

**CCEA Entry Level in Physical Education  
(March Series) 2019**

## **Principal Moderator's Report**

physical  
education



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# ENTRY LEVEL PHYSICAL EDUCATION

## Principal Moderator'S Report

The Moderation Team for Entry Level Physical Education would like to acknowledge the excellent standards of preparation and delivery for this year's visiting moderation.

Almost all candidates appeared to be well informed and had experienced a wide range of activities whilst studying the Entry Level Specification – exactly as intended.

### Administration

Pre-moderation discussions were held with each centre and a 'check list' given to ensure all administrative requirements were complete. Paperwork was in most cases completed correctly and accurately, aiding the moderation process.

Seven centres entered the full Entry Level PE Qualification and eighteen centres submitted units for the Entry Level Life Skills Qualification, a pleasing increase on last year. The candidates' range of ability covered all levels and entries were largely from the special sector, but also included a non-grammar school and EOTAS centres.

### Assessment

The most popular units presented for assessment were: Unit 1 (Healthy, Active Lifestyle), Unit 3 (Leisure for Pleasure), Unit 5 (Adventurous Activities), Unit 6 (Striking Games), Unit 7 (Invasion Games) and Unit 8 (Fitness and Athletic Activities). In most cases, marking was found to be accurate and reflected the performances viewed at moderation. Where marking was inaccurate, the centres had been too severe in their interpretation of the marking criteria; in all cases where marks were adjusted, the centre had not attended the Autumn Agreement Trials.

The standard of work presented was very pleasing. CCEA resource sheets were frequently but not exclusively used; schools are advised that they are not obliged to use all resource sheets provided for each unit to support work and indeed, with the exception of Unit One, the emphasis should be on practical activities.

The moderation team noted that several candidates failed to meet all the criteria for learning outcome three, which requires the candidate to evaluate performance. With closer attention to the required evidence, candidates could improve their outcomes significantly.

Most centres annotated work well and work was authenticated. Best practice saw full use of the Pupil Progress Tracking Record to indicate to the teacher and moderator where pupils had met the assessment criteria.

### Agreement Trials

Schools are to be commended for the varied and imaginative way they have navigated the specification to suit their candidates' needs. Attendance at agreement trials in the autumn is recommended. A range of exemplar work in a variety of units will be available to view and this will enhance understanding and confidence in interpreting this relatively new specification.

## Contact details

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