

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCE
in Physical Education (6PE04)
Papers 1B/E/V The Developing Sports
Performer

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Publications Code US042363

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This report will review the moderation of coursework tasks for Unit 4 Tasks 4.1, 4.2, 4.3 and 4.4 for the examination series 2015. This will be for centres that either submitted coursework for the purposes of moderation for component 1A - through cluster moderations or 1E E-portfolios' and for all centres submitting component 6PE04 1B - external moderation.

General Comments

Centres are thanked for the completion of all administrations requirements and punctilious administration in meeting deadlines. There were few exceptions to this but issues still remain in particular with the depth and quality of evidence required for Task 4.3 in meeting the requirements of 3 formal performances and 8 weeks participation with verified supportive documentation.

It is pleasing to report that for this examination series the vast majority of centres completed all the specification requirements in terms of administration successfully. Issues still exist though on an individual basis concerning the completion of specific CRAF examination forms and the adhering to established word counts. In most cases the exam board deadlines were met.

The quality of the E-portfolio evidence is improving with a few centres repeating the errors of previous series, such as the depth and quality of the evidence being provided, but this is diminishing. The best quality submissions came from centres where staff have been on training courses, had a working knowledge of the IAG and ICE documents and the rubric requirements therefore, understanding in detail what was required of their students. Advice and guidance from last year's E9 reports and web site support materials has helped with this issue.

Centres are also reminded that it is an Examination Board requirement to ensure all students have a detailed and validated portfolio for tasks 4.1 and 4.3 irrespective of the moderation route undertaken. For some students involved in live cluster moderations their Portfolios lacked the depth and detail often associated with the best E-portfolio submissions.

Task 4.1 Development Plan

This series has once again proved to be a challenging one for the moderation team. Task 4.1 The Development Plan has seen a continued growth in the depth of these tasks where 20,000-30,000 words are now common place and one task exceeded 52,000 words. While centres must be congratulated in guiding their students to produce such worthy tasks they are similarly reminded that this excessive word count is not necessary in order to access the full mark range or more specifically gain full marks for this task. The use of the now established checklists for all types of Development Plans has been effective but centres are reminded not to rely on these as a simply 'tick box process' that justifies a high band or full mark. The quality, relevance, integrity and validity of a successful Plan are crucial to the final mark awarded.

Planning and Research

On the whole, this section was slightly better than seen in previous years. The best pieces of work were often exceptional and were rewarded with very high, if not full marks but some of the material researched was not applied to the Plan, just included as part of this section. Centres are advised to guide students to only include what is essential and directly relating to their plan rather than including anything and everything learned and researched from this and other units in their GCE course. Where the Plans were over marked it was inevitably where centre assessors award marks for the mere inclusion of sections rather than the quality of what is produced. Some centres still encourage students to include all the information regarding energy systems, methods of training, all the fitness testing protocols etc. when it has nothing to do with their Development Plan, for example one Development Plan design to develop strength had 14 pages of information on all the other components of fitness and all fitness testing which had no relevance to their particular Plan.

Some Plans were not specific to the student or sport thus they lacked specific and thorough knowledge. There should be a clear link with Task 2.4 - looking at areas for development as a performer, leader or official. One of the areas where students are not linking research to the student themselves is in the application energy systems for instance, the reasons why a particular energy system is being used and the implications for recovery - how they are used by the student. Another underdeveloped topic is the application of dietary modifications - food types, and then linking this to the demands/requirements of their programme. Eg if doing weight training, ensuring that in stating the increase in protein then what would be the implication, how much per KG of body weight would be suitable per day. Another example being that much work was done on diet and calorie expenditure with information when looking at own diet but then failing to undertake any dietary modification and carry this through for the duration of the plan with suitable records and validation. One area of strength was some centres had really explored the use of new technology and sport science equipment. However there are still students failing to investigate cutting edge technology and how it can be used to measure sports performance in their activities.

