



General Certificate of Education

**Physical Education 2580  
PHED4**

**Report on the Examination**

*2010 examination – June series*

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## **PHED4**

### **Optimising practical performance and evaluating contemporary issues within sport**

#### **General**

In this first year of PHED4, there was a wide cross section of activities utilising the variety available from the specification. The most popular role was that of performer with officials and coaches less evident during moderation visits.

This year saw the introduction of new moderation procedures to accompany this new unit, which most centres were aware of. All centres were sent documentation regarding the moderation process before any visits occurred. All centres need to be aware of procedures, as it ensures that the process is a smooth one, which is advantageous to both centres and moderators alike.

In relation to PHED4, an important point to note is the focus at moderation on Section A performance of five candidates across the different roles followed at a centre in one of the assessment areas specified by the moderator assigned to each centre. Sections B and C are now moderated outside of the moderation day. This is due to the time constraints of moderating PHED2 and PHED4, which are lengthy processes in themselves. Moderation of Sections B and C outside of the centre visit ensures that this element is given as much scrutiny and time as Section A or PHED2.

One important principle of the moderation is the requirement of centres to submit their provisional marks/mark breakdowns on AQA mark sheets to their appointed moderator at least 2 weeks prior to the agreed moderation date. This enables the moderator to select candidates and roles/assessment areas to be focused on for practical moderation purposes at a centre and pass this information onto centres as soon as they can – hopefully 2 weeks prior to moderation. This allows centres and moderators to discuss the best way to view the candidates selected so the evidence presented reflects candidate abilities. In PHED 4 moderations, the requirement is to observe candidates in fully competitive situations, or equivalent. It is important that candidates are given the chance to perform at the highest level they are capable of. If centre numbers or standards in an activity do not allow this, appropriate DVD evidence is likely to be the best route to take. It is also important that all staff responsible for assessments is present at moderations so that discussions can take place in relation to marks awarded and standards observed. Collection of DVD evidence of all candidates who are assessed of site, eg in skiing, is a requirement of the course to reflect marks awarded. It is recommended that DVD evidence is collected for traditional summer activities, eg cricket and athletics, at the start of Year 13 when students are at the height of their involvement in them rather than early in the season in April or May. This is to ensure that candidates are able to display the level of performance that they are at.

#### **Performer**

Performer was by far the most popular role and generally marked at the correct standard in relation to the assessment criteria set. On occasions, moderators reported that some centres were slightly over generous with their awarding of marks, particularly in relation to invasion games such as netball and football. It is important that centres mark according to the assessment criteria for all candidates rather than purely relating them to performance standards reached by a student, eg county players or best at own centre, as these vary across different sports, counties and centres. In all activities, it is important that student's capabilities match the achievement descriptors at the level awarded and the evidence presented at moderation or via DVD reflects such capabilities as clearly as possible.

### **Coach**

If pursuing this role, it is important that students are given the opportunity to develop their coaching abilities over an extended period of time, eg 2 to 3 months. Students can then focus on an individual or team as they wish with the key to success being their ability to observe, analyse, modify and refine the performance of individuals or team in fully competitive situations. Keeping a detailed coaching log is advised as both evidence of continued involvement for moderation purposes as well as illustrating the focus of coaching and targets set during coaching sessions/fully competitive situations. There was some evidence reported by moderators of feedback being given mainly during competitive performance situations when performers were not necessarily best placed to hear it. The impact of such feedback is often negligible and should instead be given before and after competitions, as well as during natural breaks in the competitive situations set up by centres. Individual activities such as swimming, trampolining and gymnastics, tended to relate better to the assessment demands of this role than invasion games such as rugby or football, which require greater numbers to play.

### **Official**

When undertaking this role, it is important that students are given the opportunity to develop their officiating abilities over an extended period of time, eg 2 to 3 months. During this time it is useful for students and moderators if officials keep a log of any courses and officiating duties undertaken as an illustration of their commitment to the role and level of involvement reached. When assessing students as officials, it is important that they clearly differentiate between the different assessment areas. In Area of Assessment 1 it is decisions against the attacker or equivalent, such as offside or leading with the elbow when heading in football. Area of Assessment 2 involves decisions against the defender or equivalent such as a late tackle or a tackle from behind in football. Area of Assessment 3 involves communication with other officials, ensuring fair and safe play, etc. It is important that students undertake activities which allow them to access marks via active involvement in making decisions in fully competitive situations.

### **Sections B and C**

Sections B and C must be undertaken in the same activity and role as Section A. As stated above, this is now moderated outside of the moderation day. A sample is selected evidencing B and C work across all roles assessed at a centre. Students can complete a purely written piece of work or combine written notes with a verbal expansion of these, eg via power-point presentations.

Whatever route is chosen, it is important that marks awarded are fully evidenced by centres. The selection of candidates to sample is made by moderators on receipt of provisional B and C marks for all PHED4 candidates. This decision can be made before, during or after the moderation date agreed depending on when centres complete their section B and C work, marking and internal standardisation. To allow feedback to occur on the marking of B and C, and any necessary adjustments to be made to student's marks prior to their submission to AQA, it is important that centre's submit B and C marks as early as they can to moderators. Otherwise, if it is left too late to do this, any necessary adjustments are carried out by AQA.

Moderators reported a number of centres appeared to be miss-understanding the demands of Sections B and C with some marking adjustments necessary as a result of this.

Section B is essentially about perfect technical models of chosen techniques performed in fully competitive situations by named elite performers or officials, in addition to doing a self analysis of weaknesses in relation to such models.

Section C involves discussion of key theoretical causes of such weaknesses, before outlining how to correct them via appropriate theory from the specification. A focus on one key theoretical cause applied to each practical weakness identified in Section B, and one appropriate and developed corrective measure to solve each weakness is required. This will help students to focus on relevant theory as a cause and corrective measure for their identified weaknesses, hopefully avoiding too

many skills drills and practices, irrelevant theory and repetition, which were in evidence in student work submitted this year.

When the requirements of B and C were clearly understood, there was evidence of excellent work, clearly annotated by staff at a centre, with marks appropriately awarded at a very high level. Some centres, however, did not set appropriate tasks for students to meet the demands of Sections B and C with mark adjustments necessary.

Centres should be aware that the demands of Sections B and C have been halved for the next academic year with two weaknesses in each area of assessment required for all roles, including that of the official. To ensure understanding of the Sections B and C requirements, centres should access the new B and C exemplar guidance booklet available from September on the AQA PE website.

**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](http://www.aqa.org.uk/over/stat).