show the video of what the candidate is analysing including if it is written format.

Have props available for the Question and Answer and the presentation formats including a tactics board or a white board.

Don't ask the same questions for every candidate

Not too many questions on the rules

Many questions depend on the answer to the last question

Please make sure to get the evidence to the moderator in good time not on the last possible date as the moderator does not just have one centre to mark.

Talk to/email the moderator.

The evidence should be produced during the moderation window unless special permission has been sort with a good reason e.g. trekking can only take place at a certain time.

Make sure you cover what is required and the rules are not broken, for example:

Personal Survival – show the candidates are wearing the correct clothing

Follow the format as set out in the Controlled Assessment Guide, e.g. starting with the entry, then the 25 metre swim and show the timing etc.

Make sure all the skills required are shown in the full sequence not as individual skills with breaks.

Give the names of the candidates for example when they are doing the HELP and HUDDLE, surface dives, treading water and during the 100 metre swim etc.

No stopping or touching the side of the pool from the start to climbing out at the end.

In Fitness Training make sure that not too many candidates are being shown at the same time and again give their name e.g. when they are doing an exercise in circuit training. Film them taking and recording heart rates and completing their form and send a copy of the completed forms to the Moderator.

Give their names when they are running the Cooper Test, give the distance covered and include a copy of their PEP with the paperwork.

It is important to produce evidence that shows your candidates performance is worthy of the mark allocated to them.

Administration:

The Initial Contact Questionnaire (ICQ) form is essential for contact and helpful in setting up the Moderation Day

It is very important that centres get their pre-moderation paperwork to the Moderator on time as they have more than one centre to prepare for and may need to get back to the centre to clarify certain points in the paperwork.

It is very important that centres make sure that their forms comply with the rules, e.g. candidates cannot have four activities from the same activity group.

It is very important for centres to follow the Instructions for the Conduct of the Controlled Assessment (ICCA) Document.

It is important for centres to remember that if they are doing Fitness Training each candidate must complete a Controlled Assessment Record Sheet and a Fitness Training Assessment Sheet.

It is important for centres to note that the marks they award on the Controlled Assessment day are the marks that must be on the PE2MS forms sent to the Moderator **after** the moderation.

It is important that centres use the latest forms which can be obtained from the website or from their Moderator.

The forms **MUST** be signed please.

I hope this report will be helpful to everyone and make the teacher's and moderator's job easier and the experience better for the candidates.

Thank you all for all your efforts this year.

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