



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

Physical Education

PHED4

(Specification 2580)

**Unit 4: Optimising practical performance in a
competitive situation**

Report on the Examination

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PHED4

Optimising practical performance in a competitive situation

General

The revised moderation procedures introduced and disseminated out to schools and colleges in the previous academic year have become increasingly understood. However, there are still instances when centre marks for PHED4 Section A are submitted after the two week deadline prior to the moderation day. Schools and colleges are encouraged to meet this deadline date as it has been put in place to enable them to prepare more effectively for the requirements of the moderation day. It enables them to make an informed choice to present evidence to reflect marks awarded, either live on the day of moderation or via DVD evidence as appropriate.

PHED4 Section A

With the PHED 4 specification requirement to assess students in fully competitive situations, or performance/expedition situations where applicable, use of DVD evidence is strongly advised, although it is the centre's choice how to illustrate the capabilities of their students to reflect the marks awarded. However, there were some issues raised at moderation, including the numbers required for large sided invasion games and the level of ability to fully illustrate candidate capabilities. The gathering of footage to reflect the marks awarded does still pose a challenge with schools and colleges, such as gaining permission to film and actually getting the footage at the required standard in the Area of Assessment required. However, there have been some examples of excellent footage being produced when tackled in a logical way, such as player cam approaches that focus purely on the individual being moderated. Other successful approaches to producing good quality footage have included separating it into clearly defined Areas of Assessment, filming students at the level reflective of their marks and providing commentaries on the action produced. These kinds of approaches have made it far easier for moderators to make an informed and reasoned assessment of the student capabilities.

A number of activities were slightly adapted for the academic year 2010/2011 to reflect numerous centre queries and the desire for clarification on what to focus on in the different Areas of Assessment. Schools and colleges were notified of these changes at the start of the academic year and it is essential that the most up-to-date version of the specification is used when assessing students. The most up-to-date version can be downloaded from the AQA website.

Role of Practical Performer

The role of performer was by far the most popular and it is pleasing to note that the vast majority of schools and colleges were marking to the correct standard. There was some evidence of leniency when awarding marks in the high and very high achievement bands, with the evidence presented not fully reflective of the marks awarded. This tended to be the case with the more specialist activities, such as skiing and mountain walking. It is essential that if students are awarded marks in the high and very high achievement bands, they are stretched to the levels illustrative of their capabilities and that the moderator is able to view this as part of the moderation process.

Role of Coach

The role of the coach was the least popular of the roles, particularly in relation to invasion games involving large numbers of participants. The very high demands for coaching in fully competitive contexts put many schools and colleges off pursuing this role.

Role of Official/Referee/Umpire/Judge

The role of the official is the second most popular role at PHED4 level and it is evident that where students have undertaken NGB officiating awards, and are regularly involved in high level officiating, marks are generally appropriately awarded in the high and very high achievement bands. Where this is not the case, marks are generally awarded in the sound and limited levels of achievement. It is important that schools and colleges can clearly judge why they are awarding marks in relation to each Area of Assessment and take a consistent approach in doing this.

Sections B and C

There has been evidence of a degree of leniency in the marking of sections B and C this year, particularly with those students falling in the high and very high achievement bands.

There was a reduction in the number of weaknesses required for this year from 12 to 6. This change was generally well received and applied, although a limited number of schools and colleges did not follow this revised structure and subsequently students' work was marked with a degree of over generosity.

Section B links to skill/technique in Areas of Assessment 1 and 2, and, depending on the role being followed, strategies/tactics/ health and safety/communication in Area of Assessment 3. On occasions there was evidence that schools and colleges had focussed totally on aspects of theory, such as flexibility, anxiety and arousal. Theoretical aspects of the specification are irrelevant when crediting marks for Section B. The other aspect of Section B giving most cause for concern was where students gave pure technical downloads of skilled movements. Students need to research their chosen techniques/tactics and put any information gained into their own words. The information needs relating to fully competitive contexts which are clearly referenced to both themselves (B1) and a named elite performer (B2). It is strongly advised that Section B1 relates purely to relative weaknesses in themselves as a performer or official, or a named performer as a coach. This section of work remains separate from B2 which links to the elite perfect model. Such a clear division of work enables students to set their work out clearly, permitting teachers and moderators to mark each distinct sections of work out of 5, as per the marking grid disseminated to schools and colleges.

Section C is the applied theoretical aspect of the coursework. In response to centre requests for clarification on this aspect of PHED 4, schools and colleges were sent detailed information at the start of the academic year which stated that students needed to focus on one detailed theoretical cause for each aspect of work considered in B1 before detailing one theoretical corrective measure explaining how they would try to rectify the cause of each weakness identified earlier.

There was evidence reported by moderators that some students had illustrated a "scattergun approach", which set out a range of causes and corrective measures for each aspect of performance/officiating considered in section B, rather than focusing on one for each.

In relation to causes (C1), the best examples of student work linked relevant theory back to section B1 and their own identified weaknesses. For C2, the best work gave relevant and

detailed information, which clearly illustrated that students understood how to apply relevant theoretical aspects from the specification when giving corrective measures for the main weaknesses identified earlier in their work.

There is no requirement to cover all aspects of the specification in Section C as some may be irrelevant to individual students and difficult to apply. However, students must cover at least one aspect of AS theory and at least one aspect of A2 theory, along with four others from either AS or A2 as appropriate. More than one element of fitness and training, and/or sport psychology etc, can be used when applying this principle, as per the exemplar work produced to illustrate the revised demands of B and C coursework. But once a specific aspect of theory has been used, it cannot be repeated in student work again as it would not gain any credit.

Further clarification and exemplar material will be produced for schools and colleges to assist them in their delivery of sections B and C in future years.

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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