



**General Certificate of Education (A-level)
June 2012**

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

As a continuation from last year, the vast majority of schools and colleges are well organised and allow their students to access marks at the appropriate level and in the appropriate role/s. Those which experienced problems in marking to the correct level tended to be those whereby a member of their staff had not attended an AQA standardisation course for some time or a new member of staff had taken over the running of A-level without training or support.

Administration procedures from most schools and colleges were punctual and received in accordance with AQA guidelines.

There was a further swing towards preference for the performance role with a significant decline in students being assessed in the coaching role. Many students are now assessed twice in the role of performer for PHED2.

Performing

Performing continues to be the most popular role and is carried out well in most schools and colleges. In most cases, there is now an appreciation that drills to demonstrate marks can start in a simple format but **must** increase in complexity and difficulty if higher marks are to be gained. There is now a very strong appreciation that candidates should not be put into fully competitive versions of their sport for PHED 2. Many schools and colleges used an appreciation of 'technique, consistency, result and accuracy' as guidelines from where to start to work marks out. Practices were in general better suited to showing the students off to the best of their ability and it appeared that they were familiar with the tasks. Schools and colleges are using the criteria to plan the moderation but sometimes neglect the second 25 marks in terms of preparing suitable drills to demonstrate accurate evidence of their students. Schools and colleges that experienced problems within this role tended to be those that had not sent a member of staff to a standardisation course for some time or where a new member of staff had been put in charge without any training or advice.

Schools and colleges that carry out activities where specialist advice is needed must, as a matter of course, seek advice and help from their coursework adviser, moderator or, where available, a specialist moderator. This is particularly the case with Horse Riding and various Outdoor and Adventurous Activities. It was evident that some simply took a best guess in such activities and, as a result, often had inconsistent marking.

In the main, schools and colleges should be congratulated for the consistency of marking that was apparent in the vast majority of cases within this role.

Officiating

Officiating continues to be the second most popular role. There has been some improvement in the understanding of how to fulfil this role at PHED2, however inconsistencies remain. Unfortunately, some schools and colleges continue to show fully competitive situations and show a lack of understanding that the underlying skills needed for officiating at AS can be applied to lots of different drills, scenarios and competitive practices. Some were unable to devise activities, drills or scenarios that fully allowed students to show their ability to apply the rules. This tended to be the area whereby moderators often needed further justification of marks awarded. Badminton officiating continues to be popular but it was good to see that many schools and colleges also appreciate how the criteria can suit various other activities just as successfully. There were more examples of good practice witnessed this year within this role than in previous years.

Schools and colleges should be encouraged to prevent mere regurgitation of rules when they are being explained. They should ensure that the verbal explanation should not be in conjunction with prompting notes, but should follow a prescribed pathway **of applying these rules to the core skills**. Equally, safety checks should allow students to check equipment, players and the environment, as well as explaining, in detail, **why** these variable parts are being checked.

It was also evident that in relation to explaining the scoring systems, judging and recording, many often overlooked this and accepted a brief overview to gain a high mark. For future reference, scoring systems and the ways to record them must be demonstrated and explained fully before explaining the roles of the various judges if high marks are to be awarded.

To gain credit for rapport, schools and colleges must accurately follow the criteria and ensure that opportunities for rapport do actually exist. This will require situations, drills and scenarios to be manipulated **covertly** by the teacher to ensure conversations occur between the official being assessed and the performers they are officiating.

Coaching

The number of students offering coaching has declined. However, there is a better understanding of how this role is to be demonstrated, albeit that there are still a number of inconsistencies. The general emphasis on analysis of strengths and weaknesses, followed by suitable modification of the weaknesses to allow refinement to occur is now largely understood. Schools and colleges that have now realized the fact that only one performer needs to be coached also tended to have coaches of a higher calibre. In some cases, students often completely neglected the requirement to look at **technique** and solely focused on coaching tactics. It should be reiterated that the vast majority of the emphasis at AS is on technical coaching, although tactics and strategies can be included within this.

Although still time consuming to moderate, schools and colleges have welcomed the change that where a core skill has variations in brackets, only two of these variations now need to be coached. In many cases, the additional change to moderation procedures for coaching has worked well and freed up time to allow the moderation day to be less of a rush. This year, moderators have viewed two core skills and, if they are out of tolerance, they have viewed the remaining three. Students tended to be better at coaching core skills than in conditioned practices. On occasions, coaching of conditioned practices lost an emphasis on the technique being demonstrated by the individual performer and incorrectly focused on several performers' tactics and strategies.

Area of Concern for All Roles

Many schools and colleges continue to approach the second 25 marks as being four sets of 5 marks for conditioned practices, whilst failing to fully prepare students for the final 5 marks available for analysis of personal performance. This area has regularly been over marked and often requires significant input from the moderator. Many students have been unable to identify, in detail, their strengths, weaknesses and a thorough programme for improvement, which outlines **how** they are going to improve upon their weaknesses. Students also appeared to be unaware that the programme for improvement could include skill practices, theory, or both.

Moderation Procedure

The vast majority of schools and colleges should be congratulated for returning their paperwork on time. Most now fully understand the requirements of moderation and many accepted adjustments as a result of moderator feedback. Whilst schools and colleges are under no obligation to keep DVD evidence of all students, they can do so if it suits their circumstances, staff expertise and technological capabilities. Some schools and colleges are not fully aware that all roles that they offer must be moderated and further evidence may be required to justify marks awarded if live evidence is insufficient.

In conclusion, although inconsistencies remain, the general understanding of how to assess roles and allocate marks has improved, and is now more consistent than in previous 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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