

Moderators' Report/ Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE
in Physical Education (5PE02-5PE04)

Paper 01 Performance in Physical
Education

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**Specifications: GCSE Physical Education – 5PE02 and 5PE04
Practical Examination**

**The performance of students in this part of the examination and
difficulties relating to assessment.**

Moderator reports and my own experience are on the whole very similar to 2013 but with some very important points that must be highlighted and an effort made to further improve the moderation process. Once again many Moderators report on the attitude and effort of the students as being outstanding with a high level of commitment shown by both staff and students on the Controlled Assessment/Moderation Day and in most cases the students rose to the challenge and many gave their best performances exceeding their estimated marks. However the students can only do this if the organisation of the Moderation day, allow this to happen and much of this takes place prior to the day.

Contact between the Moderator and the centres on the whole was reported as being good and the accurate use of the forms is very important, e.g. the Initial Contact Questionnaire helps to put the day into context for the Moderator and the PE2MS, PE2AS and the PE2AP forms need to be with the Moderator at least a week before the Moderation Day. This is very important for the Moderator so that they can plan and prepare their day and also, perhaps even more important, inform the centre if they think there may be some problems. Many centres prepare a pack for the students with for example a timetable, activity groups and venues for each activity, bib colours & numbers, partners, teams and practices for each activity with a pack for the Moderator as well some also included a copy of the criteria for each activity for the Moderator. Conversely, there was some criticism of centres where teachers never had, or looked at a copy of the activity criteria throughout the whole Moderation Day! This is bad practice.

Many centres had good practices for all their activities but it was a major point made by Moderators that there are still some centres that use practices that are not suitable for the students and did not test them at the correct level for the mark they were awarded. Practices should be aimed at testing the students at the grade they are expected to attain and for the more able this is normally in "game type" practice situations not static drills like pass and follow. So with a big group they may not all do the same practices. Most centres seem to have had the recommended moderation situation with one teacher running the session and another teacher marking the students and of course they are allowed to confer on the marks but not, again as some Moderators found, allowed to teach/coach during the session, it is a moderation day not a lesson.

Once again Moderators reported that some centres had no wet weather alternative programme and suggest that this may have impacted on some students marks.

The Instructions for the Conduct of the Controlled Assessment (ICCA) Document was mentioned as being both very helpful and more importantly not used by many centres and this document is designed to help the smooth running of the Moderation process. Some reports also mentioned that centres which had made mistakes could have avoided them if they had read the document beforehand and followed the instructions others said that some centres were contacting them with questions when the answers were in the ICCA document.

Specific comments for certain activities for example:

Some Moderator comments suggest that visit centres tend to have more traditional games activities but DVD centres less so.

Team games are still popular choices especially football which is normally reported in a good light, with very good game type practices and usually at a very good standard.

Rounders is still an activity reported by many Moderators as being very popular with girls and boys and the boys may hit the ball hard and field well with little or no adherence to the rules or evidence of tactical play and they were over marked and scores are often brought down

Some Moderators reported that they also observed more boys showing Netball this year which produced the same issues as rounders. Skills were good but game knowledge poor. Boys and Girls were often assessed together and the boys' skills and knowledge were not at the same level as the girls. The girls were therefore disadvantaged in the game. One might consider if a boy is an 8 for football and an 8 for netball and an 8 for rounders, are they really as good at netball and rounders as they are at football?

Off-site activities such as boxing, fencing, horse-riding and martial arts are being shown by students and are almost always of a very high standard. Meeting Local Needs (MLN) activities are also being shown such as climbing, handball and dodgeball.

Personal Survival is much better regarding students using the correct clothing but still some centres are not getting students in the correct clothing and this has resulted in mark adjustment for these centres. In Athletics moderators have again found some centres are not using the correct weight for the throwing events, shot, discus and javelin and again this would be a good reason for adjusting the candidate's marks.

Leadership and Officiating

Some Moderators reported that centres must be aware that entering for leadership is not a way to obtain higher grades for candidates of low practical ability but requires a high range of specific leadership qualities as well as excellent sport specific knowledge and experience.

There is a wide range in the standard of Log Books but most had completed the set number of hours. There was quite a varied approach with regard to logging leadership and officials hours and how best to go about it and more evidence is required for students to document their training and progression to justify their marks.

Though some log books are good others are often poor, contain very little information, lack session plans and are not signed by the Teacher Assessor. Key information is often missing e.g. age group they are coaching, so the suitability of teaching session plans is questionable.

Moderator comments suggest that many students do not have the personality to deliver sessions and motivate groups or have real authority as an official. However some good leaders and officials were seen with excellent documentation to support their efforts.

Fitness Training:

The performances in fitness were excellent with students meeting or even improving on their estimated mark in many centres. Please remember that on the day the students show their **BEST** method of training and this is the method that they will be marked on, not a balance of their two methods of training they showed in their PEP.

