

CCEA GCSE Physical Education
Summer Series 2016

Chief Examiner's Report and Principal Moderator's Report

physical
education

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Physical Education for this 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 microsite on our website at www.ccea.org.uk

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GCSE PHYSICAL EDUCATION

Chief Examiner's Report

Component 1

Developing Knowledge, Understanding and Skills for Balanced, Healthy Lifestyles and Participation in Physical Activities

The range of questions in this year's paper allowed candidates to respond positively and nearly all of the candidates attempted all of the questions within the allocated time.

The level of language used in the examination paper was candidate friendly, appropriate and seemed to be clearly understood. Where there appeared to be any misinterpretation or misunderstanding of a question, it will be mentioned in the comments below.

Overall, the paper was effective in differentiating between the wide range of abilities of the candidates entered. Questions ranged from basic recall of subject content, to questions that required candidates to use higher order skills where they had to apply their knowledge and explain their decisions or analyse, interpret and evaluate information relating to the subject content.

Many candidates communicated their answers clearly and concisely with the appropriate use of technical terms, but there were still other candidates who struggled to put their answers into a meaningful written form. There is a tendency for weaker candidates to write anything that they can recall on the question topic in the hope that something they write will be worthy of credit.

From an overview of this year's responses, the points made below on specific questions may be of help in preparing future candidates for the written examination paper.

- Q1** Nearly all candidates answered this question correctly.
- Q2** Nearly all candidates answered this question correctly.
- Q3** Usually answered well, with a risk identified for a sport and a step explained to reduce the risk. Some candidates answered the question the other way round by giving a step that should be taken to prevent a particular injury from happening in their chosen sport. A few candidates simply wrote that a person could get injured in their chosen sport but did not identify the injury nor what it was in the sport that brought about the risk of this injury happening.
- Q4** Generally answered well. As this question asked for examples to show how pupils' experiences at school may positively affect participation in physical activity or sport, it allowed candidates to use their own experiences. This meant there was a wide range of examples given. Each example was taken on its own merits. If it was considered a valid answer for the question, it was awarded a mark.
- Q5** Generally answered well. This question allowed for a wide range of answers. If an example given by a candidate was considered a valid answer then it was awarded a mark.
- Q6 (a)& (b)** The best answers started with, "Fig. 1 or Fig. 2 shows ..." and then continued, (b) "therefore the outcome will be"

This question should have been a simple straightforward question to answer, however, some candidates wrote about general health matters on nutritional intake or in Part (a) stated that the person was not exercising and in Part (b) the person was likely to be exercising.

Some candidates did not explain what Fig. 1 showed but indirectly got their [2] marks as they commented that in Fig. 1 the outcome would be that the person would put on weight as the energy intake was higher than the energy output. This was also the case in section Part (b).

- Q7 (a)** Most candidates were able to identify one feature of anaerobic fitness to achieve the [1] mark. For example, being able to perform at very high intensities, or perform at maximum or near maximum effort, or perform without oxygen.
- (b)** This section was not answered as well as Part (a). Some candidates simply repeated what anaerobic fitness was rather than what determined anaerobic energy production. Others explained where anaerobic energy production was used in sport but again did not explain what determined a person's anaerobic energy production. Many candidates did provide comprehensive answers that demonstrated clear understanding.
- Q8 (a)** Most candidates quoted what they had been taught and achieved full marks. Some candidates only mentioned the ability to work for long periods of time and did not mention working at less than maximum effort. Some candidates did not qualify 'period of time' with 'long' or give an example of an appropriate time. Some candidates successfully described an example of a muscular endurance workout.
- (b)** Weaker candidates often wrote that flexibility was about being able to bend, stretch or twist easily, rather than what determined a person's ability to do this.
- Q9 (a)** Most candidates used an example for the answer. The examples usually included acceptable types of exercise, appropriate intensities and appropriate times for the continuous steady pace workouts. Some candidates whose answers did not provide an example simply wrote that the workout would involve continuous work at a steady pace.
- (b)** This section was nearly always answered correctly. Cycling and swimming were the activities that candidates most often mentioned. A few candidates gave jogging (slow running) as an alternative type of exercise to running. This was not accepted.
- Q10** Many candidates clearly explained the difference between an isotonic and an isometric exercise. Some candidates confused the two. A few candidates knew that movement was involved in distinguishing between them, however, they understood that an isotonic exercise was done while on the move and an isometric exercise was done while standing still.
- Q11** Most candidates understood that intensity was how hard the person worked. Examples usually described an intensity and qualified it with a sample activity, e.g. high intensity – sprinting; low intensity – walking, or other examples given were a percentage of maximum heart rates, e.g. 70% of MHR.
- Q12** Nearly always answered well. A few gave answers such as, “asked to lift too heavy a weight” as a way by which a person could be overloaded.
- Q13** Most candidates demonstrated their understanding of how to apply the principle of variety to the aerobic aspect of a health-related exercise programme. Changing the type of exercise done during each week was the most popular answer, followed by changing the location of where the exercise was done.
- Q14** Most candidates understood that the effect of the principle of reversibility would be that the person would lose their level of physical fitness. Not so many explained how the biological adaptations produced by the body, as a result of the training, would be reversed or lost. As an explanation, many candidates wrote about how the person would have to start their training again to regain their fitness level and how this would take longer than the time it took to lose it.

