



General Certificate of Secondary Education

**Physical Education 3587**

*Specification B*

**Report on the Examination**

*2007 examination - June series*

3587/C & P Short Course

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*Dr Michael Cresswell Director General.*

## Coursework

AQA would like to thank all centres, teachers, moderators and team leaders for the immense amount of work that has been completed to support candidates taking part in the 2007 short course examination.

Standards continue to be impressive and some outstanding performances were seen during the moderation process. There are some very talented students out there, well done.

The majority of moderation days are generally well planned, organised and run. Which enable candidates to exude confidence and produce excellent performances. However, a small minority of centres still do not provide the necessary requirements. For example identification of their candidates or rank orders, this makes it very difficult for the moderator. During the moderation process it is ideal for centres to show the candidates abilities through a progressive programme of activities, but this is not happening in all centres. In a few cases the reason for the day is not explained to the candidates and this is reflected in their approach to the day.

Centres must remember that the moderation day is a great opportunity for centres to demonstrate good practice and celebrate achievement. Standardisation is a key factor in the maintenance of standards and this must take place throughout the year within the department. This year there was an increasing amount of evidence which suggest this internal standardising did not happen in many centres. This must happen to enable 'all' candidates the best possible outcome. Best practice involves all members of staff who teach the GCSE courses being involved in the moderation process. It is essential that the information in this report is shared with all relevant staff involved in delivering the exam.

Some centres have again been unable to show certain activities in the summer because of indoor space being taken for exams. Where possible, the moderation should show at least two different activity areas. This year more centres were creative in showing a wider range of activities. This was helped by the flexible approach of the moderators, who performed two part moderation: one part in January to show certain activities not available in the summer and two other activities at the normal moderation time. However, if an early moderation does take place a rank order with marks awarded must be sent to the moderator before the moderation day takes place. This is the same requirement as the normal period of moderation.

The Analytical Investigations continue to improve in their layout however it is evident that some centres are giving candidates too much guidance in the completion of their written coursework.

Excellent working relationships continue to develop between the staff in the centres and the moderators. It is appreciated by the moderating teams and is very beneficial to all concerned but especially the candidates.

### **Centres should consider the following points specifically:**

- The correct paperwork should be used and completed.
- Rank orders should be prepared for the moderation process, including any early moderations.
- The specification should be used at all times and checks should be made to ensure that all aspects and requirements have been covered.
- All coursework should be standardised internally.
- The coursework adviser can be consulted if guidance is needed.

### **Practical component**

Again, this was the most competent part of the assessment, with some outstanding performances by candidates across the country. There was a wide range of activities seen by the moderators, with standards still of a high quality. Some centres are still reluctant to give full marks when clearly the criterion has been met. All candidates need to have the opportunity to gain their maximum potential. Centres need to remember that each candidate individually should be assessed against the marking criteria and not against the centres best performer in that activity.

As candidates now take part in a wide range of activities, with many participating in off-site clubs, many of these activities are unavailable for the moderator to see on moderation day. It would be **good practice** to make available some evidence of the level that the candidates have achieved, so that the moderator can see justification for the marks awarded. Evidence could be in the form of video, a written statement from a club coach or certificates indicating the NGB level.

More centres are aware of the need to reflect the full range of candidates' abilities and more are using an inclusive approach towards the activities, e.g. modification of physical activities where appropriate.

Centres generally showed clearly the health and safety section of the marks; for the candidates. However, there are still issues with regards to some centres own health and safety practice with certain activities when moderators have been on their visits. This type of practice does put the moderator in a very difficult position and centres should ensure this area is covered appropriately.

As candidates are able to select only two activity areas they are able to demonstrate their strengths well and benefit from the opportunity to achieve high marks by playing to their strengths. On the day of moderation candidates are still answering questions well, showing excellent leadership skills and an awareness of health and safety through leading warm-up sessions and officiating.

### **Analytical Investigation and Performance Improvement Programme**

The Analytical Investigation format facilitates centres application of the marking criteria and allows accessibility for the less able student especially in the *Implementation* section. Exemplars with clear indications of why the marks had been awarded have proved to be useful in helping centres to direct their students in their planning and to apply the marking criteria. This year the majority of centres felt more confident in applying marks in the *Implementation* section, although there is still a need for work in this area with regard to content with a small amount of centres.

The five areas allow the candidate to focus clearly on each section, although there is still a need to revisit them and clearly identify what is required in each section, especially the *audit, implementation and evaluation*. Some centres still do not appear to be setting out to their students what is required and emphasising the need to keep work in the specified areas identified, e.g. the audit should appear in the *audit* section and the planning should appear in *planning*. It is the teacher's responsibility to guide the candidates in this area and to gain advice early on from one of AQA's coursework advisers.

The **Audit** section is where most of the overmarking took place. This section is about decision making but many candidates did not display this process. Still some candidates did not include

a **pre-test** in this section and therefore where unable to identify strengths and weaknesses, this is a major part of this section. This was particularly noticeable in some centres that had been unable to attend one of the **support** meetings during the year. Again, this year we have many candidates putting pupil profiles and rules either in the audit or the planning section. These aspects are not required unless they are of significance to their study and a lot of the time they are not. This year saw an increase in candidates putting the history of sport in the planning; this information is not part of the assessment criteria and is of no relevance to an Analytical Investigation, it should **not** be included.

Many Candidates started their **planning** section without first stating the aim, this must be the first thing they do in this section. The **implementation** is the doing part this is where centres award the marks for the candidates attitude, motivation and personal involvement in **performing** one of the roles; evidence of participation is via a diary, log, photos, video or a written statement from a professional. Some centres have again asked students to put lesson plans in this section these should go in the **planning**. The **analysis** section on a whole was answered well, however there were a significant number of candidates who used superficial comments about 'the performance', this type of analysis does not enable the candidate to meet the higher criteria. The **evaluation** section was generally answered better, although most candidates lost marks through being too simplistic. Here it is necessary to evaluate the whole process in a critical way and suggest areas of improvement, if the investigation were to be done again. For candidates to get into the top mark band the candidate has to give extensive technical detail as to how performance has improved.

There were some exceptional AIs and PIPs, with much good use of ICT. However, some centres are still expecting too much of their candidates within this aspect. They need to understand the criteria fully and apply it carefully. There was a slight improvement in length this year, with fewer candidates writing reams and reams of information. However, centres need to be careful with the type of guidance they give. Templates (writing frame) which enable candidates to fill in the gaps are helpful for the planning of the whole analytical investigation, but should not be used as the investigation itself. This led to candidates not being in a position to clearly identify the role they have chosen and give reasons why.

Centres must continue to standardise internally in this area to ensure that standards are maintained within each establishment.

Because of the small entry for the Short Course only a limited range of PIPs can be seen by moderators. Some centres still allow candidates to start off approaching the PIP the same way as an AI and then stop half way through. This is not good practice and centres should apply the PIP criteria and expectations from the beginning. Centres this year used the new revised assessment criteria; audit, planning and forecast. The main difference being the forecast this is where candidates predict the intended outcomes of the programme. They are not required to actually perform the plan and because of this many centres found this much more manageable in the time allocation. However, this was also the area that some candidates did not fully match the criteria; this was due to some actually performing the plan.

## Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA website.