

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE
in Physical Education (5PE02/04)
Paper 01 Performance in Physical
Education

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Practical Examination

The performance of students in this part of the examination and difficulties relating to assessment

The performance of students in this part of the examination

As in 2015 many Moderators reported that most of the moderations were very successful with good contact and liaising between the Moderators and the centres resulting in well organised and well run Moderation days giving the students the best opportunities to give their best.

This starts with early contact between the Moderator and the centre agreeing a Moderation Day date and the completion of the appropriate forms and meeting of set dates e.g. for the AS forms and Initial Contact Questionnaire (ICQ) form to be with the Moderator. When this happens discussion and advice should allow a smooth running of the practical assessment. This is especially important for new centres and teachers who are new to the moderation process and who may need more advice and support.

Many centres again produced a moderation booklet for the students, staff and for the Moderator and this was very helpful. These normally contain the date/s format of the moderation day, student's names, numbers, colours, activities, times/timetable etc.

Most centres had two members of staff, one to run the session/s and one to mark the candidates, remembering that they can discuss the marks and that the practical criteria should always be available and used to assist and support the marking process. This is good practice.

Some centres also had a practice Moderation Day which obviously helped as the students had their equipment, knew the practices, their partners, groups and teams that they were working in. They also had their PEPs and any other materials that they required such as log books and written Analysis of Performances and presentations and props if they were required.

The organisation of the day also includes accounting for the possibility of poor weather conditions and for some this was certainly the case this year, and centres that did this were still able to give their students the chance to perform well using alternative arrangements.

Many Moderators reported that the attitude and effort put in by the students was outstanding, they treated the day very seriously and were highly motivated and rose to the challenge, many giving their best performances and matching their estimated marks and some improving on them, with the range of marks mostly

from 7 to 10 with few below 5. The commitment of the staff was also commented on by some Moderators.

Before the Moderation Day the activities should be planned in collaboration with the Moderator initially via the ICQ when the number of activities should be confirmed and numbers in the activities, e.g. if there are 25 candidates for football then 25 candidates should be taking part in the moderation, and 25 should be marked and the 25 marks given in to the Moderator at the end of the session, not 10.

It is also important that all the correct up to date forms are being used so this should be checked and the latest forms downloaded from the website or the Moderator may send the forms to the centre if they wish.

Many Moderators reported that centres had used good active game type practices for the assessment of the activities but again it was also reported that some poor static simple practices were used. The students need to have practices that test them at their mark level and Moderators suggested that this was not always the case. Some of the racket/bat games came into this category and students in the 7-8 range being affected by this. Static practices make it harder for students to score well.

A few Moderators reported that some teachers had to be reminded that it is moderation not a lesson so they are not allowed to teach and fellow students are not allowed to motivate e.g. their partners in the fitness session, e.g. continuous or circuit training.

The Instructions for the Conduct of the Controlled Assessment (ICCA document) is often updated so it is important that centres download this each year from the website to make sure the latest updated version is being used.

Specific activities

Activities: practices should be active and game related

Fitness Training, Association Football, Netball and Rounders were among the most popular activities and some Moderators noted that they thought that fewer boys were doing rounders and netball this year.

Competitive Swimming, Personal Survival, Badminton and Table Tennis were also popular and of the less often seen activities such as Amateur Boxing, Golf and Horse Riding (normally done outside school) when shown were normally to a very high standard.

Fitness Training:

Most Centres have the students PEPs available for the Fitness Training session.

Fitness Training is now probably the most popular activity, even more popular than Association Football. Most centres present it correctly with the students showing their **BEST** method of training (that they used in their PEP) on the day, not both methods. Most centres also have the students PEPs available which is a requirement, and the teacher asks, and the Moderator can ask the students questions on their PEP to justify their mark for the PEP aspect of Fitness Training.

The two most popular methods of training are still continuous training – normally Cooper's 12 minute run, and circuit training. Most centres have a circular course set out e.g. 200m or 400m with cones every 25/50m and have the students working in pairs, one working and one recording laps/distance and heart rates. This is normally done very well with the students recording their resting, working and recovery heart rates on their Fitness Training record sheet, some then also draw a graph of this which is excellent practice for applying their theory knowledge. Some DVD centres even had their students presenting this on a whiteboard and explaining their training session and recovery.

