

Examiner's Report

January 2010

GCSE

GCSE Physical Education (5PE04)

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June 2010

Publications Code UG024524

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Performance

Performance in 2a and 2c coursework and final practical assessment.

Performance in 5PE04 practical assessment performer, leader and official.

E9 reports - A number of Moderators reported that some schools had not read their E9 report on their previous (2009) Moderation and had made the same mistakes again in 2010. These reports are meant to help to make the Moderation Day run smoothly so it is important to read and take note of the comments made by the Moderator.

However, Moderators also report that most moderation days are very well organised by very responsible and committed staff who work very hard to put on a great day for their candidates and to give them every opportunity to perform at their very best. Though identification is still an issue with a few centres still using paper numbers and safety pins which are not effective on a long moderation day most now have bibs numbered both sides (some even have their candidates' names on their tops) which makes the Moderators job very much easier. On this same point in swimming and personal survival, numbered swimming caps are very helpful especially if it is a video moderation.

Schools which have a mock Moderation day(s) find that they are very helpful and make the actual day work better and the candidates are all clear about their practical number, practices, partners, teams, kit etc.

The point about practices has again been raised by moderators who state that candidates must be tested at the level they are being marked at in order to reach the level awarded for their performance. Active differentiated practices in pressurised situations are essential in order to reach the top marks so please work on this for 2011. Personally at the other end I saw some excellent rugby practices this year which stretched the candidates who all reached their potential with top marks.

Marking - level of performance

On the whole marking has again been good. Moderators also report that some schools are "pushing the boundaries" and marking generously and only just coming inside the tolerance level. The same activities are often mentioned as being marked generously, eg boys knowledge and competitive experience in **rounders** is poor so it is difficult to see how they can be awarded the same mark for rounders as they are given in football when they know the rules of that game and are accomplished players and play competitively on a regular basis. Similar comments about netball have also been noted.

In **trampolining**, reports suggest that candidates often have poor untidy routines and although they only just about manage to do eg a front somersault, they travel and have poor form and are still given high marks.

Personal survival is another activity that is often mentioned as being marked too high and with comments from moderators about the wrong clothing, straddle entry position, not completing the whole task without touching the end or side of the pool, taking up the wrong HELP position. This can be checked on the Edexcel website which also has a link. It has also been suggested that 2 litre size plastic bottles are most suitable for the candidates to use for the HELP position.

Athletics and badminton are other activities which some schools marked too high and the criteria for these two activities have been set out differently for the new Controlled Assessment to try to make this easier to follow, they are no more difficult but are just set out differently.

In Football centres are reminded that candidates should be wearing shin pads.

Most centres now offer **Fitness Training** and many very successfully. It is offered in many different ways but continuous training (mostly Cooper's Run) and circuit training continue to be the most popular methods of training that candidates offer but weight training is another method being shown but mostly by schools who have very good facilities for this method. The circuit training is shown in a variety of ways but schools should remember that the intensity of the work-out is important and the quality of the performance, eg poor form in the exercise or slower shuttle runs especially as they get further into the circuit. Many schools now either have or borrow for the day, heart rate monitors and record the heart rates of the candidates when performing the training and some can even show their heart rates on a graph at the end of the session. In the new specification they can now offer Body Pump, Pilates or Yoga as a training method but these specialist methods are not in the theory for methods of training.

Candidates generally perform very well and are geared up for the day and this will be even more important in the new specification as the candidates get the whole of their mark for performance on the day i.e. there is no "2a" mark anymore.

Centres who enter year 9 for the long or the short course should remember that they are marked as a year 11, so if for example they do athletics they must use year 11 weights and their performance will be marked as what would be expected of a year 11 candidate not a year 9. The same is so in all activities so they will be judged in football as a year 11 student not as a year 9.

Video moderations

There seems to be an increase in the number of video moderations and it is important that centres get this right from everyone's point of view; teacher, candidate and moderator. There is information in the documentation on this in the paperwork for the new specification and we all appreciate that we are Physical Education teachers not TV producers and cameramen but it is important to get the best possible result.

The first point is that where at all possible it should be on a normal DVD in a normal format (eg so that it can be opened by the moderator eg with VLC media player) and especially not on VHS anymore. The paperwork should give the

candidates' names and they should be clearly numbered back and front and be clearly introduced in each activity on camera. A storyboard explaining what is going on in each task should be provided for the moderator (it could also go on the DVD as could all results/times/distance and other paperwork). In activities such as athletics if they are doing shot putt then they should show the shot and explain the weight (see English Schools Athletics website). When they have performed the putt the measurement should be shown on camera and the distance read out. In running the position and time of each athlete should be shown and read out, ie show a shot of the stopwatch time. This helps everyone to do their job properly and saves a lot of time and frustration.

Furthermore, commentary is also important - not that we need to know the candidates case history - but we do want to know who is performing the jump (in case the number is not clear on camera) or the name and position of each candidate in the race, especially as they cross the line or in the case of the sprints they could be lined up in finishing order and the names given again with their times. This information could also be included in typed format on the DVD as a results page so that the moderator can have that before even looking at the DVD.

