

GCSE



**Chief Examiner's and
Principal Moderator's Report
Physical Education**

Summer Series 2019



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 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 microsite on our website at www.ccea.org.uk.

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GCSE PHYSICAL EDUCATION

Chief Examiner's Report

General

Summer 2019 was the first assessment of the Revised GCSE PE. This is a linear course assessed across three components:

- **Component 1: Factors Underpinning Health and Performance**
This component is assessed in a 1 hour 15 minute written examination worth 25% of the overall GCSE qualification.
- **Component 2: Developing Performance**
This component is assessed in a 1 hour 15 minute written examination worth 25% of the overall GCSE qualification.
- **Component 3: Individual Performances in Physical Activities and Sports**
This component is assessed using controlled assessment worth 50% of the overall GCSE qualification.

Component 1 Factors Underpinning Health and Performance

Overview

Component 1 assessed the following three sections:

- 1 The Body at Work
- 2 Health and Lifestyle Decisions
- 3 The Active Leisure Industry

A significant number of candidates performed well in this paper, with responses ranging from good to outstanding. There were a few exceptions who provided very limited responses with minimal information. The range of questions ensured accessibility for all candidates. Overall, the paper was effective in differentiating between the wide ability ranges of the candidates entered. Questions ranged from those assessing basic recall of knowledge to application of knowledge, analysis, interpretation and evaluation of information. Almost all candidates attempted all of the questions within the allocated time. The level of language used in the examination paper was candidate friendly, appropriate and appeared to be clearly understood. Most candidates appeared well prepared, particularly in relation to new content within this Revised Specification. Many demonstrated a sound knowledge of the Body at Work and Event Management. Many candidates communicated their answers clearly and concisely with the appropriate use of technical terms but some struggled to put their answers into meaningful written form. The points made below on specific questions may be helpful in preparing future candidates for the written examination of Paper 1.

- Q1** This question was answered well by most candidates. However, some wrongly identified the wrist joint as a saddle joint.
- Q2** Answered well. Most candidates explained the purpose of the function of the skeleton is to protect vital organs and gave an appropriate example of how the skeleton provides protection during physical activity.
- Q3 (a)** Answered well. Most candidates identified that synovial fluid is produced by the 'synovial membrane'. Candidates who answered wrongly mostly stated 'cartilage' or 'knee'.

- (b)** Answered well. The majority of candidates who answered (a) correctly attained both marks available.
- Q4** Answered well. Many candidates wrote in-depth answers that included more information than was required. Candidates should identify the number of marks available for a question and answer accordingly.
- The majority of candidates identified the antagonistic muscle pairs as the biceps and triceps and most explained in full, the type of muscle contractions required to allow the person to perform a biceps curl.
- Q5 (a)** Answered well. Nearly all candidates selected athlete A.
- (b)** Answered well. The majority of candidates who answered (a) correctly attained both marks available. Some candidates were awarded only one mark if they did not use specific figures from the graph to justify their choice. The most frequent response was that a marathon runner requires endurance as a person needs to keep going for long periods of time.
- (c)** Answered well. Nearly all candidates selected athlete C.
- (d)** Answered well. The majority of candidates who answered (c) correctly attained both marks in this part. Some only attained one of the two marks as they did not use specific figures from the graph to justify their choice. The most frequent answer by candidates was that the shot-putt requires explosive effort.
- Q6** This question asked the candidates to state three physical changes of the cardiovascular system as a result of regular and appropriate aerobic training. Some demonstrated an excellent knowledge of the physical changes that occur in the cardiovascular system and how this helps improve performance using a high level of specific terminology, attaining the six marks. However, some candidates did not identify any physical changes that would occur in the cardiovascular system as a result of regular and appropriate aerobic training and were awarded no marks. The quality of written communication included the need for specific terminology which some candidates provided.
- Q7 (a)** Answered well. Nearly all candidates answered correctly.
- (b)** Answered well. Nearly all candidates answered correctly.
- Q8** The majority of candidates scored three or four marks in this question. The process that some candidates did not describe was how air pressure decreases inside the lungs causing air to rush in. A small minority of candidates misinterpreted this question and mistakenly took the word 'inspiration' to mean role model, and therefore gained no marks.
- Q9** Nearly all candidates identified that digestion stops or slows down to allow blood flow to be diverted to the working muscles and away from parts of the digestive system. This allowed the candidates to attain half of the marks for the question. Best responses gave clear examples of the difference between blood flow to the gut and working muscles at rest and during exercise. These also used very specific terminology to describe the process including 'vasoconstriction'. Weaker responses did not fully explain the short-term effects and referred to requiring food for energy; or not eating food as this would lead to cramps. The Quality of Written Communication was excellent in responses using specific terminology.
- Q10** This question highlighted the need for candidates to become familiar with the command words. The question asked candidates to state the function of the nervous system however many explained or described what was happening at each stage with extended and unnecessarily long responses. This may have affected their time management for the paper.