Most centres now use the brianmac Cooper's run tables which can be found at: <http://www.brianmac.co.uk/gentest.htm> and this works well for the fitness/technique element but as Moderators pointed out as with all methods of training they must still take into account the student's Personal Exercise Programme (PEP) as the criteria requires.

Circuit Training was also very popular, normally 8 stations x 3 circuits with the students setting out and performing **their own** circuit that they did in their PEP. Working again in pairs to take and record working, resting and recovery heart rates. Some exercise/s stations which were not well done included dips, (hips too low) and plank where the hips were either too high or too low. Again the third circuit showed that some students could not work at the same intensity for 3 circuits and this affected their performance/score. Some Moderators noted that some of the skill related stations for example throwing a tennis ball against the wall and catching it for 30 seconds is not going to keep the heart rate high. However agility using an agility ladder would serve to keep the heart rate high as would shuttle runs.

So students would be expected to work at a high intensity at each station which challenges them and helps to keep their heart rates high and improve their fitness.

Weight Training - where the students included weight training as one of their methods of training this was normally very well done as centres where students chose to do this method of training normally had excellent equipment which was available to their students, mostly the boys.

Personal Exercise Programmes: PEPs

What to include: Many PEPs were criticised again this year because they were written on templates that were far **too leading** often with students simply ticking boxes or having too much information on the template. The PEPs should be produced under Controlled Conditions they should not for example have the principles and methods of training on them and the students simply ticking or choosing which ones to use from a list.

This is where they use their knowledge from the theory and the students who have the best PEPs know what they are about.

The PEPs should include:

An **introduction**: simply setting out for example the student's sporting experience so far. It was also noted by some Moderators that a good introduction was very helpful in setting the scene for the PEP.

Plan: Here they set out what they want to achieve in their PEP in order to improve their fitness for their sport. Then the student can use their knowledge from the theory lessons and apply it, e.g. set **SMART targets**, outline the **Fitness Tests** they will use to assess their current fitness level (test results) and why they will use them. They can explain what **Principles of Training** they will use and how they will use them and the **Methods of Training** they will use and how they will use them etc.

This should not be set out on a template with SMART targets, the tests, principles and methods of training etc. already on the template.

Then if for example they are using circuit training they can plan and show their circuit, probably in the form of a diagram, and explain the exercises and why they have chosen to use them.

Then they **perform, monitor** and **record** what they do for at least six weeks of their training programme, using their **two** methods of training. This should not be a cut and paste exercise. They might record and monitor their times over their training course and take their pulse rates on their circuit training sessions etc. These might be used in a graph to show their weekly training performances. They may show their resting pulse rate before starting their programme and after they have done their 6 week programme and each week of their programme.

When they have finished their 6 week training programme they should re-test and evaluate their results and draw their **conclusions** to show the success, of their programme and explain how they would proceed from there if they did another PEP.

Many Moderators reported that teachers' (and Moderators) do ask questions of the students regarding their PEP as this obviously contributes to their mark for Fitness training.

Fitness Training - Some comments also suggest that students who do not use a template produce a better PEP and have a better understanding of the theory and its application in the PEP.

Association football – Next to Fitness training the most popular activity with some centres having girls as well as boys offering this activity but it should be remembered that it is not a mixed activity in the competitive situation.

Some reports of good game type practices but other Moderators also noted the opposite that some practices were too static and not game related. However in general a good standard was shown in this activity and the marking was generally accurate.

Rounders – Once again reported as a popular activity and in some centres reports that boys had improved probably as a result of comments on the centres E9 report from the 2015 assessment. There were other comments stating that students with incorrect technique for bowling, the long barrier when fielding and lack of knowledge of the rules and tactics were still getting high marks in some centres.

With the bad weather some centres experienced difficulty when showing rounders indoors.

Netball – Some centres were still using basic practices and getting free from their defender and marking opponents shown in isolation rather than in the game type situation. However there are centres that produce excellent netball assessments with top quality game type practices and the students reaching very high standards and showing top quality skills and games at the end of the practice sessions. Some centres also had students showing officiating and their Analysis of Performance in these sessions again to a very high standard.