A number of moderators again this year have noted that some schools submitting DVD evidence have shown candidates in Personal Survival not fully completing the task without a rest, touching and/or pushing off from the side or the end of the pool or not wearing the correct clothing. It should be noted that the Personal Survival task is different and includes new skills to be shown and boys and girls have the same clothing requirements. I moderated at a school this year doing the new specification short course in personal survival and it was a brilliant demonstration of exactly how it should be done and it was marked perfectly.

Finally, use a tripod and get the angles right. As a teacher we move to the best position to see the action, the moderator watching the DVD wants to be in the best position and with the camera as still as possible so if you can, use a tripod.

It is important to get these videos right as it could affect the marks of the candidates and they may not get the credit they deserve.

Analysis of Performance

Many moderators still report that time is still an issue with the Analysis of Performance. In the new specification next year the candidates may offer this part of the moderation in one of three formats. It will be critical to the organisation of the day to make sure that the moderator knows exactly what format each candidate will perform. This will be taken care of in the new paperwork so look out for this.

Moderators still report a variety of both good and not so good points about how teachers cope with this area of the moderation day.

Some examples of moderators' comments:

- some teachers asked the same questions of every candidate in an activity

- some questioning was repetitive
- some teachers were not probing enough
- 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.
- teachers varied considerably in their ability to ask challenging questions that differentiated between candidates on different mark levels.
- teachers were better prepared than previously.

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

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

If the Analysis of Performance takes place inside, the use of a whiteboard to give explanations can help. Props eg tennis racket, golf club to explain grip and demonstrate strokes, faults and corrections makes it much easier for the candidate and is quite within the rules. As teachers we would do this when we teach.

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 year the Analysis of Performance is the area with most variation - not only how different schools cope with it but even how different teachers within the same school cope with it, so more standardisation within the school may be necessary.

Another point to note for the new specification is that in the Analysis of Performance candidates now do not get credit for Leadership but the fourth area of the legacy specification has been split so that they get credit for planning strategies, tactics and practices and then the Personal Exercise Programme has been moved into the fifth area which used to be the Leadership row.

The Personal Exercise Programme - PEP:

Most candidates had a PEP and they vary from excellent to very poor single sided efforts which just monitor their "alleged" programme copied and pasted 6 times to represent a 6 week training programme. Some lacked genuine recording of training sessions not difficult to spot especially when questioning the candidate. Generally the PEPs are of a very high standard which candidates have followed and shown and applied their knowledge of the theory which stands them in very good stead for the theory paper. Most candidates also follow the required format of planning, performing, monitoring and evaluating.

Those who offer poor programmes will lose more than twice the percentage of marks in the new specification with the AoP now worth 12% not 10% and the PEP in its own right instead of being linked in with the planning row of the criteria.

As so many of the candidates now do the Fitness Training unit they also get credit for the PEP in that area, so a good PEP can make a difference, and prepare them for following a healthy active lifestyle when they leave school.

PEPs must be in written format and should be put together in a file or have a plastic binder, loose sheets are not effective and are often out of order and each section is not separated.

5PE04 Controlled Assessment

Specifically in relation to the 5000 or so candidates who took the new specification Short Course this year, Moderators reported that few showed their practical performance as a leader or official and also few offered anything other than an oral Analysis of Performance.

Where schools did offer leadership or officiating some comments suggested that performances of the candidates performing their practical performance deteriorated when other candidates acted as official or leader. This should be noted where schools offer these opportunities in this way.

Difficulties Relating to Assessment

It is important to point out that although the same applied to the legacy specification it is crucial and specifically stated in the new specification that teachers are not allowed to coach and/or teach during the Controlled Assessment.

A reminder from Moderators to teachers to take the practical and Analysis of Performance criteria to each practical assessment and use it, especially with the new specification as a few sports have some changes in the criteria but most of these are pointed out above, specifically Personal Survival but also Badminton and Athletics among the most common activities offered.

Administration

Administration by the centres was deemed to be “generally good” and it was particularly difficult especially for the Moderators as there were up to three specifications to cover with the two legacy specifications and the new Short Course. Remember next year we will have **Full Course 5PE02** practical and **Short Course 5PE04** practical not 1827 and 3827.

It cannot be stressed enough how important it is for the schools to follow the information in the ICE document which for next year will assume a new name - the Instructions for the Conduct of the Controlled Assessment or the **ICCA** document. This document will have all the information you will need and Moderators will have information that can be sent to the centre via email.

In terms of completion of the forms, it is important that centres make sure they include candidate examination numbers and practical numbers for the moderation day. It is also very important to transfer the marks accurately onto the OPTEMS forms as the candidates get their grade allocated from these forms and it is not unknown for a centre to transfer a lower mark to the OPTEMS forms. Please make sure that all forms are signed and that deadlines are met. Moderators have deadlines to meet as well so it is important to get all the paperwork to them by the deadlines both prior to the moderation and after the moderation.

E9s forms are written by the Moderators for every centre so please read these as they are written to try to help the process to run better and make the moderation run as smoothly as possible. Therefore it is very important that teachers read their E9 reports as Moderators have reported that some centres make the same mistakes year after year.

Finally most centres are excellent - so it can be done and most centres are doing a grand job. Thank you all and enjoy the new specification.

Grade Boundaries

5PE04

Grade	Max Mark	A*	A	B	C	D	E	F	G
Raw Mark	30	29	26	23	20	16	13	10	7
UMS Mark	60	54	48	42	36	30	24	18	12

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