- Q11 (a)** Answered well. Nearly all candidates attained full marks.
- (b)** Answered well. Nearly all candidates attained full marks.
- Q12 (a)** Most candidates identified the lifestyle as sedentary. However, less able candidates answered 'unhealthy' or 'inactive' lifestyles.
- (b)** Answered well. The majority of candidates attained full marks. The most frequent answers were diabetes, obesity and coronary heart disease.
- (c)** The majority of candidates attained two of the three marks. A significant number stated the minimum minutes for a session instead of the required weekly minutes. A full range of responses were accepted for this question, particularly for the minimum intensity. For example, appropriate % of maximum heart rate, appropriate rate of exertion, as well as simple descriptions i.e. moderate intensity or that conversation is possible but not easily maintained.
- Q13** Many candidates attained one of the two marks available. Most explained the need for the instructor to show the student how to safely use equipment but did not clarify the procedure as an induction. Others explained the need to find out about the person's current state of health but did not explain how this could be done e.g. via a questionnaire or PARQ.
- Q14 (a)** Answered well. Most candidates gave two reasons why a person may take illegal drugs. A wide range of simple answers were given and accepted in addition to those in the mark scheme e.g. to win, for confidence, improve the way they look, decrease nerves or curiosity.
- (b)** Answered well. Most candidates attained full marks for this part of the question. The most common answers were that long-term use of illegal drugs could lead to addiction, aggressive behaviour, coronary heart disease, depression and death.
- Q15** Answered well. This question proved very accessible with most candidates awarded full marks. Most explained the importance of including carbohydrates, fats and proteins in a diet to help a person's performance in an exercise programme. A smaller number explained successfully the benefit of including minerals and water whilst others only stated the three nutritional components, neglecting to explain the importance of inclusion of these in an active person's diet.
- Q16 (a) & (b)** Answered well. The majority of candidates attained full marks in both section (a) and (b). Some candidates lost marks if they did not know that the recommended hours of sleep for a 16-year-old is 8–10 hours; or if they stated that they had a consistent bedtime when this was not the case, at the weekends. The majority of candidates demonstrated good knowledge and understanding and analysed and evaluated the information to identify strengths and areas for improvement.
- (c) & (d)** Some candidates were not familiar with the concept of setting SMART objectives and instead made generic statements e.g. sleep more. The better answers covered more than two of the principles of SMART objective setting e.g. for the next two weeks go to sleep at 2230 and wake at 0730 Sunday to Thursday, and on Friday and Saturday go to sleep at 2330 and wake at 0830. This demonstrates specific, measurable, achievable, relevant and time-bound principles. Candidates did not always link parts (c) and (d) as they set targets in (d) that were not relevant to help achieve the SMART objective set in (c).
- Q17** Answered well, the majority of candidates stated three different examples of how parents could have a negative influence on their children's participation to attain full marks.