- Q15** Most candidates demonstrated that they understood the immediate response of the respiratory system to strenuous exercise. Many expressed the response in simple terms (the person breathes faster and deeper) and some used the appropriate terminology to describe the immediate response (the person's ventilation increases). A few candidates explained the outcome of the response rather than what the response was.
- Q16** Most candidates mentioned that the heart beats faster as the immediate response to starting strenuous exercise. Many, unnecessarily, then explained the outcome from the heart beating faster. Not so many mentioned increased stroke volume or in other words, that more blood was pumped from the heart in each beat. Some candidates used the appropriate terminology in answering the question, for example, the person's cardiac output would increase.
- Q17** Most candidates understood that the immediate response of the digestive system was to stop working or to slow down. Many wrote that this was as the result of the blood being diverted to the working muscles. Some candidates provided percentage figures to back up their answer. A few candidates mentioned how the precapillary sphincters limited the blood flow to the digestive system. A few candidates mentioned how the digestive system stopped, therefore, the person needed to eat at least two hours before exercise so that the energy was available to them.
- Q18** The best answers kept the focus on endurance athletes. The candidates presented an argument for not smoking tobacco, then explained how this affected endurance athletes. The most frequently mentioned argument was that tobacco smoke contained carbon monoxide that took the place of oxygen in the red blood cells. This meant that there was less oxygen available for the working muscles of the endurance athlete. Weaker candidates often provided arguments for not smoking tobacco, but did not explain how the argument applied to endurance athletes, for example, an argument was that a person can get cancer.
- Q19** (a) Candidates who explained what muscular power involved nearly always stated that it was very important for the high jump and identified that it was used in the take-off. Alternatively, candidates identified that the take-off in the high jump required an explosive effort therefore muscular power was very important for it. Some candidates simply stated that muscular power was important or very important without any clear explanation as to where or when.
- (b) This section was not as well answered as Part (a). Weaker candidates seemed to think that aerobic fitness had to be important for the high jump. These candidates usually identified aerobic fitness as being important for the run-up or because the athlete had to repeat the run-up a number of times during a competition. Some candidates addressed the importance of anaerobic fitness rather than aerobic fitness.
- Q20** There were some excellent answers where candidates identified and explained the principles that ensured fitness test results would be valid and reliable in order to allow comparisons between the results to be made. Some candidates lost marks because they used the same principle more than once. For example, a principle to be applied would be to do the test under similar conditions each time in order to be able to fairly compare the results. Similar conditions would include factors such as the location, the surface, the temperature etc. Some candidates presented these factors as different principles. Some weaker candidates mistakenly explained four principles of training for their answer.

- Q21 (a)** Many candidates demonstrated their understanding of what a passive static flexibility exercise was by stating that it was another person who supplied the force in the stretch. Nearly all of these candidates chose an appropriate passive static flexibility exercise for stretching the hamstrings. Some candidates did not understand the passive aspect, but chose an active static flexibility exercise for stretching the hamstrings. Some candidates gave clear, concise instructions, on how to perform the passive static flexibility exercises, however, many candidates gave inadequate or confusing instructions. Future candidates should practice explaining in detail how well known exercises should be performed, whether the exercises are for developing flexibility or muscular fitness.
- (b)** Candidates' stick diagrams/figures were nearly always more effective at showing how the exercise should be performed than those who attempted to draw people. Some candidates annotated their diagrams which demonstrated clearly what the intention was.
- (c)** Most candidates chose and explained the same active static flexibility exercise for stretching the quadriceps. As in Part (a), the quality of the explanations varied. In most cases it was the explanation of how to perform the exercise that identified the stretch as being an active static flexibility stretch. Only a few candidates explained specifically what made the stretch an active stretch.
- (d)** The diagrams were generally better than those drawn in Part (b). Again those candidates who used stick diagrams were more effective at showing the exercise being performed than those who attempted to draw a person.

