
GCSE

PHYSICAL EDUCATION

8582/C Practical performance in physical activity and sport
Report on the Examination

8582
June 2018

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2018 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges 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 schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General

In the first year of assessment for the new GCSE Physical Education qualification, marking on the non-exam assessment (NEA) component was broadly in line with AQA standards. However, a number of adjustments were required to bring some schools back into line with the required standard. There was an increase in the number of schools compared to the legacy specification. Many schools were pro-active in attending events and gaining information from other sources available to them, such as the teacher online standardisation (TOLS) system (available on e-AQA) and NEA Advisers, which helped them to ascertain how marking and administration was to be carried out. There was a direct correlation between these proactive schools and the accuracy in their marking. It was clear that TOLS proved a very useful resource and the schools that used this system were able to benchmark their own students against the standards of the new qualification. Those schools that did not access TOLS footage should make every attempt to do so in future years.

It was interesting to note the increase in certain activities compared to the legacy specification, eg handball, table tennis and trampoline. In activities like handball, the court size should be conducive to a free-flowing game and should not hinder player movement or tactics employed. Goals should be of an appropriate size for the age range involved (see governing body regulations). Netball and football numbers remain buoyant.

Schools are reminded that if for any extenuating medical reason, a student is unable to take part in moderation, some form of evidence (eg doctor's note) must be available for the moderator to see on the moderation day itself. If a student is injured in advance of moderation, it is important that the school contacts the moderator so that this can be factored in when selecting the moderation sample. Schools are also reminded that audio-visual evidence of all students is not a compulsory requirement of moderation. However, any student in any activity can be selected as part of the moderation sample and it is up to the school to ensure that those performances can be evidenced, either live at the visit or via audio-visual evidence. However, all schools must film performances seen live on the moderation day in the event that their marks are adjusted and they wish to appeal this adjustment through the enquiries about results process.

Schools are reminded to ensure that their internal process of disclosing NEA marks to students (as per JCQ instructions) is carried out with any appeals prior to moderation taking place, as this process does not involve exam boards.

For each student chosen as part of the moderation sample, it is compulsory that live or audio-visual evidence includes Parts 1, 2 and 3. For Part 1, drills should progress quickly and incorporate challenge and competition. Long, laboured, static drills should be avoided to prevent students from getting too fatigued. Equally if schools feel their moderation plan could cause students to suffer fatigue, appropriate rest and recovery should be built into their plan for the day. On occasions, teachers were seen to be 'teaching' a session and providing a large amount of information, which prevented the students from simply demonstrating their ability. Where possible, moderation evidence should simply be what students have carried out when being assessed by the school. For Part 2, full context evidence should last as long as is required to demonstrate the student's mark. It should also be appropriately challenging to demonstrate the student's mark. Many schools satisfied these elements and took steps in Part 2 to ensure an appropriate standard of play was apparent. However, this was not always the case.

It is important that schools make use of their designated NEA Advisor. If they are unaware who this is, they should contact teacherservices@aqa.org.uk

The general attitude of most staff and students was exemplary and a credit to the profession.

New / prospective schools

Any schools new to AQA should contact pe@aqa.org.uk as soon as possible. This way, we know they are delivering the course and they can be assigned a moderator in the year that they intend to enter students for the award.

Preparation for moderation

Administrative documentation tended to be returned to moderators punctually, with the appropriate information included. Most schools were aware of the need to use the new electronic Excel-based Centre Mark Sheets. A minority of schools did send marks to their moderator on different versions. However, those schools had to transfer their marks on to the new AQA Centre Mark Sheets. It was fantastic to hear that the vast majority of spreadsheets had no inputting errors thanks to the professionalism of the teaching staff involved. Moderators chose samples as per the guidelines and on most occasions were then able to carry out moderations smoothly.

The standard of filmed evidence pre-prepared prior to moderation day did vary considerably. Some schools produced some fantastic footage whereas others' footage proved problematic in terms of knowing where students were or simply the poor picture quality. If schools choose to provide filmed evidence, they must be aware of the requirements involved. Filming should be unedited, ie recording whilst the student is performing. The camera can be turned off between drills in Part 1 or during breaks / intervals in Part 2. Any footage that is long in duration should include a commentary sheet, highlighting at what time points the student is involved. Schools are also reminded that for activities in which the performance is not fixed, and therefore filming can be problematic, eg downhill skiing, cross country athletics and kayaking, footage can be 'built' to show sections of evidence which have been added together into one continuous sequence of footage.

For any activities that cannot be replicated live at moderation, schools must ensure that audio-visual evidence is available. This is to ensure that this work can be moderated if chosen as part of the sample. Before students embark on an activity, which will in due course be assessed, schools must ensure that there will be no obstacles to the filming of that activity, should it not be able to be evidenced live at moderation. For example, if a swimming pool prohibits filming for child protection reasons or it is impossible to obtain footage of sufficient quality when filming a student climbing a rock face. If it is not possible to appropriately film an activity for any reason, and a student cannot evidence it live at moderation, then students cannot use it as part of their assessment. Students must select a different activity. Where audio-visual evidence is not available for a student assessment in an activity that has been included in the moderation sample, and the activity cannot be replicated live at moderation, the student will receive a mark of zero for their assessment in that activity.

