

Moderators' Report/  
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE  
in Physical Education  
(5PE02 & 5PE04)  
Paper 01 Performance in Physical  
Education

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

Once again the Moderator's reports and my own experience are very similar with many comments from the excellent Moderation days and student performances. However, there are still some very important points that need to be addressed by some centres which will improve their organisation of their Moderation Day and in many cases the performance and assessment of their students.

The first point noted from Moderator reports and my own experience is the outstanding attitude and efforts of students and the high level of commitment shown by both staff and students. The students treated the day seriously and were highly motivated and rose to the challenge. Many gave their best performances and exceeded their estimated marks. However, the students can only do this if the organisation of the moderation day allows this to happen and much of this takes place prior to the day.

Early and frequent contact between the Moderator and the Centre is very important. The paperwork/documentation sets the standard for the Moderation Day and on the whole this was reported to be good but with exceptions.

With the paperwork, it is important to use the correct up to date forms which Moderators normally forward to the centres to make sure that everyone is working from the same and up to date documentation. The first form, the Initial Contact Questionnaire, (ICQ) informs the Moderator with most of the information they need.

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 they can plan and prepare their day and also, perhaps even more importantly inform the centre if they think there may be some problems. Numbers and activities should be planned in collaboration with the Moderator, for example if the Centre has 25 students for football then the Moderator would expect to see all 25 on the day not 10 of the 25 that the centre has selected. On the moderation day the centre shows all 25, marks all 25 and gives all the marks to the Moderator.

Good practice by many centres is where the centre prepares a pack for the students with 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 including a copy of the criteria for each activity. It is important to note at this point, the Teacher Assessor (and the Moderator) should have, each criteria available to refer to at all times during the assessment. There was some criticism of centres where teachers never had, or looked at a copy of the activity criteria throughout the whole moderation day.

Once again this year, many centres had good practices for all their activities testing the students at the correct level and allowing them to achieve the best mark they are capable of. However, a major criticism made by Moderators is there are still some centres that use static drill type practices that are not game related and unsuitable for the mark awarded. With a big group they may not all do the same practices but practices at their level/potential. The 7-8 group were specifically pointed out by some

Moderators as needing challenging practices at their level of performance to justify their mark. This should be addressed for next year.

Most centres had the recommended moderation day situation with one teacher running and officiating the session where necessary, eg basketball and another teacher marking the students. They are allowed to confer on the marks but they are not allowed to teach/coach during the session. Centres are reminded this is a moderation day not a lesson.

Where there is only one teacher it is very difficult to lead/officiate and mark the students. It should also be noted students are not allowed to motivate their fellow students while they are waiting for their turn eg in continuous running or their partner in circuit training.

Moderators reported more but not all centres had a wet weather alternative programme in place especially at home centres.

The Instructions for the Conduct of the Controlled Assessment (ICCA) document was found to be very helpful although Moderators reported some centres failed to use this. Despite being sent this by the Moderator, they asked questions and/or made mistakes that were clearly answered in the document.

### **Specific comments for certain activities for example:**

#### **Personal Survival**

It is important to have suitable equipment to carry out this test. It was noted, in some centres the equipment for the HELP and HUDDLE was small and unsuitable though most centres had large, not small, plastic water bottles for this which work well.

In addition, the surface dives were not performed well, eg failing to get deep enough under the surface, and the arm was not straight and tall in the treading water. Also students did not change signalling arm from time to time.

Once again it is important to point out that students must **NOT** stop or touch the side or end of the pool from jumping into the water for the shallow water entry until they climb out at the end of the test. The students should be shown both live and especially on DVD putting on the proper clothing before the test and taking off the clothing at the end of the test.

#### **Rounders**

Once again, rounders was mentioned specifically in terms of skills demonstrated and often not at the required standard of performance for the mark awarded. For example, bowling off the wrong foot or performing poor fielding skills eg incorrect long barrier, but still gaining a high mark. It is also important that the student's use the correct equipment and this was a criticism in some centres which were using a "soft" rounders ball.

## Trampoline

Some centres, mostly on DVD moderations, only showed the student performing the routine but not skills in isolation so this meant a reduction in their mark.

## Athletics

It is important to use the correct size and weight of the throwing implements. This should be confirmed on the DVD, if it is a DVD moderation.

## Fitness Training

Fitness Training received a mixture of comments; Moderators reported some students showed a lack of intensity during their performance of their chosen training method. While others felt that the students they observed had shown excellent intensity mostly in the continuous or in the circuit training sessions as these are still the most popular training methods used.

It should be clearly noted that the students' mark for Fitness Training performance is a balance between their performance in their chosen training method and the quality of their Personal Exercise Programme (PEP) as it clearly shows in the Fitness Training criteria for each training method. 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 6/10 if the student has a poor PEP. 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 perform their method of training.

There are clearly some points to note for the Fitness Training assessment as problems have arisen for some centres where they have misinterpreted the requirements which are:

On the moderation day, the students are marked for their performance aspect on their **best** method of training that they used in their Personal Exercise Programme (PEP) (not an average of the two methods that they used in their PEP). This is then balanced with their PEP on which they may be asked questions by their teacher and/or the Moderator. This is why the PEPs must be available when the Fitness Training moderation takes place.