- Q22 (a)** In this question, candidates were required to compare the two types of aerobic activity (swimming and running) and to explain two advantages of having swimming as the aerobic activity as opposed to running. The best answers referred to both swimming and running in the candidates' answers, for example, "with swimming the body weight is supported by the water, so there is less chance of impact injuries occurring, whereas with running, especially on the roads, it is high impact and there is more chance of developing ankle, knee or hip injuries." Future candidates should take this approach in answering this type of question. The 'whereas' in this answer was very important for demonstrating the advantage of swimming as opposed to running. Some candidates gave advantages of swimming without making any reference to running, for example, "with swimming the body weight is supported by the water, so there is less chance of impact injuries occurring." When it was obvious, as in this case, that with running there is therefore more chance of impact injuries occurring, the candidate was credited with the marks.

Some candidates unsuccessfully gave personal preferences as advantages, for example, "swimming is more enjoyable than running." Others focused on the perceived difficulty between the two. Examples of advantages for swimming included, it was harder to do, so better; it was easier to do, so better; swimming uses more body parts, so better; the breathing is harder, so better; you have to get the breathing right or you drown, so better; you have to work harder to keep yourself afloat, so better.

- (b)** As in Section (a), the best answers referred to both walking and swimming in the candidate's answer, for example, "walking can be done from home, work or wherever you are, as it needs no specialist facilities, whereas with swimming you need access to a swimming pool or to a body of water." In Section (b), candidates used the 'whereas' in their answers more often than in Section (a). Future candidates should take this approach in answering this type of question.
- Q23 (a)** In this section, candidates were asked to give specific information for the intensities, times and numbers of repetitions to clearly show how interval training should be used to develop anaerobic fitness as compared to aerobic fitness. Some candidates did this and their choices demonstrated clearly that they understood how interval training was used for developing anaerobic fitness as compared to aerobic fitness.

Many candidates, however, were not specific in their answers and gave ranges for their choices (e.g. 55% – 90%MHR for aerobic fitness, rather than a specific 85%MHR) and this meant that many of them did not show clearly that they understood the use of interval training, in particular, to develop aerobic fitness.

Candidates fared better with planning the interval training workout to develop anaerobic fitness. The intensities chosen should have been in the range of 90% – 100% MHR. Many candidates used the range of 90% – 100%MHR as their intensity for developing anaerobic fitness using interval training. Many of the ranges given for the repetition times were acceptable, being within 10–60 seconds. Finally, the number of repetitions was usually within the range of 3–9 repetitions. Some candidates' choices for the numbers of repetitions exceed this.

Candidates were not as successful with planning the interval training workout to develop aerobic fitness. The intensities chosen for developing aerobic fitness using interval training should have been in the range of 80% – 90% MHR.

Only some candidates chose the range of 80% – 90% MHR. Many candidates chose ranges of intensities that were completely outside this range, for example, 65% – 75% MHR or more often the range that candidates chose was so wide that it covered all aerobic activity, for example, 55% – 90% MHR. Because these candidates chose low intensities, the times for each repetition were often outside the upper end of what would be acceptable for interval training, some candidates went as far as suggesting 30 minutes for a repetition. Alternatively, if the time chosen was 60 seconds for a repetition, this time was often not suitable for the candidates' choice of intensity of 65% – 75% MHR. Finally, frequently the number of repetitions chosen by candidates for the aerobic interval workout was lower than the number chosen for the anaerobic workout. This was usually because, as explained in Part (b), the time chosen for each repetition in the aerobic interval workout was much longer than the time for the anaerobic interval workout, so these candidates recommended fewer repetitions for the aerobic workout.