Continuous Training and Circuit Training are still the most popular training methods used by the students and shown on the day though interval training for the athletes and swimmers (in the pool) was also shown and weight training in some centres.

Most centres that use continuous training now use the Brian Mac Cooper's run tables <http://www.brianmac.co.uk/gentest.htm> and this works well for the fitness/technique element but as some Moderators pointed out they must still take into account the student's Personal Exercise Programme (PEP) as the criteria requires. The criteria balances out the practical element and the PEP 50/50 in each method of training so an outstanding performance may only be marked as e.g. 6/10 if the student has a poor PEP, but it is still important to follow the criteria in each training method and the Moderator may speak to the student regarding their PEP which is why it is important that each student has their PEP with them when they do their method of training.

On the downside of the centres that used circuit training some were criticised and rightfully so for using an identical circuit for all the students with the same warm-up the same exercises and for the same length of time. Each student is expected to perform their own circuit that they have planned and used in their PEP and may perform their own warm up. The alternative to their own warm up is when one of the student group, may lead a warm up to show their ability to do so.

The other criticism in fitness training is the intensity that the students work at, this is a basic way to differentiate the students performance in circuit training and indeed the other methods of training as well, though in for

example continuous training those showing the highest intensity are sure to be at the front. So in circuit training the student with high marks would be expected to be working at a high intensity on a challenging circuit, throughout all three circuits and with good form on each exercise in all three circuits. This is also helped when centres use heart rate monitors or at least take and record their resting, working and recovery heart rates on the fitness training assessment sheet and include the student's plan of their circuit. This is why the sheet is provided. In some centres, moderators reported that the students were not challenged by the circuit and they lacked intensity in their performance often as they had skill stations when it is really a fitness circuit.

This was not so in all centres and from Moderator reports and certainly from my own experience there were some outstanding Fitness Training sessions, often student lead in the warm up setting out and cool down and these students know how to plan and organise their fitness training for the rest of their lives. A typical Moderator comment: "The performances in Fitness Training were excellent with students over performing on their estimated mark in most centres."

Personal Exercise Programmes (PEPs):

There is such a wide variety from poor PEPs mostly completed on a very prescriptive template that prevents the students showing any individuality and as some Moderators stated prevents students from getting better marks. At the other end there were some excellent PEPs which showed a clear introduction, plan and the use and application of the theory side of the course for example using appropriate testing, applying the principles of training, applicable training methods, health related exercise etc and then monitoring and recording their programme in a clear format, not simply copy and pasted from the first week. At the end re-testing and evaluating their results, and asking the big question - "did it work?" and "how do you know?" and then suggesting ways that they would improve if they did it again.

The students who offer Fitness Training tend to have better PEPs with more depth and understanding. If the students offer Fitness Training they use the same PEP for the Analysis of Performance section on the PEP. The criteria for each method of training, see pages 80-103 of the Controlled Assessment guide, (CAG), gives an indication of what is required in the PEP for the methods of training and as the students have to include at least two methods of training they should refer to both methods in their planning and how they will use and monitor them. The basic template is then: Introduction (some details about themselves) Plan, Perform, Record/Monitor and Evaluate and suggest ways that the PEP could/would be improved if the students were to continue with their training programme.

In large centres the PEPs should be standardised across teaching groups as some Moderators reported discrepancies between the teachers marking within centres.

Analysis of Performance:

Comments from Moderators suggest that in some centres where all the candidates do e.g. the written or presentation format, this may not be the best format for ALL the students and these two formats are on the whole the least well done.

The Question and Answer (Q & A) format almost always has a performance for the students (and the Moderator) to observe and analyse and this should be the same for the other two formats and the performance, normally a video, for these formats should be available for the Moderator to see otherwise they cannot see what the student is actually analysing. This is easier in the presentation and many students had videos inserted into their presentations and this worked very well. Some of them adding screen shots to emphasise their analysis and evaluation.

The Q & A format suites many students and many teachers are very good at asking the right sort of differentiated questions, (not closed questions) and giving the students the opportunity to justify the mark awarded, which is what they actually have to do in the AoP on Moderation Day. However the balance is often not right with too many generic questions and questions on the rules, regulations and terminology and not enough on the other sections where they can really show their ability. Also simply reciting the throw in rule in football does not justify a mark of 4/4 for this section. Students need also to be able to recognise the rules as and when they happen and know how to administer them and this comes from the observation as well and could still be shown in a video.

Some written AoPs are very detailed and include a video for the Moderator to see but others are superficial and very basic but are awarded high marks. Moderator comments again suggest that templates are too prescriptive here as well.

Some presentations are very good with the correct number of slides (not more than 15/16) not counting e.g. videos title slides, screen shots. Some made excellent use of video stopping the action to illustrate points and using annotated screen shots to good effect.

Many of the good AoPs now include quantitative analysis.

