

Moderators' Report/ Principal Moderator Feedback

June 2011

GCE Physical Education (6PE04)
Paper 1E/1V & 1B

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GCE Physical Education 8536

Units 6PE04

Advanced Level Tasks 4.1, 4.2, 4.3 and 4.4

This report will review moderation of coursework tasks for the examination series 2011. This will be for centres that either submitted coursework for the purposes of moderation of component 1V/E (through cluster moderations (1V)), or E-portfolios ((1E) and component 1B, external moderation). Centres are thanked for their support and punctilious administration this examination series.

General Comments:

This year has produced a successful series of cluster moderations, E-portfolio submissions as well as external moderation of some tasks. Centres, however, must be diligent in ensuring all CRAF, OPTEMs and electronic storage mediums, are sent to the moderation teams by the given deadlines. In most cases all administration requirements were completed successfully. The issues relating to confusion over the correct OPTEMs form for each component that were seen last year have now been resolved. Plagiarism of Tasks has once again been evident in some task submissions and centres are advised to not only give specific, exact and clear instructions to their candidates over such issues but also to thoroughly check all coursework prior to submission.

Centres are reminded that all candidates should make available the 'Performance Portfolio' for every candidate in each role even when involved in a cluster 'live' moderation. It is accepted that the depth of this will not be as detailed as those candidates electing for E-portfolio moderation. All off site activities should have both the compulsory and supplementary evidence to support the quality of a performance. This year's moderation highlighted this to be an issue for candidates undertaking leadership and officiating roles.

For some tasks, the specified word count limits are still being ignored and as a consequence adjustments in the marks awarded through moderation have occurred. In addition, two issues have emerged in greater numbers this year - firstly, there appears to be an increasing habit of including vast amounts of additional research material which does not form part of the moderation and is therefore both unnecessary and irrelevant and contained in the appendices. This section should only contain specific content relating to a set section; inclusion as defined by the assessment criteria and by way of reference in the text of the specific task. The second issue is including significant continuous narrative in text boxes as a way of circumventing a word count limit. For Tasks 4.2 text boxes may only be used for case studies which are by nature essentially only factual.

International centres submitting E-portfolio evidence should be aware that there has been some evidence from this year's moderation that they have the biggest issue with over-marking by centre staff. They are therefore advised to read carefully their own E9 report and to scrutinise the Ice document, the IAG and seek additional clarity of assessment through the 'Ask The Expert' Service.

4.1 The Development Plan

The evidence seen from this year's moderation supports the view that the Developmental Plans have been completed to a much higher level and while the mark was inline with the assessment criteria some centres are awarding top band marks too easily. Where the very best candidates gained marks in this band they were able to discuss their work with centre staff and moderators with confidence and clear knowledge and understanding. This discussion showed how well they had researched the topic and how well they knew their work. The E-portfolio DPs were also, in many cases, of a good standard and marked well, again showing a higher level of work than before.

The higher marked Development Plans demonstrated a high level of planning and research into their chosen role which was invariably that of a performer. Clear, appropriate aims were identified through analysis of their personal performance and comparison to a perfect model. Suitable, specific tests were applied and recorded and there was evidence of extensive research.

The more diligent and able candidates produced logs of their sessions and appropriate details of their warm-up and cool down. The Performance logs should include greater detail of the activity in each session e.g. number of repetitions, % of 1RM, rest. Explanation of how these are progressed following the re-test after week 4 of the Plan for example was often missing. Candidates are reminded that they should also refer to the consequential effects on the body of their plan e.g. bradycardia and utilising Karvonen in re-establishing the critical threshold within the aims of the Plan. In a few cases students attempting to improve CV fitness had not at any point mentioned HR and WHR, target zones, etc. Their marks, however, reflected this. The best Plans, researched in real depth, the demands of their sport and this was reflected in the depth of comment contained in the review and evaluation.

Centres are reminded that candidates should include in their final analysis some evidence of the impact of their Development Plan on their performance. This could be undertaken through the completion of notational exercises, the inclusion of video clips, the recording of P.Bs' and a coach testimonial.