- (b)** In Part (b), candidates were often able to demonstrate understanding even though they had got choices wrong in Part (a).
- (i)** Successful candidates explained the differences in their choice of intensities by explaining how each intensity was linked to what was required to make it an effective anaerobic interval training workout and to what was required to make it an effective aerobic interval training workout. Many candidates mistakenly explained the differences in their choice of intensities by linking each intensity to the time for each repetition. In other words, because the time for each repetition would be short for an anaerobic interval training workout then the intensity could be high or very high. Because the time for each repetition would be longer for an aerobic interval training workout then the intensity would be low or moderate.
 - (ii)** Successful candidates explained the differences in their choice of repetition times by linking the repetition time to the appropriate intensity. In other words, the repetition time for an effective anaerobic interval training workout would be reasonably short because that was all that would be possible because of the very high intensity. The repetition time for an effective aerobic interval training workout would be longer than the anaerobic repetition time, but not too long as the intensity would be still be high but below the anaerobic threshold, or as many candidates explained, the person would be using oxygen. Many candidates demonstrated that they understood that the repetition time for the aerobic interval workout would be longer, however, their repetition times were usually for many minutes (up to 30 minutes) rather than for many seconds (up to 120 seconds). The low to moderate intensities chosen by these candidates for the aerobic interval training workout may account for the long repetition times for the aerobic interval training workout.

- (iii) Successful candidates explained the differences in their choices for the number of repetitions to be completed by linking and explaining the appropriateness of the number of repetitions to the intensities and the times of the repetitions. In other words, because the intensity for an effective anaerobic interval training workout would be very high and that meant the person could not work for long at that intensity, the person would only be able to do a relatively small number of repetitions, whereas because the intensity for an effective aerobic interval training workout would be high but below the anaerobic threshold, many more repetitions could be done than in an anaerobic interval training workout. Some candidates successfully explained that there would be recovery times between repetitions.

Many candidates mistakenly explained the differences in the number of repetitions by linking them solely to the repetition times. In other words because the repetition time was short for the anaerobic interval training workout, the candidates believed that many repetitions should be done and because the repetition time was much longer for the aerobic interval training workout, the candidates believed that few repetitions should be done.

In Question 23, candidates would have performed quite well if the question had been limited to planning and explaining an effective interval training workout to develop anaerobic fitness. However, the question required candidates to plan and explain the differences between an interval training workout to develop anaerobic fitness as compared to aerobic fitness. Weaker candidates were unsure of the use of interval training to develop aerobic fitness. Their mindset for aerobic training was to work at low to moderate intensities for long periods of time.

- Q24 (a) (i)** This question asked candidates to comment on the appropriateness of the weights (10kg; 15kg and 20kg) for the Repetition Maximums (5RM; 10RM and 15RM) for the three phases of a weight training programme to develop muscular endurance.

Weaker candidates sometimes made general comments about muscular endurance, the RMs or the weights but without any reference to the specific RMs or weights given in the table. Some candidates commented solely on the appropriateness of the weights without any reference to the RMs. These candidates were usually happy with the increases in weight over the nine weeks as this was providing progressive overload. Again some candidates were happy with the appropriateness of the training programme because as the RMs changed from 5RM to 10RM to 15RM over the three phases, the weights increased from 10kg to 15kg to 20kg. Some candidates thought the weights were increased by too many kilogrammes over the nine weeks and others thought that it was not appropriate to increase both the RMs and the weights at the same time as it should be one or the other.

On the positive side, candidates did understand what RMs represented and in comparing the appropriateness of the weights for the RMs spotted that if 10kg was appropriate for 5RM then 15kg for 10RM was impossible as would 20kg be for 15RM. These candidates explained that if the RM increased from 5RM to 10RM to 15RM then the weight would decrease each time, or if the weight increased over the three phases from 10kg to 15kg to 20kg then the RMs would decrease as the weights got heavier. Some candidates suggested swapping the 20kg weight with the 10kg weight to get the principle correct.

- (ii) This question asked candidates to comment on the appropriateness of the Repetition Maximums (5RM; 10RM and 15RM) to develop muscular endurance over the nine weeks.

