



General Certificate of Secondary Education

Physical Education 3581/C Full Course *Specification A*

Practical Assessment

Report on the Examination *2008 examination - June series*

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Coursework

Practical Assessment

The Moderation Process

Paperwork has been returned more promptly to moderators and the majority of centres have offered alternative dates and times for moderation visits to take place. It is pleasing to note that an increasing number of centres have had a practice run through the programme for the visit beforehand. This has resulted in the candidates being familiar with the process and expedited the visit and maximised efficiency and effectiveness. 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 assessed by different members of staff. It has also resulted in the candidates being more relaxed as the format for activity assessment has not been entirely new to them and thus enabled them to concentrate on displaying their abilities in the best possible light.

As centres become increasingly confident with the requirements of the moderation visit, the whole process becomes more beneficial to the staff and students. Many centres either enable all staff to be present and involved in the marking of candidates, or rotate staff for each activity, or ensure that different members of staff are involved in subsequent visits. The centre benefits when as many staff as possible are involved in the proceedings.

Practical sessions have been well structured with differentiated practices and small game activities that enable the candidates to demonstrate their full potential and demonstrate skills under opposed or semi-opposed opposition as per the requirements outlined in the specification. Increasingly the sessions are fully stretching and challenging the more able candidates. Moderators also report that there has been an improvement in the quality of work seen during moderation visits. Additionally, it was reported that candidates involved in leadership roles within the moderation session were particularly impressive. Moderators have also seen some high calibre officiating undertaken by candidates. Staff and pupils are well prepared for the visit and it is seen by many centres as an important date on the calendar.

More centres have arranged for all of the staff who teach GCSE to be involved in the moderation procedure and this has enhanced their knowledge and understanding of the awarding of marks and the standards expected.

The marking of candidates at the moderation visit is also accurate in the vast majority of cases as staff become increasingly aware of the expected standard. However, moderators have reported that there has been leniency and over generous marking of personal survival, with candidates sometimes being awarded marks for completing the tasks and routines without due consideration to the manner in which the skills and techniques have been performed. As with all activities it is the consistency, efficiency and effectiveness with which the activities are performed that are of paramount importance and the ability to prolong technique during sustained performance.

Centres are increasingly providing supporting evidence to verify the marks awarded and many are capturing performances on video or DVD. It is particularly important for assessment only packages that this evidence is available. This does tend to concentrate on the highest scoring candidates.

Centres are responsible for assessing all marks they choose to put forward for their candidates, and it is extremely helpful to have video evidence for off-site activities, to help justify the mark put forward.

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. Communication between staff and moderators continues to be excellent 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.

Moderators would like to thank all centres and teachers for their hard work supporting candidates taking the full and short courses this year.

Moderation visits continue to be well planned as both staff and candidates ensure that the best possible use is made of the time available. Tasks set by teachers have been appropriate and enabled candidates to demonstrate the full range of their ability.

Check list for new centres

On the day of the moderation visit the centre is responsible for:

- The organisation and presentation of the activities to be seen at the moderation visit
- All candidates being present (unless previously agreed with the moderator)
- Adequate time and facilities being available
- The clear identification of all candidates.

Moderation visit

- It is beneficial if the candidates are familiar with what is expected from them on the day of the moderation visit. If they have had the opportunity of a “run through” then they often feel more at ease and are more likely to realise their potential.
- Activities offered by the centre should vary to show a range of activities, but should include candidates using the activity for their final marks.
- The person responsible for the assessment of the activity/ candidates should be present, and as many members who teach the course as possible.

Moderators will want to see:

- A minimum of two activities from two groups
- A list of candidates showing their identifying bib
- A rank order of candidates with provisional marks for all candidates in all activities to be moderated

Administration

The majority of centres submitted their initial documentation promptly and fewer centres needed a reminder to return forms ModB (indicating to the moderator convenient dates and times for visits) and ModBX (outlining assessment dates for the activities/ games offered within the centre). However, a number of centres did not provide the dates of their final assessment of activities on MODBX, and had to be contacted to determine these and also the last date that candidates would be available to be seen.

Additionally, a number of centres failed to complete the section concerned with the number and names of exceptional candidates on the reverse of ModB. Centres should identify those candidates expected to score in excess of 432 for the full courses and 252 for the short courses. Centres need to be aware that candidates scoring marks of nine for their practical marks are likely to fall within this range when their mark is added for the Health Related Exercise/Fitness Training Programme and should therefore be included in the list.

Centres must ensure that they provide an accurate number of high scoring candidates, to ensure that the candidates are seen at moderation.

The majority of centres submitted their Centre Mark Sheets (CMS), Candidate Record Forms (CRF) and Centre Declaration Sheets (CDS) to the moderator by the deadline and in compliance with AQA instructions. However, a few centres had to be chased for the CRFs for ALL candidates as this shows the moderator the marks awarded to each candidate for the Health Related Exercise/Fitness Training Programme, which is how the moderator decides which ones they require for the sub sample.

There are still a few centres that seem unaware of the need to send **both** pink and yellow copies of the Centre Mark Sheets to moderators. For GCSE PE the moderator then returns the yellow copy of the CMS to centres with an "S" to indicate which candidate's work is to be included in the sample they will send to the moderator.

There were also a number of late submissions of paperwork – it should be noted that the full course marks are due in on 5th May and the short courses on 31st May.

A number of candidates failed to specify the activity for which their exercise/training programme was planned or had undertaken a training programme for an inappropriate activity for the course for which they had been entered. However, this aspect was reported to be substantially better than in previous years.

The majority of centres were prompt at sending the sample of HRF programmes to moderators when requested. The accuracy of marking has improved particularly where candidates have used the template provided by AQA. This has been updated and can be found by following the links to GCSE Physical Education from the AQA website www.aqa.org.uk. Moderators report that centres utilising the template have the most accurate marking. The most frequent areas for inaccurate marking occur in the planning section where marks tend to be awarded for non specific and irrelevant information and generalised comments. The candidates should provide detailed explanation of relevant material to attain marks. The other section that tends to be marked generously is the evaluation where two marks are often given for short and simplistic responses.

The incidence of errors on returned final marks was once again less than in the past. Most centres clearly have a checking process in place to ensure that all documentation is duly signed and returned. This ensures good practice, other characteristics of this include:

- The correct Candidate Record Forms (CRF) are fully completed, signed by candidates and are all submitted in the order that the candidates names appear on the Centre Mark Sheets (CMS) for each course.
- The CRFs are accurately completed with different activity/ game areas for sport/ activities 1 and 2.
- The sport/ activity that the training programme has been carried out for is indicated.
- All swimming, athletic and gymnastic activities are clearly identified.
- Supplementary mark sheets are completed and included for those candidates who have changed course.
- Centre declaration Sheets are all completed fully and signed for each course entered.
- Pink and yellow copies of the CMS included.

Moderators would especially like to express their thanks to centres that meet the deadlines and produce impeccable paperwork.

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