- Q18** Structure of the active leisure industry is new content within GCSE PE for first assessment in Summer 2019. Some candidates were not familiar with the function or work of Disability Sport NI but gave simple statements which allowed them to access two of the four marks. The candidates who answered well described, using examples, how Disability Sport NI promotes equality of access to sport for people with a disability. For example, Disability Sport NI inspires people with disabilities to get involved [1] by promoting positive role models [1] like Michael McKillop.
- Q19 (a)** Answered well, nearly all of the candidates demonstrated good knowledge and understanding and analysed and evaluated the information in Table 4 to identify the sector that each leisure organisation belonged to.
- (b)** Answered well, nearly all candidates identified Organisation 2 as the most suitable due to operating longer opening hours. Candidates further explained this by stating that the person will be able to train before or after work, as well as on the weekends. Clear reference and comparison to the opening times was given.
- (c)** Answered well, the majority of candidates identified Organisation 1 as the most suitable due to having a reduced membership fee. Most referred to the opportunity for a person who receives income support being able to avail of the concessionary rate, others commented that Organisation 1 was more suitable as only £32 per month compared with £35 per month. A small number of candidates did not understand what a concessionary rate was and added this to the regular membership fee to wrongly conclude the membership for Organisation 1 was £51 per month and therefore Organisation 2 was most suitable; this was not awarded any marks.
- Q20 (a)** Event management is new content within GCSE PE for first assessment in Summer 2019. Most candidates planned an appropriate and safe knockout competition. They clearly outlined the order of play for a knockout competition, with some candidates also including a match for third place. The allocation of pitches for each match was generally only stated for the first two rounds. The majority of candidates planned a clear and suitable timeline for the knockout competition but many neglected to include break periods between play for teams. This demonstrated a risk factor to some of the players, and candidates were marked accordingly. Only a small number of candidates specifically stated the duration of play time for each game; candidates however were not penalised and were instead awarded the mark if their planned timeline was appropriate. There was evidence that some candidates did not understand the concept of a knockout competition but instead planned a league. In this instance marks were awarded for the first round only of the competition, if it was planned effectively.
- (b)** Answered well, nearly all candidates stated £10 per team as the entry fee.
- (c)** The majority of candidates identified a wide range of unforeseen problems that could threaten the success of the competition. However, some candidates did not link the proposed action they could take on the day of the competition to overcome the problem. Some of the candidates identified action that could be put in place prior to the problem arising.

Component 2 Developing Performance

Overview

Component 2 assessed the following two sections:

- 1 Developing Physical Fitness for Performance
- 2 Developing Skilled Performance

The range of questions allowed candidates to respond positively, with the standard of responses ranging from limited to outstanding. Nearly all candidates attempted all of the questions within the allocated time. Centres raised concerns about the length of the paper and the impact on candidates struggling to complete the paper. Following inspection of the examination papers it seems likely that some candidates experienced difficulty with completing questions in the latter stages of the paper as a result of spending too long compiling unnecessarily detailed and extended responses to questions worth only a small number of marks. The level of language used in the examination was candidate friendly, appropriate and appeared to clearly understood. Overall, the paper was effective in differentiating between the differently able candidates entered. Questions ranged from basic recall to those requiring the use of higher order skills i.e. application of knowledge and explanation of decisions or analysis, interpretation and evaluation of information. Almost all candidates appeared well prepared and many demonstrated a sound knowledge base. This was particularly evident in candidates' responses to questions that required recall of concepts, facts, terminology, principles and methods. However, when required to apply their knowledge and understanding to given training programmes or use their knowledge and understanding to analyse and evaluate training programmes fewer candidates did this effectively. Some candidates exhibited particularly poor understanding, application and the ability to evaluate the principles of training, particularly SPORRT [Specificity Progressive Overload Rest Reversibility Tedium], peaking and periodisation. These candidates also appeared to struggle to put their responses into a meaningful written form. However, the majority of candidates responded clearly and concisely with the appropriate use of technical terms. The following review of candidates' responses may be helpful in future preparation for Paper 2.

- Q1** Answered well. Most candidates identified physical fitness as a relative concept. However, some explained the differences in performance by referring to the relevant components of fitness for each event which enabled them to gain two marks, even if they did not identify physical fitness as a relative concept.
- Q2** Answered well. Most candidates explained the difference in the types of physical fitness following the mark scheme answers. The most common answers stated that physical fitness for health involved participating in appropriate and sufficient exercise to keep the body in reasonable working order; whereas physical fitness for performance involves performing a higher baseline of exercise so that the body is in the best shape possible.
- Q3** Answered well. The majority of candidates gave a full explanation of what determines a person's aerobic energy production potential. A small number did not explain what determines a person's aerobic energy production potential but listed the characteristics of aerobic energy production which did not gain them any marks.
- Q4 (a) & (b)** Answered well. In section (a) an appropriate athletic event was nearly always stated by the candidates. In section (b) the majority of candidates were awarded two marks. The most common answers included working at very high intensity and without the use of oxygen for a short period of time. Many candidates included more detail than required for a two mark question and this may have affected their overall time management in this paper.