Weaker candidates, as in Part (a)(i), sometimes made general comments on muscular endurance and RMs without specific reference to the RMs in the table. Others explained how the increase in the RMs, over the three phases, demonstrated the application of progressive overload to develop muscular endurance. Some explained that the RMs were inappropriate as the increase from 5RM to 10RM to 15RM would shift the focus to developing muscular strength. Some explained that all the RMs were inappropriate as they should all be over 25RM. Some unnecessarily introduced comments on the weights (10kg; 15kg and 20kg) into their answers.

On the positive side, many candidates stated that to develop muscular endurance the RM should be between 13–25RM. They explained why 5RM and 10RM were not appropriate and often stated what component 5RM and 10RM would actually develop. Some candidates dismissed all of the RMs as being inappropriate and did not notice that 15RM was within the range for developing muscular endurance.

- (b) (i)** This question asked candidates to comment on the appropriateness of the number of repetitions (15; 20 and 25) for the RMs (25RM; 20RM and 15RM) for the three phases of a weight training programme to develop muscular endurance.

Some candidates commented on the number of repetitions in isolation from the RMs. These candidates often quoted that the number of repetitions to develop muscular endurance should be between 13 and 25, therefore, all of the repetitions presented for the three phases would be appropriate and over the three phases provided progressive overload.

Candidates who studied the number of repetitions for the RMs for each of the three phases and commented on the appropriateness of the number of repetitions for each phase made the most relevant comments, for example, in weeks 7–9 the RM was 15 and the number of repetitions was 25. This number of repetitions was impossible to do with a weight of 15RM. It would have been necessary to decrease the number of repetitions considerably to possibly 13 repetitions.

- (ii)** This question asked candidates to comment on the appropriateness of the Repetition Maximums (25RM; 20RM and 15RM) to develop muscular endurance over the nine weeks.

Candidates who stated the range of 13–25RM as being appropriate to develop muscular endurance nearly always commented that the RMs for all three phases were within this range and therefore suitable for developing muscular endurance. Other acceptable comments included supporting the decrease in RMs (i.e. the weight) over the three phases as this still developed muscular endurance, but it was harder by increasing the weight. Other candidates suggested that as the programme was to develop muscular endurance it should start with 15RM and finish with 25RM because muscular endurance was about being able to do more repetitions.

Principal Moderator's Report

During the Summer 2016 moderation period a team of 28 moderators conducted assessments of 1798 candidates across 89 centres. In most centres, the teachers' understanding and application of the specification was sound, reflecting an accurate interpretation of the specification and adoption of the required procedures in preparing candidates for external moderation. The majority of teachers had attended the annual Agreement Trials but there were concerns noted from teachers who were not permitted to attend, (mostly due to restraints on school budgets). In particular these teachers felt less confident in their assessment of Component 2 and their assessment of Fitness in Component 3(b). (Important notes from Agreement Trials will be repeated in the Component 2 and Component 3(b) section of this report).

Preparation at Centres

All centres are given opportunity to clarify the administrative and practical requirements for moderation with their assigned moderator by 'phone and through the 'Pre-Moderation Check List'. Teacher-feedback to moderators informs us that this checklist is very helpful in ensuring that all administrative requirements are available and an efficient schedule of assessments is in place on the day of moderation.

Detailed instructions to guide teachers through the moderation process can be found in the publication "Instructions to Teachers" which is available online from www.ccea.org.uk/physical_education

The following paperwork is required on the day:

- Candidate Record Sheets Component 2 (two copies signed by teacher and candidate);
- Candidate Record Sheets Component 3(a) & 3(b) (two copies signed by teacher and candidate);
- OMR/TAC1 (Mark Sheet);
- TAC2 (Internal Standardisation Form);
- Copies of Non Centre Controlled Activity form as previously submitted to CCEA;
- A4 page with candidates listed in rank order for each of the three components; and
- Component 2 samples as requested by CCEA.

Moderators arrange with the teacher to observe at least two practical activities to be seen from Component 3(b). The choice of activities to be observed will allow the majority of candidates to be seen. A range of candidates is also observed in Component 3(a).

It is good practice to have two staff members available on the day of moderation, one teacher to supervise the practical activity or referee while the teacher with main responsibility for the assessment remains with the moderator throughout the whole moderation process.

Where there is more than one teaching group, standardisation must take place to allow the process of moderation to be completed.

Centres should note that a full day is required to complete the moderation and that inaccuracies in paperwork will unnecessarily prolong this process.

