



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

Physical Education

PHED4

(Specification 2580)

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

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

PHED4

Optimising practical performance in a competitive situation

General

The revised moderation procedures introduced and disseminated out to schools and colleges have become increasingly well understood and applied. However, there are still instances when final centre marks for PHED4 Section A are submitted relatively close to the moderation day. Although it is not compulsory, schools and colleges are encouraged to submit their final PHED4 Section A marks for all students in all roles as soon as possible **after the January 1st** date now set allowing such submission. This new procedure was put in place last year to enable schools and colleges to prepare more effectively for the requirements of the moderation process. Early submission enables an informed choice of how best to present evidence to reflect marks awarded, either live on the day of moderation or via DVD evidence as appropriate.

Section A

With the PHED4 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 still some issues raised prior to or at moderation, including the numbers required for large sided invasion games and the level of ability to fully illustrate student capabilities; 5-a-side football, indoor cricket, indoor hockey, 7-a-side rugby, etc, are not the full sided, fully competitive versions of activities required for PHED4.

The gathering of footage to reflect the marks awarded may still pose a challenge for 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 footage 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 student capabilities as opposed to the provision of live evidence which has sometimes not reflected marks awarded, particularly at the high/very high achievement levels resulting in mark adjustments being made.

A number of activities were slightly adapted from the previous academic year to reflect numerous 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, particularly when presented in live performance situations. 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. As always, students being assessed in summer activities, such as cricket and athletics, are strongly advised to gather evidence to reflect marks awarded during their main season, whilst they are at their peak and involved in competitive performance.

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 high demands for coaching in fully competitive contexts put many schools and colleges off pursuing this role. Clarification of how to structure and assess the role of a coach was provided at the start of the last academic year and it is important that schools and colleges undertaking coaching follow such procedures to fully evidence student capabilities in analysing, modifying and refining performance linked to fully competitive/performance contexts.

It is important that students practice their observation skills so they are able to identify strengths and weaknesses in the fully competitive/performance context they are analysing. The ability to identify and prioritise a weakness linked to a technical aspect of performance relevant to an Area of Assessment, for example attacking for Area of Assessment 1, and set up practices to modify and refine it are then important for the role of a coach, prior to taking this modification back into the fully competitive/performance context observed at the start of the process. Students often give very general advice to a large number of performers rather than clearly focusing on relevant aspects with a single performer, which clearly illustrates their capability to analyse, modify and refine.

The role of a coach requires a lot of effort over an extended period of time and those undertaking this role are strongly advised to keep an on-going video diary evidencing student capabilities in analysing, modifying and refining performance linked to “fully competitive/performance contexts.

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, using the achievement descriptors in the specification.

Sections B and C

As a result of further information disseminated from AQA, marking of Sections B and C this year has been more in line with the AQA standard. However, there has still been some evidence of leniency in the marking of Sections B and C, particularly with those students falling in the high and very high achievement bands. In addition, there are still instances of schools and colleges awarding half marks for work. A 1 to 5 mark scale exists to award each aspect of student work as it is completed. Any half marks, which result as mathematical calculations are applied, are rounded up twice; once at the end of Section B and once at the end of Section C, as appropriate.

Section B links to skill/technique in Areas of Assessment 1 and 2, and strategies/tactics/health and safety/communication in Areas of Assessment 3, depending on the role being followed. On a few 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 still giving some 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 applying to fully competitive contexts which are clearly referenced to both themselves (B1) and a named elite performer (B2). It is strongly advised that B1 relates purely to relative weaknesses in themselves as a performer or official, or a named performer as a coach. This section of work should remain separate from B2, which links to the elite perfect model. Such a clear division of work enables students to set their work out clearly and permit 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 requests for clarification on this aspect of PHED4, schools and colleges were sent detailed information stating 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. However, there was still evidence reported by some moderators that students had illustrated a scattergun approach, where they set out a range of causes and corrective measures for each aspect of performance or officiating considered in section B, rather than focusing on one.

In relation to causes (C1), the best examples of student work linked relevant theory back to section B1 and their own identified weaknesses. For corrective measures (C2), the best work gave relevant and detailed information, which clearly illustrated that students understood how to apply relevant theoretical aspects from the specification for the main weaknesses identified earlier in their work. If using skill based training as a corrective measure in C2, it must be applied to a theoretical aspect of the syllabus in order to gain credit, for example linking it to a type of practice.

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, for example fitness and training, sport psychology, etc, can be used when applying this principle, as per the exemplar work produced to illustrate the revised demands of Sections B and C coursework. However, once a specific aspect of theory has been used, it cannot be repeated in student work again as it would not be creditworthy.

Mark Ranges and Award of Grades

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

UMS conversion calculator www.aqa.org.uk/umsconversion