- Q5** Answered well. Candidates demonstrated good to very good ability in explaining the physical fitness requirements for a team sport. A wide range of acceptable answers were given across a variety of sports. A very small number gave answers that were not detailed enough to be awarded marks. For example, 'muscular speed in rugby is required to move up the pitch'. This does not reference when it would be needed e.g. to beat an opponent to the ball or the intensity or duration of the run.
- Q6** (a) This question was answered in a way that demonstrated only basic knowledge amongst most candidates. Many were credited with marks for knowing that the difference between static flexibility training and dynamic flexibility was to do with no movement and movement, however, many did not understand how this occurred.
- (b) Answered well. The majority of candidates were able to explain how an increase in flexibility may allow a sportsperson to improve performance. Responses varied quite considerably however the most common were to perform more difficult gymnastic moves, to increase tariff rating in a routine, to reach further, to be able to catch a ball before an opponent, increase stride length to be able to cover more ground quicker and to prevent injury.
- Q7** (a) Answered well. Most candidates demonstrated a good understanding of what continuous steady pace training involved. Most responses referred to exercising until you reach a desired intensity and maintaining it for the duration of the activity, which will be a long period of time. Only some candidates identified that you have to work continuously with no rest/recovery periods. Better responses provided more detail with relevant examples. Weaker responses only identified that it involves working continuously, however, this was credited.
- (b) Most candidates identified that continuous steady pace training would be effective in developing aerobic fitness and muscular endurance, attaining two marks. Some were able to state one basic, yet acceptable, reason but the second answer was usually a repeat of the first just worded differently.
- Q8** (a) Answered well. Most candidates got at least three of the four marks available. Better responses provided greater detail and appropriate examples.
- (b) (i) Answered well. Most candidates included the nine stations with appropriate exercises for circuit training to develop aerobic and muscular endurance and gained full marks. Some of the circuits did include periods of exercise on assault bikes and rowing machines and these were credited. However, some candidates created a circuit that either did not include nine stations or that lacked clarity regarding the exercises to be completed at a station but stated, for example, 'weights' instead. Some circuits also included inappropriate types of exercises in their circuit, e.g. swimming. This resulted in zero marks being awarded.
- (ii) Nearly all candidates who arranged the stations in rotation of upper body, core and lower body in Question 8(b)(i) explained the principle of rotation clearly and in detail in this section. Some explained the principle of rotation for this question, however, if it was not applied in their circuit in Question 8(b)(i) they were not credited for the justification.
- Some candidates in Question 8(b)(i) planned their circuit to work major muscle groups together i.e. one station after another. If they explained that they did this to put the specific area of the body under pressure to adapt and improve they were credited marks.

- (iii) Nearly all candidates were able to select a suitable work time and recovery time i.e. between 30 seconds and two minutes, and demonstrated an understanding that the recovery time should be equal to or less than the work time.
- (iv) The majority of candidates explained the ratio of 1:1 or less for the balance between the work time and the recovery time, and used this to justify the recovery time. Most showed understanding of the timing guidelines for circuit training to develop aerobic fitness of being between 30 seconds and two minutes. The intensity of the exercises was used mostly to justify the work time.
- (v) Answered well. Nearly all candidates identified increasing the work time at each station, decreasing the recovery time between stations, increasing the number of full circuits completed or introducing or increasing a weight to make exercises more challenging. Some were not specific or clear enough with their answers, for example, increase time or increase intensity.
- (vi) Some candidates were able to select a suitable RM to develop muscular endurance and were aware of the relationship between repetition maximum and an acceptable number of repetitions. However, some demonstrated no or very limited knowledge of the component of fitness they were asked to develop or the relationship between repetition maximum, repetitions and sets. In general this question was answered poorly.

