



General Certificate of Education

**Physical Education 1580
PHED2**

Report on the Examination

2009 examination – June series

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Set and published by the Assessment and Qualifications Alliance.

PHED2

Analysis and evaluation of physical activity as a performer and/or in an adopted role

General

On the whole centres have worked hard to adjust to the new specification and we are greatly appreciative of their efforts. Some centres did find it uncomfortable to adjust their marking levels to the new marking system and required extra support in this from their moderators, who explained the marking levels at length where needed. However, the new marking system will become increasingly familiar as we continue to support centres in recognising the levels of achievement. Each year the Principal Moderator will set the national standard and convey this to centres through our team of moderators and teacher standardisation meetings.

The three roles have been largely accepted and endorsed by centres however, the opportunity to offer two activities from the same role is being investigated. The range of activities is constantly being challenged but once the examination year starts, the list of acceptable activities will remain constant until the next examination year. This will provide a fair system for all candidates. Centres intending on offering a variation of an existing activity (eg ice hockey using hockey criteria) should seek clarification from the board regarding the assessment requirements for that activity.

Centres generally have been well prepared and the standard of work both from the centre and the candidates has been well presented. Centres are applying the criteria and using the marking grid. Centres should be reminded that candidates should satisfy all the criteria of the next category in order to gain that higher mark. Centres need to be prepared to cover the core skills for the moderator on the day of the visit.

Official assessment documentation was on occasion not evident and this documentation should be sent to the moderator prior to the visit, not on the day as occurred in some centres this year. All candidate marks should be evident, not just top, middle and lowest achievers. Centres should be advised that it is good practice to collect DVD evidence to support assessment decisions especially for off site activities. The standard of DVD evidence in general has been poor with candidates simply recording themselves in the full version of an activity and not demonstrating the core skills.

Performing was a popular choice of activity, in most cases the centres had over-marked. Some centres made little reference to the achievement descriptors and simply awarded full marks for their top performers. Practises to show core skills were often poorly organised (static or basic) and didn't give the performers the opportunity to display their abilities. Where some thought had been put in to drills and practises, the students did well.

Officiating was often used as a 'fall-back' for weaker candidates and activities such as table tennis and badminton were often used, being perceived to be 'easier' than other activities. In fact in most cases these were very poorly organised and centre marks were contested as candidates did very little other than keep score. At AS candidates should be demonstrating their understanding of the rules and laws relating to the core skills in isolation and conditioned practice. Many centres allowed candidates to officiate the full game which is an A2 requirement.

Coaching proved to be variable. Ranging from the very good (very/high achievement) to the poor. In most cases the high grades were in individual sports where the student had experienced personal coaching and were able to apply a technical model against what they were witnessing. The weaker candidates often were awarded marks for praise and running a drill but seldom analysed, modified or refined basic skills during that drill. Coaching appeared more difficult in team games than individual sports however, it was better when candidates focused on an individual.

In summary, centres are slowly adopting the new specification and new assessment criteria. Comparison to the legacy syllabus should be avoided as this is a new specification with new

assessment protocols. Average students will score 2's and 3's, this is a sound achiever as the achievement descriptors suggest.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA website www.aqa.org.uk/over/stat.