Athletics – the marking in athletics reported by some Moderators was generally accurate when the centre was using the Shine Awards Tables recommended in the CAG, to be used as a **guide**.

One cause of concern is still that some centres are still using the incorrect weight implements for the age group and gender in the throwing events. These can be accessed at: <http://www.esaa.net/handbook/tfrules.html>

Badminton – Students are still generally not reaching the top marks in this activity with quality lacking in some shots and poor practices again stated as a problem area. However in some centres the standard is very good and normally this is in a centre with a specialist teacher or coach. The marking was often generous and students generally not reaching higher marks.

When badminton is shown on DVD evidence it should be remembered that the angle is important to be able to show not only the shot but where the shuttle has landed.

Table tennis – The standard in table tennis is not generally very high except in centres where there is a specialist coach who can set up good challenging practices and play with the students to set up the practices.

Trampolining – is an activity where it is not enough to be able to show the moves, it must be remembered that technique and quality is also very important (as it is in gymnastics). Centres may find the tick-off list is very helpful in developing the students range of moves but simply performing the moves is not enough it is the quality and technique that is required to score the top marks not simple doing the moves and lacking technique e.g. style, quality pointing the toes.

Competitive Swimming – Centres that offer competitive swimming normally have their own swimming facility and the students are often of a high standard of performance showing all the skills e.g. starts, turns and finishes as well as a range of stroke/s.

Personal Survival – the clothing **MUST** be correct for this activity a long-sleeved shirt and long sleeved jumper and long trousers (not shorts) and not tights! This should be shown to the Moderator before starting the test whether live or on DVD and again when the test is completed. The test must be performed as set out in the CAG.

Also remember that swimming aids e.g. floats/rings are not allowed for the HELP and the HUDDLE. Large plastic bottles (not small plastic water bottles) or e.g. volleyballs in a net could be used for this. Centres should also make sure that swimmers (including good swimmers) do not put their feet on the pool floor at the shallow end of the pool or touch the sides. The teacher must make this clear to the students before they start the test.

If they drift towards the side of the pool in e.g. the HUDDLE or HELP task the teacher can push them away from the side. Other comments on this activity were that the surface dives were not performed well, e.g. failing to get deep enough under the surface, and that the arm was not straight and tall in the treading water and students did not change the signalling arm from time to time. There were also some excellent performances in the Personal Survival from very good swimmers.

Off-site activities:

Where students did activities off-site and where they were marked by the outside agency, the agency must be aware that they must use our criteria not their criteria – for example outdoor climbing, kayaking and mountain biking.

Activities such as golf, fencing and horse riding were done very well and generally the students had done them over a long period of time.

Officiating and leadership:

Officiating and Leadership proved to be popular again this year, with more students doing officiating than leadership.

Some Moderators reported that the practical ability of students taking official or leader's roles was often of a high standard and many had learnt from sessions organised within the centre itself or the local community and there was evidence of some candidates gaining preliminary national awards.

Moderators also reported that in most centres the Officials and Leaders had their log books available and many were very detailed and showed a significant amount of time and effort allocated to the role but in contrast in other centres there was clearly a lack of detail in teaching for the role of official and recording the time spent in the officiating and leadership role.

Table tennis was the most popular choice for officiating and in some centres the whole cohort offered this option with up to as many as 80 candidates doing this option and yet not many doing table tennis as a practical performance.

In Table Tennis many of the centres had put their students through a programme some of which are worth more than others, for example if the centre has an in centre course run by a qualified official and the students take a recognised course run by Table Tennis England then that is likely to prepare them better than a course run over the internet, where the test paper can be downloaded and the award is directed at students at a lower level than those taking GCSE Physical Education.

In activities where there is more than one role e.g. badminton then the students should show that they are capable of performing in all the roles and be able to, for example show and use all the signals. This was not the case in some centres for badminton.

In general log books for leaders/officials were detailed and showed a significant amount of time and effort allocated to the role in some centres and lack detail in others. On the whole Moderators reported that some officials and leaders were generously marked but some excellent examples of leadership were seen, particularly in netball.

Meeting Local Needs (MLN):

Any MLN activities must be included on the Initial Contact Questionnaire (ICQ) so that the Moderator is aware that the centre is offering this option and the centre must have permission and make sure that the permission letter is available to the Moderator and a set of the criteria for the activity.

