



**General Certificate of Education (A-level)
June 2011**

Physical Education

PHED2

(Specification 2580)

**Unit 2: Analysis and evaluation of physical
activity as a performer and/or in an adopted
role/s**

Report on the Examination

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PHED2

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

General

Overall, schools and colleges have taken on board advice and guidance from previous years and PHED2 was delivered, administered and assessed very well. Schools and colleges have adjusted better to the moderation procedures this year, including the submission of marks to the moderator two weeks prior to moderation. This is so that schools and colleges can organise the moderation day accordingly to reflect the capabilities of students involved. Most schools and colleges have demonstrated a high level of clear and regular communication with their moderator, aiding the whole process. Throughout the year, the vast majority of teaching staff have been using the official assessment sheets although a variety of methods, such as Microsoft Excel databases, are also being adopted, which are acceptable as long as they show a full breakdown of the marks.

Schools and colleges have taken advice and guidance on board from previous years and this has enabled them to modify their support mechanisms for students. As a result, weaker performing candidates in particular have been able to access slightly higher marks in the sound achieving category.

Schools and colleges have adopted the concept that the practical coursework shown on the day of moderation is compared to pre-submitted marks. Where necessary, schools and colleges have welcomed the option to provide further evidence for the moderator after the day of moderation, in order to justify the original submitted marks.

Many schools and colleges had attended support and/or standardisation meetings, and were informed about the requirements and how to evidence the marks. Schools and colleges that had not sent a representative to a meeting (either this year or in the previous year) were more likely to have awarded their students incorrect marks and were often asking their students to carry out practise drills that did not fully demonstrate their ability. Unfortunately, there are still instances where newly qualified staff or teachers, who have received no specific training, are being placed in charge of A Level. It should be noted however, that the vast majority of staff delivering PHED2 do so in a very professional manner.

Some smaller schools and colleges still struggle to find enough students to carry out drills and practises, although many such schools and colleges are now successfully using DVD evidence. Although there is **no compulsory need** to use DVD evidence, many schools and colleges are now allowing students to provide their own. This has worked well in many instances although it has been reliant on the students being fully versed in the assessment criteria. On the whole, the general standard of DVD (or equivalent) evidence for PHED2 has improved this year.

The analysis of strengths and weaknesses is often overlooked by schools and colleges and generally over marked. It is important that schools and colleges regularly allow their students time to reflect upon their performance and suitably plan a programme for improvement. It should however be noted that schools and colleges welcomed the timeframe given to students to prepare their analysis on the day of moderation, so they could actually reflect upon what their performance was like on that day.

Role of Practical Performer

The performer role was by far the most popular and most schools and colleges are now allowing students to do two performances (in different sports) as per the specification change last year. There continues to be a wide array of activities being used and schools and colleges should be congratulated for their dedication to allowing performers to be assessed to their strengths. It should be noted however that some schools and colleges need to be more willing to take advantage of the specialist moderators in less popular options, for example horse riding, skiing and martial arts.

Performers were generally marked at the right level, although a small number of schools and colleges were slightly generous, particularly with the 'high achievement' band. On some occasions, 'sound achieving' students were over marked, often due to the drills and practises being used. In many cases these drills did not 'stretch and challenge' the students enough to justify the 'high achievement' band. Although there was an improvement in how dynamic the 'skills in isolation' were evidenced, it must again be stressed that such skills, whilst remaining in isolation, should be tested appropriately to allow students to score the highest marks.

The conditioned practices and analysis were less well evidenced out of the two sections for the performer. Conditioned practices still provide a challenge to both the students and staff, and were frequently too simplistic, or so complex that it was impossible to show students in their best light. It is evident that some schools and colleges are not allowing the students to practise before moderation day and therefore performance is impaired as students do not always know how to perform the drills. Schools and colleges should be aware that for attacking, defensive and set play conditioned practices (or equivalent), there are no 'AQA defined' practices and schools and colleges should set them up to reflect the standard of their students.

On the whole, it should be noted that schools and colleges were more adept at putting their performers into the correct band and have taken on board the advice given to them by moderators.

Role of Official/Referee/Umpire/Judge

Officiating continues to be quite a popular option and there has been some significant improvement in how this role has been assessed. Students generally seemed more prepared to fulfil the criteria than in previous years.

On a positive note, most schools and colleges have generally implemented the advice from moderators that officiating at AS should not be in a full-sided version of an activity, but in a reduced, conditioned practice.

In some schools and colleges, there was a belief that the 'explanation of the rules' and 'implementation and explanation of safety checks' should somehow be staged. It should be noted that any safety hazards that require attention can be corrected when appropriate but it is the thinking and the explanation of what and why the student is checking that is the most important element.

It must be made abundantly clear that PHED2 officials need to be provided with opportunities to show that they can implement the rules of the activity that they are officiating. If this is not happening naturally, teachers need to intervene and adjust the situation.

Role of Coach

The role of coaching is definitely the least popular option of the three. Results in this role are mixed but many talented students, who have been fully briefed on the assessment criteria, are scoring well. This role still gives most cause for concern because, in a number of instances, students are still working their way through technical models of skills and techniques and, whilst using very good technical language, do little in the way of modification and refinement.

Schools and colleges have generally taken on board the advice for students to be coaching only one person although some students are still trying to coach too many people at once. The general criteria of analyse, modify and refine is being used, but students often neglect to recognise the positives within their analysis and struggle to suitably modify and refine. Students with good technical knowledge of the skills and previous experience tended to do much better than those who were novice coaches.

Schools and colleges must remember that coaching skills, through analysis, modification and refinement, is not just group control. It is completely acceptable for students to have a pre-prepared list of practises but they have to pick and choose which practises are appropriate to allow suitable modification and refinement to occur in light of their analysis.

Many coaches scored very high marks, but this tended to be those coaching closed skills rather than those coaching within an invasion game conditioned practice.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website

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