One of the main weaknesses seen has been students still not making the aims clear and failing to actually apply their research to the development plan. SMARTER targets were also well covered but were not made specific to plan in relation to the students DPs. Another issue seen was the evidence provided was often extremely similar between students in the same centre. There is still an over reliance on the Borg rating at the expense of exploring other more reliable technologies. In all, the Plans are extensive and detailed for those achieving the top mark band. They are comprehensive and clearly demonstrated an applied knowledge and understanding to the areas that build to a successful outcome. The major consideration for centres is that all the referenced research supports the actual training to be undertaken. It is vital that is correct. If students are marked in the top band they must make sure they include the relevant intensities in their training, maybe include lift speeds, recovery times and clearly includes reference to increased intensities that are then recorded and validated throughout the Plan.

Generally Technical / Leader Plans were less successful with many lacking the level of research and information needed to carry out and produce successful outcomes. Where the Development Plans undertaken by Leaders, and rarely Officials, the use of the published checklists helped guide students with clear evidence of how their coaching was to be improved and details of how this was to be measured other than simply anecdotal comment. The use of the exemplar material also contributed to the Plans but should not be seen as they only way to complete an aim.

Performing and Recording

Details of the sessions logged were better in some cases but should include more factual data on the intensities and adaptations in the programme. More centres are using whole group templates facilitating this logging which is acceptable to a point. Evidence of overload was applied in most cases but less obvious in the weaker students' work. A major issue is some students tend to include all of their training sessions undertaken in the week eg team football training, swimming club sessions etc. They therefore may only be undertaking one session per week for their Development Plan. It must be emphasised that 'Club' sessions do not form part of the Plan as they are out of the control of the student even though they may 'aid' general development. Validation of attendance and testing should be seen as an integral part of this section but is still missed out by many. There is also an issue of Leaders using same logs for both sessions (4.1/4.3) which is generally not acceptable.

Statements that the students had completed the programmes were also weak but a 'witness' statement would be a simply methodology to rectify this.

Review and Evaluation

Most students claim Plan was successful because of improvement in Fitness test scores but fail to then make a link to their actual performance. Higher marked students gave an evaluation on all sections of the Plan eg tests used, methods of training chosen and this was a useful addition. A further analysis of possible physiological adaptations indicated a greater level of knowledge and understanding.

This section was though often over marked with marks awarded for simply presenting results. In general the higher quality Review and Evaluation section of the task included objective and quantitative information to justify conclusions. Graph and tables were used to illustrate progress and analysis of data was evident. However, some evaluations are still too subjective. The best evaluations used a notational analysis of their performance to help conclude whether the Development Plan improve their performance and thereby offering objective support for the outcomes.

Thus another weakness of this section was a failing to acknowledge how performance improvements have been improved, for most students this is a simply brief statement indicating they had some performance improvement. A witness statement signed by an appropriate adult (coach/PE staff) indicating they

have improved and specifically making a connection to the training carried out is a useful strategy for centres to use.

Summary:

- The best and high marked Development Plans contained clear aims, detailed training loads, correct testing and applied scientific knowledge. Some students are not working at the appropriate intensities to meet their aims
- The recording sections should have detailed factual information as opposed to simple diaries
- The Review and Evaluations when well written have validation, objective data and evidence of how their performance had improved

Task 4.2 International Study

This task continues to be a challenge to even the most able students. This is not due to the demands of the task in terms of intention but due to the word count limit of 1000 words. The best tasks, and more have been seen this year, contain detailed factual data that supports the points being made. Coverage of the three main areas of community sport, school sport and finally elite provisions and pathways should be supported by case studies of a typical school, local club and then an elite club and a sensible use of footnotes. Guidance to both of these is available on the Edexcel web site.

The higher marked tasks included those relevant factual details relating to participation numbers and club numbers while not dismissing gender differences, routes to regional and national representation and finally funding. One area that seems to be consistently missed is accurate funding information both at grass roots level and at national levels from full international teams to development squads. The role of the respective governments national strategic elite planning is often overlooked yet central to successful national programmes.