Indoor Climbing, Mountain Biking, Padel and Touch Rugby, are some of the activities that come under the MLN heading. It is important that the centre can show that the students have followed a course in the activity and for example have log books to show indoor climbing activities.

It is also very helpful if this can all be organised well before the Moderation Day. Many centres who offered MLN did this very well e.g. indoor climbing where log books of the students climbs and belays were available, safety procedures were followed, students demonstrated tying the harness, belaying other climbers, and tying knots and other skills and manoeuvres, as well as doing their own climbs.

Some activities are offered by "companies" off-site and Moderators comments varied on the quality of these when offered by outside agencies. It must also be made clear that they must use the Edexcel criteria not their own criteria to mark the students.

Analysis of Performance (AoP):

All formats were shown in the centres but the most popular format was still the Question and Answer (Q & A) Moderators commented that more students did the written format this year.

The other formats (written and presentation) have a specific time slot built into the day when the students do their presentation or the written AoPs are available for the Moderator to look at them. It is important to know that the rules say that no questions can be asked of the students if they are performing a presentation or have done the written format.

The AoP must be on one of the student's practical activities.

Question and Answer format:

Moderators comment that this was often too long with poor questions and the same questions were asked of each candidate and too many from one section e.g. the rules. However they also comment that it is normally the stronger format for most students.

In this format there should be a live performance to observe e.g. a football or netball match normally at the end of the practical moderation, or e.g. a trampoline performance/routine. Then the students respond to the questions from the teacher or moderator on the actual performance - the game of football or netball or trampoline performance. Questions should normally be in the order

of the criteria so starting with the rules, regulations etc. and the questions again should be based upon what the student can observe in the performance e.g. for the rules: the referee (teacher running the session) blows their whistle, question "why did the ref blow the whistle?" student answers. Next Question could be in response to the answer or "how will the game re-start?" student answers. E.g. a free kick. Question – direct or indirect? Student answers – e.g. direct. etc. So the student has observed and identified this rule and the consequences.

Questions should then be asked on what the student has observed, then, they evaluate it and suggest ways to improve it.

Some criticism was made of centres when all the students were asked the same questions from a bank of questions that the teacher had written down or prepared beforehand. Too many leading questions and not developing questions from the answer the student has just given. Too many closed questions and the questions should stretch the students and not be too simple.

Written Format:

This format was seen as being much more popular this year but in the written format Moderators comments were that where templates are used, as with the PEPs there should be minimal guidance for the students.

Generally though many written AoPs were to a high standard many with good annotated photographs and explanatory diagrams to illustrate points and they were accurately marked. Most of them also had a DVD to show the performance analysed.

Presentation format:

Moderators report that this was the least seen method used to show the AoP but some were seen both live and on DVD and were very good and where they were good the students provided and made good use of appropriate props e.g. a football, rugby or cricket ball, tennis and badminton rackets and demonstrated well to show good points and poor points of technique, e.g. to apply spin to a cricket ball and gave some teaching points. They also used short film clips and still shots with arrows to demonstrate their points and clearly demonstrated the rules of the sport with diagrams and used the whiteboards well to show tactics.

Some students also used good video evidence to show the "perfect model" and added their explanation in their presentation. They also used video to compare performances showing good and poor technique and comparison with the perfect model with their oral explanation. However there were also some students that read too much from their notes and it was more like a written AoP than a presentation.

Personal Exercise Programmes (PEPs) see comments above under Fitness Training (PEPs) as students use the same PEP for both Fitness Training and for the Analysis of Performance.

Moderator comments suggest that staff generally had a good knowledge of the criteria and the AoP was accurately marked in line with the criteria.

DVD evidence and DVD Moderations:

Centres with less than 20 candidates are required to produce DVD evidence but also DVD evidence must be supplied for e.g. a single student performing an activity off-site for example horse riding, golf, amateur boxing, skiing, snowboarding, canoeing, kayaking, karate, judo, fencing and several other activities which may not take place on site or be offered to the whole cohort.

Identification was reported as generally good on centre produced DVDs and off-centre DVDs are normally of an individual candidate. However it is crucial that the Moderator can identify the candidates on the DVD especially in activities such as swimming, personal survival and life saving where the candidates cannot wear a numbered coloured bib, but they could wear a numbered and/or coloured hat and swim in their own lane.