Q9 This question differentiated between candidates. Some identified one or sometimes two differences between Fig.1 and Fig.2 but were not aware if Fig.1 or Fig.2 demonstrated the correct protocol, nor did they explain satisfactorily why the differences made the tests invalid or unreliable. The two most frequently spotted differences between Fig.1 and Fig.2 related to the shoes being on or off and the knees being held or not being held. Best responses came from candidates who highlighted the importance of following correct protocol that is, regarding shoes and knees and the consequences in both tests if the protocol was not followed. Better responses also identified how the person being present not only ensured that protocol was followed but also that the measurement was accurately read. A few candidates highlighted the differences between the two boxes to account for the measurements perhaps being unreliable. The quality of written communication in this question ranged from basic to excellent.

Q10 (a) & (b) Many candidates answered both Question 10(a) and (b) well. Weaknesses in answers usually related to candidates not applying the information that had been given to them in the introduction to the question. This ruled out erroneous answers such as Student A completed a training programme before the day of moderation or Student B may have been sick or injured on the day of moderation.

Q11 (a) & (b) Nearly all candidates were able to identify Question 11(a) as being a 'closed' skill and Question 11(b) as being an 'open' skill. The majority of candidates were able to give detailed explanations as to why the skills were classified as such. Many used clear and appropriate examples to clarify their explanations.

Q12 This was answered correctly by most candidates.

Q13 (a) & (b) The majority of candidates answered Question 13(a) well. If not answered correctly it was clear the candidate had no understanding of what agility involves.

In Question 13(b) most candidates gave detailed and appropriate examples of the importance of agility in both tennis and football. However, if candidates did not answer Question 13(a) correctly it demanded them being very specific in their explanation of how agility is used in tennis and football and this was not always given.

Q14 (a) The best responses identified the differences between the optimum arousal levels when the golfer and boxer were performing at their 'best' and they explained why this would be the case for both. Only a few candidates' responses noted that the performance levels were the same and equally high and then explained why the levels of arousal would be different for this. Some were able to identify that the boxer required higher arousal levels than the golfer; and gave a clear explanation of the difference in the nature and requirements of the sports.

(b) & (c) Answered well. The majority of candidates identified that the athlete's performance would be negatively affected. The best responses gave a specific example of how or why the performance will be negatively affected.

Q15 (a) Periodisation is new content within the principles of training in GCSE PE for first assessment in summer 2019. It was obvious that many centres had prepared their candidates well as they showed good understanding of when the off-season and pre-season occurred and correctly identified and explained the focus of each phase. However, there were still significant numbers who were confused and mixed-up the focus of these phases with the focus of other phases of training. Some candidates were unsure which of the transition, development or competition phases equated to the pre-season and off-season phases. This is a principle of training that may require further focus by centres for future assessments.

(b) The majority of candidates successfully looked at the week overall and explained how in principle it was suitable as an in-season training programme because it contained workouts to maintain fitness. This approach was also followed for skills and tactics and then for rest/recovery. Some identified each day of the week and explained what was suitable about each of the workouts or rest/recovery days at those particular times in the week. With this method candidates covered everything and usually achieved full marks.

Q16 (a) This question differentiated between candidates. Poorer responses simply identified running as being suitable. Some candidates thought swimming was not suitable, but others often thought it was a good idea to include swimming as it provided variety or that it offered active recovery even though the planned session was totally unrealistic in terms of intensity. Poorer responses rarely identified that the pace (or intensities) given for the runs were unrealistic or the distances given for some of the runs were unrealistic.

Better responses identified and explained the suitability of running and the unsuitability of swimming. They also explained that CSP was a suitable training method or that running with CSP was specific to the appropriate components of fitness for a 10 km run, i.e. aerobic fitness and muscular endurance. Best responses also identified that the pace for all the runs was unrealistic based on the person's present pace for the 5 km run. These answers often explained that the 16 km run was definitely too long for the first week of the training programme and the frequency of training six days was too much as there were not enough rest days. They recommended introducing more rest days to avoid injury or fatigue and that this could be resolved by removing the swimming workouts from the programme. This would leave four days of running and three recovery days.