Where tasks only assessed the mid-mark range they inevitably lacked the factual detail mentioned above, were too generic or in some cases relying on out of date information. The over use of misconceptions still exists particularly when looking at the countries of USA and Australia. The nature of this task requires applied research hence some students refer to and rely on an appendix too much by simply copying and pasting masses of information into this section hoping this will gain extra marks but the appendices is excluded from the moderation process.

Validation of the comments made in the text by referencing the relevant information gains valuable marks. Too much emphasis at times is placed on the geography and topography details of the country. Centres need to offer clearer guidance to students on creating a balance between the content areas and the words allocated to each. The biggest criticism for the International studies has been a lack of detailed coverage of all the areas that make up the local and national setting even though as mentioned this is a tough ask in 1000 words.

Many students selected Australia or New Zealand but included virtually nothing on the schools provisions – so crucially to the countries sports profile. By the same token, students covering the USA were limited in providing information on

professional competition formats or the role of the NCAA or addressing labour migration issues, such as scholarships to Universities in the USA.

Many students were able to provide detailed information on the ethos of a country and included critical comments but one of the weaker areas was where little detail on national team preparation and pathways and competition formats. The over-riding observation was the lack of specific factual detail to support some very generic comment. Some, but increasingly fewer, students are still selecting inappropriate nations or activities. Many students exceeded the word count limit for this task and were liberal with the truth on the CRAF even this would have been authenticated by the centre assessor.

The international studies submitted from centres were completed on the whole to a good to very good standard. The majority of tasks were marked in line with the appropriate marking band. The students covered most of the required topics and sited good research, with extensive bibliography. However my team did make these observations: -

Summary:

- The best tasks cover all the content areas supported by factual referenced data
- Tasks that use appropriate case studies enrich and contextualise the tasks appropriately
- Word counts should be strictly adhered to

Task 4.3 Personal Performance

Centres have responded with some success to the reinforcement of the compulsory evidence ruling of 3 formal performances and 8 weeks participation. There are many ways to evidence this and centres are reminded that failure to satisfy this stipulation will result in a zero mark. Once again where debate exists beyond this ruling it inevitably centred on the quality of a performance relative to the assessment criteria. In some cases satisfying the 3 and 8 ruling has been interpreted as a full mark award where as other evidence is required to justify this such as video, relative standards of a team/league and the use of the 'witness statement'.

E-portfolio submissions are still experiencing some issues where centres fail to supply the depth of evidence to judge the quality of a student's performance. It is relatively easy to compile the rubric of the course but more difficult to present evidence that will enable the moderation team to make judgements on the quality of the performer. The resulting difficulty is that where no video evidence was on offer it was extremely difficult to differentiate at times between the mark ranges of students. Practical marks tended to be lower than live moderation because of the lack of evidence to support marks. Compulsory evidence again was well documented not so other forms such as video. Some centres offering E-portfolio evidence still did not follow the guidelines on submissions and as result requests for more evidence were issued eg for dance. Identifying students on DVD/video was still a concern with some centres.

Overall, performances ranged from above average to excellent in the mainstream sports such as football, rugby, cricket, hockey and netball as well as in those less mainstream sports. In some cases it was possible to raise marks in sports such as rugby and football. A2 students specialising in a single performance role have produced outstanding performances this year and the moderation team have seen many international standard performances while not losing sight of the weaker students who have still accessed the mid-range mark band. Few, if any, students scored under half marks for this task.

On the whole, students were highly motivated at cluster moderation days and it was obvious they were eager to achieve the best possible marks. Feedback from moderators has indicated that well planned and differentiated sessions also enhanced the student's performance. There was a correlation between the well organised and well differentiated sessions and a student's performance and the least well organised sessions where lower marks were awarded to students. This could also be a reflection of the expertise of individual staff in centres and point for improvement for centres.