Pre Moderation

All teachers should be fully conversant with the CCEA requirements for the activities their candidates select. It is encouraging to note that teachers now regularly use the CCEA GCSE PE microsite www.ccea.org.uk/physical_education to familiarise themselves and their candidates with the specification and all associated support material.

Visiting Moderators witnessed a consistently high level of professionalism and good practice. A very small minority of centres misinterpreted the specification. Inaccurate interpretation of the specification can greatly disadvantage the candidate so teachers are asked to note:

- candidates must choose activities from at least two of the categories listed in the specification;
- at least two of the activities must be centre controlled and carried out under the direct supervision of the teacher;
- candidates may choose to be a Performer and a Leader/Official in the same sport;
- Component 3(a) requires the analysis of a skill, not the coaching of it. Appropriate technical language is expected from candidates accessing the higher mark bands. (Refer to the sample video of Component 3(a) on the physical education microsite); and
- Component 2 requires teachers to complete the Candidate Record Sheet and to also add thorough annotation within the text of the work.

Component 2 Developing and Maintaining a Balanced Healthy Lifestyle

Most centres presented detailed evidence in written booklet format to support the marks awarded in Component 2 with some candidates demonstrating highly competent and consistent learning when applying the process to lead a balanced healthy lifestyle. Most teachers choose to use the standard CCEA template and do not take up the other option of an oral or visual presentation. A very small number of centres presented this component successfully in a power point presentation. Overall there is evidence that candidates are engaging in a worthwhile experience and demonstrating their ability to understand and evaluate their lifestyles and to plan and implement actions that lead towards a balanced, healthy lifestyle.

There continues to be concern over the perceived substantial workload required in this component by teachers and pupils alike, and that their efforts are disproportionate to the marks awarded. This concern was addressed in the Agreement Trials last year. The guidance offered at Agreement Trials is outlined below.

Do's	Dont's
Carry out a detailed lifestyle audit at the start of this component to produce a lifestyle profile that includes: detailed information on all the exercise, training or physical activity they undertake on a regular basis, both inside and outside of school.	
Provide results from appropriate tests to gauge their level of aerobic fitness and muscular fitness, and their degree of flexibility.	Do not include diagrams or write up the protocol of tests.
Include personal information relating to their nutritional intake; (Detailed information is not required but applied knowledge is.)	Do not copy and paste impersonal information about nutrition from websites. Do not create tables of food intake.
Include personal information relating to their rest and sleep patterns; (Detailed information is not required but applied knowledge is.)	Do not copy and paste impersonal information about rest and sleep from websites. Do not create tables of sleep patterns.
Include personal information relating to their work, including study commitments and part-time work AS APPROPRIATE.	Do not copy and paste impersonal statements about work and leisure from websites. Do not create tables of work/leisure patterns.
Include information relating to their work, including study commitments and part-time work as appropriate.	
Identify other relevant factors impacting their personal lifestyle profile, for example peer pressure, culture and the media.	
Form an action plan that covers a period of 8 weeks , focuses on developing and maintaining a balanced, healthy lifestyle. (Remember detailed information of the physical activity aspect of their lifestyle as evidenced by the teacher.)	Candidates should set targets in relation to improving their diet and sleep patterns but are not required to produce weekly tables dedicated to monitoring each of these. A summary overview statement at the end of each week is sufficient. E.g. This week I have managed to meet my target of only one fizzy drink per week. I did not meet my target of being asleep each evening by 11pm due to.....

Overall Do Include	Do Not
<ul style="list-style-type: none"> • An analysis of their lifestyle profile; • A BRIEF outline of the strengths in their current lifestyle and a commitment for this good practice to continue; • A BRIEF outline of any issues or areas for improvement identified in their lifestyle profile; • A specific objective, or objectives, for a set period of time (students must state the timescale for their action plan, which must cover a period of eight weeks); • An explanation of the actions they propose to undertake to achieve their objective(s) based on the opportunities and pathways available to them. 	<p>Do not copy and paste chunks of information from websites – keep your story original!</p> <p>Use SMART targets and apply the FITT principle and overload but it is not necessary to write a description of what these are – the marks are awarded for their application!</p>
<ul style="list-style-type: none"> • An outline of their intended outcomes, or the targets they set; • An outline of the resources and support they will need; • Information on how they will monitor the action plan; • Information on how frequently they will monitor the action plan; • Implement the action plan for the period of time selected; • Monitor and evaluate the effectiveness of the implementation of their action plan; and • Monitor (using appropriate tests as required) and evaluate the effectiveness of their action plan at regular intervals. 	<p>Photographic evidence is not a requirement – where it is used it must have relevance.</p> <p>Do not include work that is not referenced – it is the teacher’s role to identify plagiarism!</p> <p>Do not include evidence that the teacher would have difficulty validating</p>

