



General Certificate of Secondary Education

**Physical Education 48902
Short Course**

Controlled Assessment

Report on the Examination

2010 examination – June series

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres 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 centres 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). Registered address: AQA, Devas Street, Manchester M15 6EX

Physical Education (48902)

The Moderation Process

Moderators would like to thank all centres and teachers for the hard work they have put in when supporting candidates taking the short course in the first year of the new GCSE in Physical Education. Moderation visits had clearly been well planned and ensured that the best possible use was made of the time available. Tasks set by teachers were appropriate and enabled candidates to demonstrate the full range of their ability. In general, paperwork was returned promptly to moderators and the majority of centres offered alternative dates and times for moderation visits to take place.

It is pleasing to note that a number of centres had a practice run through of the programme before the moderation visit. This resulted in the candidates being familiar with the process and maximised the efficiency and effectiveness of the visit. A number of centres are making the run through more formalised and using it as an opportunity to carry out internal standardisation of marking. This is beneficial to the staff and to the candidates who get used to being watched by different members of staff. It has also resulted in the candidates being more relaxed as the process has not been entirely new to them and thus enabled them to concentrate on displaying themselves in the best possible light.

A number of centres either enabled all staff to be present and involved in the marking of candidates, or rotated staff for each activity, to ensure that different members of staff were involved in the moderation visit. The centre benefits when as many staff as possible are involved in the proceedings, as they gain a greater understanding of the correct standard.

It is worth noting that some centres still need to realise the importance of internal standardisation of marking to ensure that all candidates at the centre have been marked to the same standard. The person responsible for internal standardisation at the centre will be required to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

The first round of Teacher Standardisation meetings have proved invaluable to teachers as they provided an opportunity to discuss and understand procedures and clarify any issues or questions they may have had.

Centres are reminded that where activities are undertaken outside the centre's direct supervision, centres are required to provide DVD evidence of candidates' performance that clearly shows how the candidate has met the criteria set out in the specification in order to award a mark.

Moderators reported that they had seen work of a very high standard as a number of centres had only entered their highly competent candidates for this year. This was reflected in the high marks they attained, as well as the spread of marks shown in the collation sheets completed by the moderators, and the mean mark for the unit. There were far more entries for the short course than the full course in this first year.

The vast majority of candidates were entered as player/performer for both of their practical assessments. This was the most logical route as the candidates have to do two activities from different groups in the specification. It would, therefore, be more difficult to officiate or coach in an activity that is not their main strength. There were a number of candidates that took on the role of organiser in a different sport/activity. There were also a minority of centres who were unaware that the requirement to undertake an additional role was not a compulsory element.

Where candidates took on an additional role, this tended to be officiating in their best sport and centred on more traditional sports. Moderators also reported that they saw some coaching of high quality carried out by a number of candidates.

Summer activities like tennis, cricket and athletics were in the minority. This was probably a result of those centres submitting marks in this first year not having had the chance to assess their candidates in these activities prior to the May deadline.

In summary, moderators reported that the organisation and running of the majority of visits ranged from good to excellent, and that candidates acquitted themselves extremely well. The rapport between centre staff and moderators continues to grow and be a factor in ensuring maximum gain from the moderation visits. The standard of performances seen in centres continues to impress moderators and reflects the hard work and dedication of staff and candidates.

Administration

Centres were generally prompt in returning paperwork to moderators and there were fewer errors than in previous years. However, the administration process is complex and moderators were asked about procedures. In order to facilitate the role of the moderator dealing with some common misunderstandings, and to inform those new to the teaching of GCSE Physical Education, it seems appropriate to direct the attention of centres to pertinent parts of the most recent version of the document entitled "Instructions for submitting Controlled Assessment / Coursework marks and samples" (CAW/INST).

Centres should ensure that the information on Centre Mark Forms (CMFs) is correct before sending copies to moderators and to AQA. It is the responsibility of the centre to ensure that AQA is informed of any changes to candidate entries. If a candidate has changed course (eg full course to short course), then they should be marked as withdrawn on the CMF and a Supplementary Centre Mark Form completed. Their name should not be handwritten onto another CMF.

It would be helpful for centres to submit signed Candidate Record Forms (CRFs) to the moderator in the order that the candidates appear on the CMF. Once again, ensuring that the correct entries have been made for each candidate makes this process easier. As well as checking that all CRFs have been signed, centres should cross check them against CMFs to ensure that the total marks submitted are the same on both forms.

Moderators had to spend time chasing centres for paperwork, which slows down the whole moderation process. For this reason, it is important for centres to submit completed CMFs, CRFs and Centre Declaration Sheets to their moderator at the same time, and by the deadline date.

Another problem for moderators this year was where centres had not annotated candidates' work. This relates to those candidates who had chosen the role of organiser and submitted an organiser booklet, and those candidates who submitted Key Process C work in a written format. It is important for centres to indicate with ticks where they have awarded credit, so that the moderator can clearly check the accuracy of the marking. Centres are reminded that if they have not clearly annotated candidates' work, then it will be returned to the centre so that it can be remarked correctly with ticks clearly indicated. This will obviously slow down the process and could jeopardise candidates receiving their marks on results day.

Moderators would like to express their thanks to teachers for their patience and the hard work they have put in to ensure that their candidates were fully prepared for the moderation visit and, on the whole, completed the paperwork correctly and punctually.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA website www.aqa.org.uk/over/stat