It has been pleasing to also see the wider range of sports/activities being presented by students such as dance. The range of dance was extensive, ranging from hip hop, street, ballroom, Latin to ethnic Indian and it is pleasing to see sports/activities ranging from Skiing to Horse Riding. Video evidence is still the most complete way to present a student's performance abilities - if unable or not required to perform at a live cluster moderation, and while not compulsory requirement for on-site activities for off-site sports/activities it should be used where it is impractical to see a live performance. Individual activities, while assessed with some accuracy, were littered with centres which failed to ensure that the student had completed 3 competitive performances within that year. Gymnastics, Dance, Swimming and Athletics were all activities where some students failed to have competitive (and in some cases a complete participation log) evidence for the appropriate period.

Many students are compiling DVDs for their performance roles. Some of these resemble 'a trailer for a movie' in that they flash from one image to another at a remarkable rate. While it is encouraging to see students embracing modern technology they should remember they are producing a DVD to assess Sports performance. Student should also be careful to ensure their choice of music does not use bad language – this is unacceptable. It is suggested that Leaders do not have music as often this made it difficult to decipher their coaching points they were delivering.

A recurring issue for all performance roles using video is the identification of students, camera angles and focus on the particular student under assessment. At times the camera is too far from the action, no identification takes place or the structured practices are too simplistic. A reliance and acceptance of a mark awarded by outside coach/instructor has not always accurate to the application of the assessment criteria. The lead centre assessor must ensure standards have been applied accurately through a process of internal standardisation.

Leader / Officiating

The vast majority of performers submitting roles as either leader or official were accurately marked and gained top band marks. Leaders and officials were generally well prepared with accurate logs available, although these were of varying standards. Students continue to perform better as participants than as officials or leaders. Centre staff are reminded that if guiding students through the leadership and officiating roles then documentary evidence of the training they have undergone is a compulsory requirement as well as the minimum of 3 formal opportunities to display their abilities in these roles.

The better leadership and official students had practical activities well planned, but only those with wider experience were able to adjust their sessions when required. Students dressed appropriately and acting assertively justifying good marks. Although some centres did not always provide supporting information for their marks. Students did tend to have participation logs and session plans, and included their own evaluations of their progress, however very few had peer/teacher/coach evaluations related to the specification which would have provided stronger support for the marks given.

Moderating leadership created the most discussion and request for support/advice. The interpretation of 'three formal competitive or applied performance opportunities' was still not clear enough for all centres and attention was drawn to exemplars on the Edexcel web site.

The best centres include a qualitative assessment which included statements on: organisation, motivation, communication, knowledge of the sport and appropriate development of the session to the strengths and weaknesses of the group in the environment of that moment. Although welfare and safety were referred to centres need to ensure their students develop these areas giving examples from their experience during the 8 weeks of Leadership – eg there should be evidence that consideration has been given to the difference between a 17 year old playing rugby and introducing tag rugby to a mixed gender group of 11 year old pupils – this would also demonstrate an understanding of safety and child protection and welfare issues which is not only paramount but also compulsory.

There is some feedback to suggest that a greater inconsistency in leadership which tends to be marked generously by a higher margin. Inconsistency comes from schools using a variety of either sports specific leadership or general leader training. A number use NGB or CSLA awards as entry to higher mark bands but fail to fully support this with a range of evaluative means. Sessions led tend to be written up and have the leader's evaluation but rarely the essential staff member/coach's validation.

Summary

- Centres are reminded of the need to keep a Performance Log for each student at A2. Students are required, as with the E-portfolio, to keep a log of the rubric requirements of 3 formal performances and a minimum of 8 weeks participation.
- Centres must ensure there is sufficient detailed evidence to satisfy the quality of the performance
- E-portfolios should make use of the witness statement
- Video evidence needs to be of a higher quality with student identification, a closer focus and higher quality and more demanding practices

Task 4.4 The Life Plan:

The overall standard of the Life Plans ranged from excellent too simplistic but in general centres and therefore their students seem to have embraced this task when applying a sociological perspective to a sporting time line. The task is best presented by breaking the Life Plan down into 5 clear sections. Typically this should be 16-18, 18-21, 22-35, 35-50 and then 50+.