The Quality of Written Communication ranged from basic to excellent.

- (b)** This question was challenging for all candidates. It dealt with the reality of planning a training programme. Some showed good application of knowledge and understanding to gain full marks, but most responses were poor.

The question provided a starting point and a target to be met in eight weeks' time. Candidates had to demonstrate the application of specificity and make decisions about choosing a suitable type of exercise and training method in order to achieve the target. They then had to apply the principle of overload to decide a safe, appropriate and effective distance and pace for each run and a suitable frequency of runs for the first week. Next they had to apply the principle of progressive overload safely, appropriately and effectively over the weeks. Finally, candidates had to demonstrate the application of the principle of peaking to help the person achieve the target of 10 km in 55 minutes. In general this question was answered poorly.

Weaker responses often included as many swimming workouts in the first week as there were runs. This may have been influenced by Question 16(a) and a lack of understanding of the principle of specificity. Some responses erroneously included other types of exercise such as cycling. Some candidates stated the training method others did not. The principle of specificity was not applied and this affected the application of the other principles for the first week and subsequent weeks.

Better responses applied the principle of specificity appropriately i.e. run and CSP as the training method however the overload was unrealistic for the first week and subsequent weeks.

Better responses applied the principles of specificity throughout the training programme and the initial overload for the first week was safe appropriate and effective. Some responses did not apply progressive overload and/or peaking correctly or accurately.

Best responses showed excellent application of each of the principles safely, appropriately and effectively over the eight weeks.

This question appeared challenging for many candidates. It dealt with the reality of planning a training programme and differentiated successfully between candidates in the top band of marks.

Principal Moderator's Report

Pre – Moderation

During the summer 2019 moderation period a team of twenty four moderators conducted assessments of 2524 candidates across 110 centres. The new electronic Candidate Record Sheet (e-CRS) system of entry was successful in terms of its accuracy. Centres appreciated that the overall totals for each activity were calculated automatically lessening the risk of mistakes however, completing each sub-section of marks for individual candidates proved very time-consuming. CCEA have noted this and have amended the e-CRS for the 2020 series so it will only be necessary to record the total mark for each activity onto the e-CRS system for 2020.

It is however, essential for the teacher to maintain a personal record of these assessment sub-sections and be prepared to present these at the Visiting Moderation.

This year also saw the introduction of the new selection system of candidates by CCEA and observation of all of their selected activities. Details of candidates to be observed were relayed to the allocated moderator who made immediate contact with schools and set up a much-appreciated line of support for the teacher in charge. While teachers may have been initially apprehensive about the staging of their moderation, they are to be congratulated on their excellent organisation in facilitating what was a very successful process. Detailed guidance on the completion of all aspects of administration is given in the 'Instructions to Teachers Booklet' (Available on the CCEA microsite).

Component 3(a) The quality, efficiency and effectiveness of performances in physical activities and sports

Students are assessed on their ability to perform efficiently, effectively and consistently the skills, strategies, tactical or compositional principles used in physical activities or sports. They are also assessed on their ability to consistently maintain appropriate fitness levels, desirable attitudes and behaviours and comply with the rules of their physical activities and/or sports.

Students must perform **three** physical activities or sports **from the list that we supply**. **At least two** of the activities or sports must be centre controlled and **carried out under teachers' direct supervision**. Students may be assessed in **only one activity or sport with no direct teacher supervision**.

If centres intend to assess students in an activity or sport taken outside the teacher's direct supervision, then the centres **must notify us using the Non-Centre Controlled Activity form** available to download from our Physical Education microsite at http://ccea.org.uk/physical_education/ The form must be submitted before students start the activity or sport and, in all cases, not later than the end of the Autumn term in Year 12.

Activities or sports completed outside school **must be carried out under the guidance of the relevant governing bodies**. They must be taken by the governing bodies' suitably qualified coaches, working with the centre. The teacher must also make sure that the assessment is fair, using the relevant assessment criteria.