Moderation of this component requires the teacher to lead the moderator through an overview of the sample. Annotation on the sample must be thorough, highlighting positive aspects of the work but also noting where the work fails to meet the required standards. In some centres annotation was very limited prolonging the overall process. In the majority of centres work was clearly annotated and clear explanations were provided of how marks were awarded.

In making their assessment the teacher must use the assessment criteria as outlined in the specification – e.g. a high achieving candidate must meet the following criteria.

The candidate consistently shows highly competent learning when applying the process to lead a balanced, healthy lifestyle.

The candidate demonstrates a highly competent ability to:

- audit and to critically analyse their own lifestyle;
- explain observed evidence of strengths and areas for improvement and to identify the priority areas for action;
- use appropriate principles and methods to set up safe, effective, short-term action plans to develop and maintain a balanced, healthy lifestyle; and
- the candidate can consistently work with others to successfully carry out the action plans, to monitor and review the effectiveness of the action plans and to make changes when necessary.

The evidence shows clearly and consistently that the candidate has a balanced, healthy lifestyle.

Component 3 Individual Performance in Physical Activities

(a) Analysing, evaluating, planning, implementing and monitoring actions to improve skilled performance in selected physical activities.

The majority of centres had prepared their candidates well for this component. Best practice shows that candidates perform better when they work with one pupil from Key Stage 3. The challenge remains for some centres to get the balance right between who is to perform the skill, the complexity of the skill to be performed and the appropriateness of the drills for the level of the performer. In some cases candidates were using pupils who were too capable and, as a result, spotting and fixing of errors is almost impossible. Best practice is a basic skill demonstrated to a complete beginner or an advanced skill demonstrated to a fairly experienced improver.

(b) Improving the quality, efficiency and effectiveness of individual performances in physical activities.

This component is was delivered confidently in the majority of centres. Some centres chose common activities for a whole teaching group while others allowed individual candidates to make their own choices. Both methods are acceptable provided the activities are chosen from at least two categories.

Fitness is proving a popular activity. A minority of centres continues to misinterpret Fitness as a practical activity as outlined in the 2013 Agreement Trial and should note the activity overview below.

- Candidate's fitness is assessed in their three strongest areas specific to their chosen sport.
- Teachers must use tests outlined in the CCEA teacher's guidelines/support materials.
- Candidates are not required to provide a log of progress.
- At moderation the candidate is expected to perform the three tests within the range of marks they have been awarded.
- It is good practice for the candidates to measure the tests alongside the teacher thus demonstrating sound knowledge of the test protocol.

Team games continue to feature prominently at moderation visits. Candidates must always be observed in the full game situation. It is important that a second member of staff is available to referee/umpire games allowing the moderating teacher to focus on observation. It is also helpful, prior to the full game, to observe candidates in appropriate drills that demonstrate the skills of the sport. Easy identification of candidates is crucial.

Centres are to be commended for supplying supplementary evidence in the form of video recordings, competition results, activity logs, testimonials and certificates of achievement of candidates who participate in non-centre activities. Many centres have used sports governing bodies to deliver activities such as Orienteering and Volleyball. Please note that, while these activities have proved very successful, it is essential that the class teacher oversees and takes responsibility for the assessment of the candidate in conjunction with the qualified coach.

Teachers assessing Component 3(b) should note that candidates' standard of performance is not the only element assessed. Candidates must also demonstrate strategic and tactical play, an appropriate range of skills, appropriate levels of fitness, knowledge of rules and conventions and suitable attitudes and behaviours associated with fair play and success.

Candidates in this component may also be assessed as leader/official. Previously the majority of centres did not avail of this option however in the Summer 2016 series it was evident that more students are taking the opportunity to be assessed in their strongest sports as both performer and leader/official.

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension: 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: Peter Davidson
(telephone: (028) 9026 1200, extension: 2993, email: pdavidson@ccea.org.uk)