For this section 16– 18, most students included their present state aspirations and commitment, the majority of moderators agreed this was well covered, however, links to inhibiting factors were generally not explored at this stage. A number of students made use of NHS guidelines to discuss appropriate exercise for the youth.

Timeline band 18 – 22 saw students including immediate options, such as their chosen university, but some failed to identify specifically which University and what particular provisions were available to them. Higher marked tasks researched alternative provisions outside university. Most students researched sports and physical activities on offer, but failed to discuss with any purpose, what is the perceived level of commitment, training, travel requirements etc. A number of students discussed the inhibiting factors, academic studies and financial constraints. Some students explored the option of a gap year on the completion of their studies and briefly mentioned how that will affect their participation in their sport. This was a welcomed inclusion.

Timeline band 22-35 should highlight inhibiting factors such as career, family, finance etc and include strategies to overcome them. Top band students were able to use societal statistics to qualify their decisions, however in general students threw in charts statistics on marriage, family, children, finance, work, house purchase etc, but did not engage in analytical discussion on how this will have an effect on their performance / commitment in their chosen activity. Participation rates, alternative sports and leisure pursuits and the impact of injuries must be included.

Timeline band 35 – 45 is perhaps where the biggest changes in sporting participation changes occur. Alternative options with moves into coaching, refereeing administration, possible alternative non-competitive sport options in general were covered and many highlighting inhibiting factors such as injury. However in many cases this era lacked specificity to the student and in many

cases became very generic. Students did mention changes in attitude and physiological changes. Top band students did back up their statements with national and sport specific statistics to qualify the students' decisions, but unfortunately there are still a number of students who simply describe where they see themselves in the future and they had no research to qualify statements. Their discussion and analysis was fairly weak. Career, family life and health issues should all be explored in detail.

Timeline 50+ should also include physiological changes and strategies to cope with the ageing process. It should also include realistic later life activity/sports options and support this with referenced factual details related to general health trends, CHD, osteoarthritis etc.

At every stage students should support their work with research and statistics. The majority of life plans had charts and statistics, but again in many cases was very generic and tended to lose the personalised plan. The need for students to research national societal, health, participation, drop off and injury rates in more detail and use them to qualify decision making throughout the life plan is crucial to access the top mark band.

A minority of centres still seem unaware that there is no word count for the Life Plan some centres encouraged students to produce very extensive appendix. This would also help the flow of the plan for the reader. A small minority of centres failed to follow and identify timeline phases and as a result the work produced was very poor in standard

Summary:

- Ensure a time line is established
- Support each section of the time line with factual data on provisions, participation rates, health and career implications along with injury probabilities
- Balance each section with alternative sport options and personal preferences
- Use references to add objectivity to the task

ADMINISTRATION

Summary Section

- It is pleasing to report that for this examination series the majority of centres completed all the specification requirements in terms of administration successfully. Issues still exist on an individual basis concerning the completion of specific examination forms and the adhering to established word counts. In virtually every case the exam board deadlines were met.
- Ensure all centre assessors have read the appropriate ICE document, The IAG and Edexcel guidelines
- For each student completing 4.3 it is a requirement that all Performance Logs are compiled fully documenting 8 weeks training /preparation and at minimum 3 formal performances.
- When submitting E-portfolio evidence include sources that support the quality of a student's performances for 4.3. Moderators have spent time chasing missing coursework evidence.
- Ensure all appropriate 'Optems' forms, CRAF forms and a covering letter are included with submissions
- Ensure video has student identification and contextualisation
- For all Tasks centres are required to carry out their own internal standardisation and rank order their students as appropriate. The transfer of clerical data to recording forms should be checked for accuracy.
- For live cluster moderations ensure those staff delivering each practical session engage students in practices, drills and opened ended tasks that allow for differentiation and extended the performances of those students aiming to achieve recognition in the higher mark bands

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