It is very helpful if the DVD starts by introducing the students.

DVD evidence must show all that is required in the spec for example all the skills for Life Saving and Personal Survival must be shown.

Many 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. It is important that DVD centres as with visited centres include all the required paperwork and meet all the deadlines.

A few simple points for DVD evidence:

1. Set out a storyboard of how you will produce each sport/activity.
2. Have every candidate clearly numbered front and back in a coloured bib/shirt/top
3. If it is a swimming activity, e.g. Competitive Swimming, Personal Survival or Life Saving use coloured numbered swimming caps and give the lane number the student is working in.
4. For **Personal Survival** see also the specific notes below
5. Introduce **every** student before **every** activity/practice
6. Set out/explain the skills that will be shown in each practice
7. Explain the practice orally and/or attach an explanation/diagram in hard copy and/or electronically
8. Make the practices game type situations and include the game/competitive situation
9. Show and explain the weight of the shot, discus, javelin or hammer in athletics and make sure that it is the correct weight for the age group and gender

10. Add times/distances for example in athletics/competitive swimming
11. Add commentary e.g. John Smith made that catch in rounders or Sarah Smith is batting now, or John Smith scored that basket
12. In Fitness Training for continuous training give the name of each student as they appear in shot and the distance run by each one if they are doing the Cooper's 12 minute run or as they do each exercise in circuit training.

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

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

1. For the Analysis of Performance DVDs take care with the timing, (around 10/15 minutes) and the number of slides they use in a presentation (15-16 not counting e.g. the title slide, videos).
2. Work through the criteria and show the video of what the student is analysing including if it is in written format.
3. Have props available for the Question and Answer and the presentation formats including a tactics board or a white board.
4. Don't ask the same questions for every student
5. Not too many questions on the rules
6. Use open and differentiated questions
7. Many questions depend on the student's answer to the last question
8. Remember you cannot ask questions if the student is doing a written or presentation AoP.

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 of the year.

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

Personal Survival:

1. Introduce the students
2. Use numbered hats for identification
3. Show that the students are wearing the correct clothing – putting on before and taking off when they have completed the test
4. Follow the format as set out in the Controlled Assessment Guide, e.g. starting with the entry, then 25 metre swim etc. and show and/or state the timing etc.
5. Make sure all the skills required are shown in the full sequence not as individual skills with breaks.

6. Give the names of the students during the test for example when they are doing the HELP and HUDDLE, surface dives, treading water and during the 100 metre swim, climbing out etc. the moderator may not be able to see their hat at every skill/stage.
7. Make sure they alternate the signalling arm in the treading water
8. Put a cone at the place where they should perform/start their surface dives and where they should resurface
9. **No stopping** or **touching the side or bottom** of the pool from the start to climbing out at the end.
10. Show that the students are wearing the correct clothing – taking them off when they finish

Fitness Training:

1. Make sure they are only doing their **BEST** training method which they did in their PEP.
2. They are doing their own circuit in circuit training not a generic circuit that they all do
3. Make sure that not too many students are being shown at the same time
4. Give their name e.g. when they are shown doing an exercise in circuit training.
5. Give their names when they are shown running in the Cooper Test
6. Give the distance covered by each student in the Cooper Test
7. Film them taking and recording heart rates and completing their Fitness Training form
8. If they draw a graphical analysis of their heart rates include this (could be an electronic copy)
9. Send a copy of the completed forms to the Moderator.
10. Include a **copy** (could be an electronic copy) of their PEP with the paperwork.

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

Difficulties relating to assessment:

Poor weather caused a number of problems for centres e.g. football on waterlogged pitches.

Remember - the students are marked for their performance on the day not last week

Administration:

Centres not using the latest documentation e.g. The Instructions for the Conduct of the Examination and the Controlled Assessment Guide and the latest forms

Some centres made basic errors despite being given correct instructions

Some forms not signed and/or no school/centre name on them

Documentation mostly on time and accurate

Contact should be maintained up to the moderation day (and beyond)

Moderator should know if the centre is using OPTEMS or EDI a copy **must** be sent to the Moderator.

Tony Scott – Principal Moderator