Organisation of moderation

As outlined in the general information at the start of this report, there was a direct correlation between the schools who were extremely well organised and those who had attended AQA events and/or accessed the TOLS footage.

For Part 1, all skills must be shown in progressive drills that increase in challenge and incorporate competition. It was unfortunate that some schools chose not to show all skills and some teaching staff expected moderators to design the progressive drills for them, something which is not permitted. Drills should be differentiated appropriately for the students being watched and teachers should be conscious of the need to suitably challenge the higher ability ones in order to demonstrate the marks awarded. There were numerous examples of proficient organisation and moderators reported seeing some excellent, challenging drills. Please be aware that static, isolated drills that do not progress and do not incorporate challenge and competition will not be conducive to students demonstrating higher marks.

On occasions, evidence of Part 2 did not meet the criteria of full context. For example, skiing on dry slopes, small sided games, inaccurate interpretations of the rules, etc. Schools are reminded that full context versions should make use of an appropriate sized playing area, making use of appropriate equipment and played with full sized teams (where appropriate). Activities like trampoline should still possess a competitive element and athletics requires at least one other competitor to compete against the person being watched/evidenced.

It is up to schools whether or not to disclose to a student if they are being watched as part of the moderation sample or not. However, it should be made clear to the moderator how to identify the person being watched if they are not wearing a bib or identifiable colour.

Lots of well-organised live footage was seen and when schools made use of audio-visual evidence, it was generally to justify the level of challenge for those at the top end. Some schools asked students to sit in the room when watching footage to help the moderator follow what was going on. Such a scenario is fine but is not a requirement, and it is the school's responsibility to ensure that evidence is clear for the moderator. This includes any school who decides to give responsibility for obtaining filmed evidence to their own students. If a school decides to follow this path, it is advisable that they incorporate an early deadline for students so that an alternative plan can be followed if the footage does not meet requirements or the evidence does not reflect the ability of a student. On a minority of occasions, evidence was unable to be shown or was inappropriate. However, the vast majority of schools were extremely well organised and the moderation day itself progressed smoothly.

In a minority of cases, it was noticeable that schools had not carried out internal moderation procedures. Using the TOLS footage, a member of staff (eg Head of Department) should ensure that marking across teachers is cross-moderated and standardised to ensure there is not an activity or activities which are under/over-marked and can skew the overall pattern of marking.

This was a year in which inclement weather caused some issues with moderation and when this occurred, schools were sometimes able to show a different activity on request or re-arrange elements of the moderation visit.

A small minority of schools did not have evidence of Part 3 (analysis and evaluation) available on the day of moderation. This is a requirement of the moderation procedures and should be adhered to by all schools. Schools are reminded that it is good practice to annotate student work with comments when marking and include a best-fit assessment grid with the work. Most schools managed to do this and therefore it was clear to moderators how and why marks had been awarded.

The vast majority of schools filmed live performances on the day of moderation, making use of other department members or IT support colleagues. Many were able to give a copy of the footage

to the moderator as per the guidelines, although many needed a few working days to send this footage to their moderator. However, some opted not to do this. Schools should provide the moderator with a copy of the audio-visual evidence from the moderation visit and any other audio-visual evidence of activities that formed part of the sample. This is to allow for the completion of all relevant enquiries about results and appeals. If the footage is not clear and of sufficient quality to be adequately reviewed, then a re-moderation will not be possible and the outcome of the original moderation will be upheld.

It is requested that schools make clear to their moderator what the password is to access any password encrypted hard drives or USB sticks. Moderators are fully briefed on the sensitivity behind holding this footage and take suitable measures to protect its confidentiality.

Most schools suitably provided moderators with a signed Centre Declaration Sheet and Candidate Record Forms. Schools generally showed all other students' Candidate Record Forms on the day, although some sent them on post-moderation.

AQA are aware of the concerns raised by some schools regarding the lack of feedback given on the day itself. This is an Ofqual requirement and one which is adhered to by all awarding bodies, across all qualifications that have an NEA aspect.

Post-moderation procedures

Where outstanding elements of evidence or paperwork were required to be sent to the moderator, schools generally managed this within five working days. Footage of the day itself, outstanding paperwork and Candidate Record Forms were punctually sent on.

The year ahead

A timeline for the year ahead and some vital information is provided below:

- December 2018 / January 2019 – contact received from moderator
- school replies to moderator and a date for moderation is mutually agreed
- no more than two weeks before moderation, the school submits final marks to the moderator of all candidates work
- sample of students work is chosen by the moderator
- moderation takes place in March, April, May 2019
- outcomes received on results day
- enquiries about results starts results day.

To access Teacher Online Standardisation (TOLS) footage:

- log in to e-AQA
- choose Teacher Services
- choose Teacher Online Standardisation (TOLS)
- choose Science / PE
- choose 8582/C GCSE PE NEA
- watch footage in the repository.

To find out your NEA advisor, contact:

teacherservices@aca.org.uk

To find out about ACA CPD events, visit:

<http://www.aca.org.uk/professional-development>

Mark Ranges and Award of Grades

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