All students doing Fitness Training are required to carry out and complete the Fitness Training record sheet taking and recording their resting, working and recovery heart rates. They may use a Heart Rate Monitor but all centres cannot be expected to have these so manual recording is mostly used to show the students' ability. In some centres they then draw a graph of the results and can explain this to the Moderator. This should demonstrate their intensity and is good practice to exhibit their knowledge and application.

Although continuous and circuit training are still the most popular training methods used by the students and shown on the day, interval training for the athletes and

swimmers (in the pool) are also shown and weight training, Yoga and other methods in some centres.

## **Circuit Training**

In most centres this is run very well with the students (working in pairs) setting up their circuit with the equipment for each station. They then perform their own personal warm up, taking and recording their heart rates on the Fitness Training sheet. At the end of the session they plot this as graphical information and are able to explain this to the Moderator/Teacher which is the practical application of the theory, and very good practice for the theory examination.

This is where the intensity can easily be checked (in any training method eg continuous) to see if and how long the students' spend with their heart rate in the target zone. This happens in many centres and is good practice.

Students should show a plan for their personal circuit and normally perform 8 to 10 stations and 3 circuits. Most exercises are performed well though some still do not get all the exercises correct, eg alignment of the body in the plank position or full extension in the bench dips.

Some centres were criticised for having all the students perform the same circuit. Each student should perform their own circuit that they planned and used in their PEP and they should perform their own warm up. So in order for the students to all have their own eg 8/10 station circuit 12 to 16 stations would be set up and the students all have their own 8/10 stations to go to.

In circuit training, the students 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.

It should be remembered that this is a **fitness** circuit and students who lack intensity are often those who put **skill** stations in and their intensity (and often their marks) go down.

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## **Continuous Training**

Most centres now use the brianmac Cooper's run tables <http://www.brianmac.co.uk/gentest.htm> and this works well for the fitness/technique element. However, as with all methods of training they must still take into account the student's Personal Exercise Programme (PEP) as the criteria requires.

The students are also expected to complete the Fitness Training Assessment Sheet. The heart rates should be taken and recorded and can be plotted on a graph for "graphical information" and this will show their intensity.

Once again this series, I have seen many of these students and I can see that they know how to plan and organise their fitness training for the rest of their lives. Many of them also bring out their best on the Moderation Day and out perform their estimated mark by sheer hard work.

### **Personal Exercise Programmes (PEPs)**

Centres are now aware that if they offer Fitness Training the students are required to produce and perform a Personal Exercise Programme (PEP). These Fitness Training PEPs are always clearly better and more productive than if the student is not doing Fitness Training but is simply producing a PEP to fit at the end of the Analysis of Performance (AoP) criteria and being marked out of 4. Students who do Fitness Training obviously only need one PEP so they use it for the AoP as well.

The PEPs are required to be written under controlled conditions so the students should not be supplied with a prescriptive template. They are required to plan their PEP using their knowledge gained from the theory lessons not just filling in a template which already has a lot of information eg the methods and principles of training on it. Often the students who have this type of PEP cannot answer questions when the Moderator asks them questions during their Fitness Training and/or during their Analysis of Performance.

Although, there are some excellent PEPs which the students have completed by themselves. These students are extremely knowledgeable and they will be able to cope well with such questions in the theory paper. They show a clear short introduction, a plan – what they want to achieve - and they use and apply the theory side of the course for example using appropriate testing, applying the principles of training, applicable training methods, Health Related Exercise, eg cardiovascular fitness, muscular endurance etc. They then monitor and record their programme in a clear format, not simply copy and paste from the first week.

When they have completed their programme, they re-test and evaluate their results, and ask the question - "did it work?" and "how do you know?" Then suggest ways that they would improve their PEP if they did it again. Theory that they have learned and applied can be recalled for the theory paper.

The criteria for each method of training; see pages 80-103 of the Controlled Assessment guide, (CAG); show what is required in the PEP for each method of training. 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, and also refer to both methods in their evaluation, how/did they work and how they would develop them in a subsequent PEP.

Where centres have used a different method of training on moderation day than stated on the PEP, marks may have been lost.

The basic template for the PEP is: Introduction (some details about themselves, eg their sport/experience level of participation) Plan (what they want to achieve), choose/explain and carry out their tests, Perform, monitor/record, re-test (could

include graphical information) and Evaluate and suggest ways that they would improve their PEP if they did it again.

In large centres where more than one member of staff has a group doing the PEP marking should be standardised across teaching groups.

### **Team Games**

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

### **Meeting Local Needs activities**

It is very important that if a centre has been granted Meeting Local Needs (MLN) for an activity that they inform the Moderator early. This should be noted on the Initial Contact Questionnaire (ICQ) and the confirmation letter/email from Edexcel should be available for the Moderator to confirm that permission has been given for this. Additionally, a set of criteria should also be available for the Moderator.

