

GCSE Physical Education J586/J086

Analysing Lifestyle and Analysing Performance tasks

This two page document aims to clarify some important points and to point you in right direction to find answers to your questions regarding the Analysing Lifestyle and Analysing Performance tasks.

Planning controlled assessment

Some of the aims of the controlled assessment are:

- to **discourage and detect malpractice** in assessment;
- to allow teachers to confidently **authenticate candidates' work** as that of the candidate;
- to avoid assessments that are **too formulaic and predictable**.

Centres **should** conduct the controlled assessment tasks with these aims in mind, and **should avoid** violating these aims by *leading* candidates too much.

Centres should be assisting candidates to demonstrate the **candidate's own ability** to:

- analyse and make a judgement;
- identify areas for improvement;
- devise an appropriate action plan;
- assess improvements/action plan.

During each tasks induction, centres can ensure they commit to the above by:

- instructing candidates to select their own subject – candidates can assess themselves. This way the lifestyle or performance of each subject will be different and therefore, it is the analysis **of the subject by the candidate** which will dictate **which** tests, areas of lifestyle/performance, improvements and measures are considered and applied. Centres should try to avoid dictating to candidates which areas of lifestyle or performance candidates should review, as this should be dependant upon the analysis **of the subject by the candidate**;
- reminding candidates of the theory taught to them as part of B451; of different types of tests and different methods of analysis; of different resources they can use;
- reminding candidates that they have four hours to research the task, conduct their tests, interview/observe/work with their subject, review their learning from B451 theory (class notes).

Where can we find answers to our questions?

Centres should refer to the [Guide to Controlled Assessment](#) which covers the following areas relating to the analysis tasks:

Area / question	Where to find in Guide to Controlled Assessment
How do we manage / run the controlled assessment tasks?	<i>Sections 4: Teacher guidance on how to plan Controlled Assessment and Section 7:FAQs</i>
Exemplar material / model answers	<i>Section 7: FAQs</i>
Use of templates and 'answer booklets'	<i>Section 7: FAQs</i>
What notes can candidates take into the task production session(s)?	<i>Section 4.3: Guidance on Controlled Assessment controls under Task research</i>
Can candidates use computers in controlled assessment?	<i>Section 4.3: Guidance on Controlled Assessment controls under Resource Control</i>
Are candidates expected to test their subject for all fitness tests referred to in the Analysing Lifestyle task?	<i>Section 7: FAQs</i>
Do we have to take the controlled assessment under exam conditions /teacher supervision?	<i>Section 4.6: Guidance on 'task production'</i>
Should we award marks for Quality of Written Communication (QWC) for the Analysis tasks?	<i>Section 7: FAQs</i>
Should we award marks for data collection ?	<i>Section 6.1.2: Guidance on how to mark the analysis tasks</i>

These are just a sample of some of the most commonly asked questions. Many **more of your questions** are answered in **Section 7: FAQs** of the Guide to Controlled Assessment.

There is also a section for candidates to read – **Section 5: Controlled Assessment student guidelines** of the Guide to Controlled Assessment.

We would **strongly recommend** that centres refer to the Guide to Controlled Assessment before contacting the Customer Contact Centre.