



**General Certificate of Secondary Education
June 2011**

Physical Education

48906

(Specification 4890)

Unit 6: The Active Participant (Double Course)

Report on the Examination

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Physical Education (48906)

General Comments

This was the second year of the new GCSE and the first time that all centres submitted marks for the practical units. Moderators would like to express their thanks to centres for the considerable planning and preparation that resulted in well organised moderation visits.

There will be Teacher Support Meetings in the autumn term to provide feedback on the performance of candidates in controlled assessment and the written examinations following the first full year of the course.

The moderation visit (Key Processes A and B)

The vast majority of centres demonstrated a good understanding of the moderation process and endeavoured to ensure that pupils were well prepared for the moderation visit. Centres are reminded that they are responsible for ensuring that adequate time and facilities are available for the visit and that candidates are clearly identified. An increasing number of centres arranged for as many staff as possible responsible for the teaching of GCSE PE to be involved in the moderation procedure. This enhanced their knowledge and understanding of the awarding of marks and the standards expected.

Visits were most effective when candidates had been given the opportunity to run through the process prior to the visit. This ensured that enough time had been provided to cover both Key Process A and B in all of the activities scheduled to be seen by the moderator. Reports from moderators indicated that the quality of work seen at moderation visits throughout the country was of a high standard. They have also seen some outstanding performances by very talented candidates.

The majority of centres entered most candidates as player/performer. Where centres offered roles other than player/performer, moderators reported that these candidates were particularly impressive at the moderation session. Some high calibre officiating and coaching by candidates was seen.

In the majority of cases practice sessions for Key Process A were well structured and often utilised differentiated practices, set plays and small-sided game activities. This enabled the candidates to demonstrate their full potential and show skills under opposed and semi-opposed conditions where applicable. Many sessions were effectively designed to fully stretch and challenge the more able candidates. They also offered opportunities for coaches and officials to demonstrate the extent of their knowledge and understanding of the activity and how it is regulated and controlled.

Centres have provided useful supporting evidence to verify the marks awarded and have started to capture performances on video or DVD. DVD evidence must be available for those activities undertaken outside of the centre's direct supervision and for those activities/events that it is not possible to replicate at a moderation visit, eg skiing. A further example would be an organiser organising a competition or festival for their local primary school pupils. There were some occasions where candidates were disadvantaged at the moderation visit when asked to coach their peers as the majority of their experience had been with younger pupils; however no evidence of this was available.

In general the marking of candidates across the range of activities and roles has been accurate. Marking has been most accurate within the role of player/performer particularly in Group 1 – outwitting opponents. The most popular new activity has been circuit training and

this has been the main activity where there has been variance in delivery and a tendency towards leniency when marking.

In some instances centres misunderstood or misinterpreted the requirements of controlled assessment for circuit training as they prescribed a set circuit for candidates and often also set the time parameters and progression. It should be remembered that the candidate should select each station, the order in which they will be performed, how long each should be performed for as well as how each will be adapted in subsequent sessions. The marking was lenient in that competent candidates were being awarded marks in the highly competent category despite the fact that they could not sustain their technique or even the activity itself when performing the whole circuit. The consistency, control and fluency of their technique declined as they became fatigued and in some cases the candidates had to stop completely and yet they were still being awarded marks of eight or nine.

The requirements of the specification for Unit 6 (Double Award) are that candidates must complete four assessments as player/performer, organiser, leader/coach, choreographer or official. The assessments must include an activity from a third group/way of thinking if three have not already been covered in Unit 4 (Full Course). Moderators noted that some centres were confused regarding the different 'ways of thinking'. This refers to the different groups of activities and not the performance of different roles. Across Units 4 and 6, some centres submitted marks for eight Group one activities, with two assessment being for a coach and an official in the same category of activity. This does not meet the requirements of the specification and therefore alternate activities and marks had to be submitted.

Key Process C

Key Process C can be submitted as either a written or verbal piece of work. Where candidates are assessed verbally their responses must be recorded with a supporting commentary to show how marks have been awarded so that it can be seen by the moderator.

Centres are reminded that they must clearly annotate work to indicate how and where the marks have been awarded to clarify to moderators exactly why marks have or have not been attained by candidates. In addition, ticks should be used in the body of the text to make it clearer to see where and how marks have been awarded.

It is extremely important that centres have an effective internal standardisation process in place to ensure that the marking of Key Process C is accurate. In general the marking of Key Process C was accurate; however, moderators reported that there were instances of over marking in some of the samples of work sent to them. The most common areas for lenient marking occurred in the section outlining strengths and weaknesses, where marks were awarded for lists of skills, sometimes lengthy with little/no further detail. In the improvement section, marks were awarded for simplistic statements lacking the required depth of analysis. Candidates often stated that the performer should video themselves and watch it back and/or carry out a training programme. Similarly, in the monitoring section candidates merely stated that the performer should ask their coach for feedback or repeated again that they should video the performer.

Moderators also reported that a minority of centres were providing too much guidance and assisting candidates with the content rather than with the process. It should be remembered that this is controlled assessment and the work should be solely that of the candidate.

The Key Process C template has proved to be popular with a number of centres. This template is available in the Teacher Resource Bank on the AQA website. There is also some exemplar material for Key Process C available on e-AQA.

There has also been some confusion regarding the Fitness Training Programme from the outgoing GCSE PE Specification A with centres submitting this for the assessment of Key Process C. This does not meet the assessment criteria for Key Process C and therefore limits the number of marks candidates can achieve.

Moderators have reported that they have also seen exceptionally good work submitted by candidates for Key Process C that has clearly met the criteria. In the majority of cases, moderators reported that the marks awarded by staff for the practical performance of activities and Key Process C were accurate.

Administration

The majority of centres submitted their initial documentation promptly (ModB and ModBX forms). Centres are reminded to complete these forms in their entirety and pay particular attention to the following areas:

- provide full contact details of the teacher responsible for GCSE PE, including a telephone number and email address
- complete the section on the reverse of ModB detailing the five highest and lowest scoring candidates with an accurate list of the activities/roles that they would be submitting marks for. This information is needed to ensure that a representative sample of candidates is seen at moderation.

A rank order of candidates with provisional marks for all candidates in all activities should be sent to the moderator two weeks prior to the visit.

Most centres submitted their Centre Mark Forms (CMF), Candidate Record Forms (CRF) and Centre Declaration Sheets (CDS) to the moderator by the 31 May deadline.

The most common administrative errors included:

- CRFs not sent for all candidates
- candidate signatures missing from CRFs
- failure to supply a CDS
- teacher signatures missing from CDS
- failure to send both the pink and yellow copies of the CMF to moderators
- failure to write the mark for each candidate for Key Process C to the left of the 'Total Mark' box on the CMF. This is detailed in the 'instructions for submitting controlled assessment/coursework marks and samples'.

Errors such as these delayed the process as moderators had to send follow up letters, emails or make phone calls to chase up missing forms.

Moderators would like to express their gratitude to those centres that submitted accurate paperwork and whose administration was exemplary. These centres expedite the whole moderation process from initial contact through to the final submission of marks.

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

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