Activities that have been shown this year include Indoor Climbing, Trekking and Mountain Biking and while some have gone very well others have had problems. It is essential that the students can show that they have followed and completed a recognised and structured course for the activity. They can do this by keeping a log book for trekking and evidence of their treks which could include photographs and/or videos. Time should be built into the Moderation day for the Moderator to examine this evidence and for example the students could demonstrate their map reading and compass skills and they could also show their ability to put up tents etc. They could also produce a powerpoint with photographs if time is built into the day for this activity.

If climbing is offered by the centre, it should be clear if this is indoor or outdoor climbing. For indoor climbing it is important to have confirmation that permission has been granted and that the correct Indoor Climbing criteria has been used to mark the students.

### **Off-site activities**

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. Some evidence would help with these moderations eg video of the students competing.

### **Leadership and Officiating**

Moderators reported a wide range of achievement in Leadership and Officiating, in terms of the quality of the log books, the level of supervision which was reported to be very variable, and the capability of the students. Some Moderators commented that the Centres reward commitment with top marks, rather than taking the level achieved into consideration, as is required by the criteria. Moderators also say that



marking is quite generous, particularly in leadership, however some students do this very well.

Moderators also reported that the centres that offered Leadership and Officiating did provide logbooks which were detailed and signed by their teacher/coach/official. The standards in leadership and officiating varied from satisfactory to excellent. The centres that had achieved accreditation with outside governing bodies and taught students from a younger age performed particularly well.

Specific criticisms were that some log books were in some cases poor, and contained very little information, lack session plans and are not signed by the Teacher Assessor. Key information is often missing eg age group they are coaching, so the suitability of teaching session plans is questionable, and there is no evaluation of their performance.

Centres must be aware that entering for leadership and officiating is not a way to obtain higher grades for students of low practical ability. It requires a high range of specific leadership qualities as well as excellent sport specific knowledge and experience of the activity they are coaching/officiating.

### **Analysis of Performance**

Once again comments from Moderators suggest that in some centres where all the students use the same format, eg written or presentation, the chosen format may not be the best format for **ALL** the students. The two formats are on the whole were the least well done and therefore some individuals suffered.

### **Written**

Some Moderators report that more written AoPs were seen this year but of varying quality. The best ones generally had some video footage and the video available and then the students worked through the criteria headings and these were often well done.

### **Presentation**

Again varying from poor to very good (even within the same centre) but mostly now using the correct number of slides, (15/16 not including title slide, videos) having a video for the student to analyse and evaluate and having screen shots to make and explain points and just a few hand written notes. The presentations that were poorly done, was due to the student generally reading from the screen or their notes were more in depth than the presentation and was marked accordingly.

Props should also be available for these students and if required the option to draw a diagram.

### **Question and Answer**

Some teachers asked the same closed questions to all the students in an activity. This limits the students' opportunity to fully expand and display their knowledge and

understanding, in particular where they have been awarded the higher marks. Care should also be taken to ensure questions are asked on all areas of the matrix.

The Question & Answer format suits many students and many teachers are very good at asking the right sort of differentiated 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 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/DVD moderation.

Centres also need to provide props eg tennis racket which will make it much easier to describe the grip, and the facility to draw diagrams eg to show basketball plays/formations etc. This particularly assists those with good knowledge but who may be less articulate.

Moderators report that some centres had clearly spent quite a lot of time preparing the students for this part of the examination and for those that did, this reflected in the higher grades students had received. 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.

## **DVD Moderations**

Centres need to provide DVD evidence when they have less than 20 students. This 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 the DVDs it is usually quite easy to identify the student 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 student clearly numbered front and back 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. 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
8. Add times/distances for example in athletics/swimming.
9. Add commentary eg 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.

If a DVD is required for Leadership and/or Officiating please also send a **COPY** of the students 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 in a presentation (15-16 as above, not counting eg the title slide, videos).
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. Use open and differentiated questions.

Many questions depend on the student's answer to the last question. It must be remembered you cannot ask questions if the student is doing a written or presentation AoP.

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.

The evidence should be produced during the moderation window unless special permission has been sort with a good reason eg 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, eg 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, climbing out etc the moderator may not be able to see their hat at every skill/stage.
7. Make sure they alternate the signalling arm in the treading water.
8. Put a cone at the place where they should perform/start their surface dives and where they should resurface.

9. No stopping or touching the side of the pool from the start to climbing out at the end.
10. Show that the students are wearing the correct clothing – taking them off when they finish

### **Fitness Training**

1. Make sure they are only doing their BEST training method which they did in their PEP.
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 eg 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. If they draw a graphical analysis of their heart rates include this (could be an electronic copy).
9. Send a copy of the completed forms to the Moderator.
10. Include a **copy** (could be an electronic 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 very 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, eg students cannot have four activities from the same activity group and this includes leadership and officiating.

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

Make sure you have the latest up to date copy – check with your Moderator  
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.

It is important that centres use the latest forms which can be obtained from the website or from their Moderator

The marks on the OPTEMS forms must match the final Moderation Day marks awarded on the other forms.

The students get their mark/grade from the OPTEMS forms so they must be correct

All forms **MUST** be signed.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