The evaluation is often the weakest part and students need to be taught how to do this and given practice so that they can apply this in their AoP. As has been stated many times before props are essential especially if the student is doing a presentation and I saw much more use of props this year and it worked very well especially in the evaluation and practices sections. The main criticism with the presentations is that some students just read their presentation and basically this becomes a written AoP and may be judged and marked as such. They should produce slides with bullet points and present from there. They may have some notes but that is all they should be, once again they should not just read from their notes.

DVD Moderations

Centres with less than 20 candidates need to present their moderation in DVD format. DVD evidence is also required for any activity performed off-site and the examples include, amateur boxing, skiing, snowboarding, karate, judo, horse riding, fencing, canoeing/kayaking and many more. On these DVDs it is usually quite easy to identify the candidate and follow the performance which is normally set out in the order of the skills required in the criteria.

Most of the serious problems arise when evidence is required for the whole group over a range of activities, but some of these centres do produce excellent evidence so it can be done.

A few simple points for DVD evidence:

1. Set out a storyboard of how you will produce each sport/activity.
2. Have every candidate clearly numbered in a coloured bib/shirt/top
3. Introduce every student before **every** activity
4. Set out/explain the skills that will be shown in each practice
5. Explain the practice orally and/or attach an explanation/diagram in hard copy and/or electronically
6. Make the practices game type situations
7. Add times/distances for example in athletics/swimming
8. Show and explain the weight of the shot, discus, javelin or hammer in athletics and make sure that it is the correct weight for the age group and gender
9. Add commentary e.g. John Smith made that catch in rounders or Sarah Smith is batting now, or John Smith scored that basket
10. In Fitness Training for continuous training give the name of each student as they appear in shot and the distance run by each one if they are doing the Cooper's 12 minute run or as they do each exercise in circuit training.

Please keep a complete copy of all your footage – just in case!

If a DVD is required for Leadership or Officiating please also send a **COPY** of the candidates log book and any other evidence.

1. For the Analysis of Performance DVDs take care with the timing, (around 10/15 minutes) and the number of slides they use (15-16 as above).
2. Work through the criteria and show the video of what the student is analysing including if it is in written format.
3. Have props available for the Question and Answer and the presentation formats including a tactics board or a white board.
4. Don't ask the same questions for every student
5. Not too many questions on the rules
6. Many questions depend on the answer to the last question

Please make sure to get the evidence to the moderator in good time not on the last possible date as the moderator does not just have one centre to mark.

Talk to/email the moderator.

The evidence should be produced during the moderation window unless special permission has been sort with a good reason e.g. trekking can only take place at a certain time of the year.

Make sure you cover what is required and the rules are not broken, for example:

Personal Survival

1. Introduce the students
2. Use numbered hats for identification
3. Show that the students are wearing the correct clothing – putting on before and taking off when they finish
4. Follow the format as set out in the Controlled Assessment Guide, e.g. starting with the entry, then the 25 metre swim etc. and show and/or state the timing etc.
5. Make sure all the skills required are shown in the full sequence not as individual skills with breaks.
6. Give the names of the students during the test for example when they are doing the HELP and HUDDLE, surface dives, treading water and during the 100 metre swim etc. the moderator may not be able to see their hat at every skill/stage
7. Put a cone at the place where they should perform/start their surface dives and where they should resurface
8. No stopping or touching the side of the pool from the start to climbing out at the end.

Fitness Training

1. Make sure they are only doing their BEST training method
2. They are doing their own circuit in circuit training not a generic circuit that they all do
3. Make sure that not too many students are being shown at the same time
4. Give their name e.g. when they are doing an exercise in circuit training.
5. Give their names when they are running in the Cooper Test
6. Give the distance covered by each student in the Cooper Test
7. Film them taking and recording heart rates and completing their form
8. Send a copy of the completed forms to the Moderator.
9. Include a copy of their PEP with the paperwork.

It is important to produce evidence that shows your students performance is worthy of the mark allocated to them.

Administration:

The Initial Contact Questionnaire (ICQ) form is essential for contact and helpful in setting up the Moderation Day.

It is very important that centres get their pre-moderation paperwork to the Moderator on time as they have more than one centre to prepare for and

may need to get back to the centre to clarify certain points in the paperwork.

It is very important that centres make sure that their forms comply with the rules, e.g. candidates cannot have four activities from the same activity group.

It is very important for centres to follow the Instructions in the Conduct of the Controlled Assessment (ICCA) Document.

It is important for centres to remember that if they are doing Fitness Training each student must complete a Controlled Assessment Record Sheet and a Fitness Training Assessment Sheet.

It is important for centres to note that the marks they award on the Controlled Assessment day are the marks that must be on the PE2MS forms sent to the Moderator **after** the moderation.

The OPTEMS forms must match the final marks awarded on the other forms. It is important that centres use the latest forms which can be obtained from the website or from their Moderator.

The forms **MUST** be signed please.

I hope this report will be helpful to everyone and make the teacher's and Moderator's job easier and the experience better for the students.

Thank you all for all your efforts this year,

Tony Scott

Principal Moderator and Chief Examiner
June 2014

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