It would help the moderation of the e-portfolio if a statement was included from the Teacher Examiner confirming the student had been able to offer extensive verbal insight into the formulation of their plan, have knowledge and understanding of their programme, and the scientific effects on their body, and had insight into future development plans.

For those candidates undertaking technical training programmes or programme based on leadership and officiating a few issues arose. Firstly, technical training programmes require clear monitoring and recording of progression. Testing must be regular and affect the structure of future sessions. Adjustments in training loads/difficulty will comply with the need to apply the principle of overload. Testing may be self-devised but has to offer validity and reliability. Candidates are required to demonstrate how their Plan has impacted on their performance.

Candidates undertaking a Plan to develop their leadership, and to some extent officiating, are reminded of the need to have a structured plan that

clearly details how they are to progress. To research from an academic base an aspect that will develop their role and to offer evidence that there has been clear gains in their abilities, knowledge and understanding. Testing has to be through specific and designed sessions where experienced 'others' formally assess throughout the Plan, the qualities and abilities of the candidate. The undertaking of NGB and other awards such as the HSLA form part and only part of the development. Centres are advised not to 'double' sessions form their role in Task 4.3, as evidence of their Plan in Task 4.1. The two are separate except when undertaking a formal 'assessment'.

6PE04 - 1B

Task 4.2 International Study

There were many impressive international studies where often the work was well researched and presented, with the requirements of the Task being addressed by the majority. Most chose suitable countries to research although a few appeared to suffer if English was not the language of choice. Popular countries included Australia, New Zealand and the USA and many included a wide range of resources and helpful case studies. There were often detailed appendices to add further depth to the material provided, although sometimes the appendices had not been adequately referred to in the text. In some cases there was a general lack of detail in discussing the topography, history, ethos and culture of the chosen nations with few candidates addressing each area while some candidates offered too much detail on the topography culture and history, which took a disproportionate amount of the word count. Discussions on the pathways from grassroots to elite were mixed; some were able to discuss in detail, various pathways available but many candidates failed to address these fully in the main text. Some candidates presented detailed information on elite training, including academies, and competition structures although for some centres there were clear omissions with some candidates failing to address these issues at all.

The overall quality of critical analysis was limited for most centres with most candidates only making simplistic critical comments. Furthermore, many candidates presented work over the word count limit and part of their work could therefore not be considered for moderation. Centres have abused the word count by placing a large amount of text relevant to the essay in 'boxed' type. Boxed type should be restricted to graphs, tables, maps, diagrams and of a factual nature only. Many candidates are still making unsubstantiated statements, referencing is still a weakness in this Task.

The top band marked Tasks were well written and interesting to read. The moderation process highlighted that some studies were over-marked especially from overseas centres.

Task 4.4 The Life Plan

Done well the Life Plans were well constructed and researched, included relevant and contemporary research and detailed options and considerations at each life stage. For some centres, the quality of life plans submitted were

very good. The stronger candidates provided helpful overview timelines while weaker Tasks contained no time line at all.

A number though, were merely a series of personal descriptions or assertions about hopes and aspirations with little supporting evidence or research. Few referred to LTAD models and relatively few tackled the 50+ section with any zeal or imagination - coaching, officiating and administration opportunities were often neglected. Candidates inevitably failed to also detail their career pathways and the implications this may have on sports participation. Similarly, where candidates had discussed alternative roles within their sport such as coach and official, most failed to include details of courses they could attend. This was also the case where candidates discussed alternative sports that they could take up; few actually researched the clubs or opportunities available to them to participate in these different sports

The stronger candidates also included discussions at each life stage and evidenced that thorough research had taken place into university and local provision. However, for many candidates there was little evidence that research had taken place; for example, some candidates failed to discuss the provision at their chosen university or the local opportunities available. In many cases the work was very subjective with very little research rigour or quantitative data.

Candidates with a specific university selected tended to produce more detail on availability, standards of competition and time commitment. The discussions on the limitations to participation were in some cases very good and candidates addressed family, finance, relocation, health and injury. It is stressed that the judgements made must be supported by referenced factual data. These Tasks were often over-marked.

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