Team games continue to feature prominently at moderation visits. 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 game, to observe candidates in appropriate drills that demonstrate the skills of the sport. Clear 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 used National Governing Body approved courses to deliver activities such as Orienteering and Volleyball. Please note that whilst 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(a) 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.

At moderation, students should:

- Perform, in appropriate practice situations, a range of skills from their physical activities or sports.
- Demonstrate their ability to apply effectively strategies, tactics or compositional principles to outwit opponents, control situations or be creative.
- Perform competitively in their physical activities or sports to demonstrate the quality, efficiency and effectiveness of their range of skills.
- Meet the physical fitness demands of their physical activities or sports.
- Demonstrate desirable attitudes, behaviours and fair play.
- Demonstrate knowledge and understanding of the rules, health and safety requirements and etiquette of their physical activities or sports and apply them when performing.

At agreement trials demonstrations of small-sided games were deemed acceptable for moderation purposes. Usually at least one invasion game was observed in all centres. Teachers are very familiar with 'games' activities and found assessing their candidates using the assessment criteria for each of the areas (strategies; skills; fitness; attitudes/behaviour and rules/etiquette).

Some centres played full-sided games while others played conditioned games. The conditioned games quite often provided better opportunities for candidates to demonstrate their decision-making; positioning; use of space; range of skills and fitness.

Small-sided team games also worked well. Even with smaller numbers on teams, formations and allocated positions were used and this allowed strategies and tactics to be demonstrated as well as the range of skills, fitness levels, positive attitudes and adherence to the rules.

Most centres used numbered team sports tops to identify selected candidates. This made it easier in the match situation to identify the candidates as they usually played a position in a formation. However, when using numbers it was difficult to easily pick out all six candidates when doing drills. It would help if during the drills, candidates being observed wore something additional e.g. a different coloured bib to help with identification. The moderation process was made much easier when the teacher indicated to the Visiting Moderator, which candidate was demonstrating their skills or when all of the selected candidates had been placed in the same group.

Seeing drills covering a range of skills is helpful because it allows the Visiting Moderator time to familiarise themselves with the candidates and as important, the drills provide an opportunity to see the candidates' efficiency, effectiveness and accuracy in performing the skills. Best practice was observed in centres that started with performing skills in isolation and then gradually moving to more complex drills that included decision-making and opposition.

The moderation process was enhanced when the centre teacher verbally commented, at the time, on observed examples of the candidates' understanding and application of strategies and tactics; their communication; their decision making; positioning; use of space; their range and effectiveness of performing the skills of the activity. This was a continual evaluation of what was happening in the competitive situation.

When this approach was taken, the teachers, identified and communicated evidence, good and bad, on the candidates' performances by the end of the competitive situation and were able to award marks that the candidates merited on the day. This saved considerable time previously spent after the activity with the teacher recounting the candidates' performances and then awarding marks. It was also beneficial because it allowed candidates to evaluate their own and others' performances in the activity much sooner.

Fitness was a popular activity choice. Centres were allowed to decide, for the benefit of their candidates, when best to timetable the fitness testing and the order in which the tests would be performed. The centre set-up must also allow the teacher and Visiting Moderator to observe each of the sampled candidates perform in each of their three chosen tests.

Best practice on the day of moderation was, if possible, to only use the selected candidates for the fitness tests and between them they set-up, administered and performed their three tests in the order decided by the centre. It was good practice to have more than one candidate to be involved in doing the timing, measuring or counting. This emphasised the importance of following the protocol strictly so that scores would be reliable. In practical terms this was best demonstrated in counting the number of press-up or sit-ups. In centres when more than one candidate was counting in these two tests, the accuracy of the count was more reliable.

Component 3(a) Event Manager

In place of one physical activity or sport, the assessment may be based on the consistent quality, efficiency and effectiveness of the student's performance as **an event manager**.

At moderation, students should:

- Explain the range of skills and actions required for successful event management and explain how they applied these skills and actions when organising physical activities or sports events.
- Explain the strategies and compositional principles they used in planning physical activities or sports events.
- Explain how they met time management demands and deadlines when organising physical activities or sports events.
- Explain the personal qualities, attitudes and behaviours that they applied when organising physical activities or sports events.
- Explain their role as event manager and the roles of others involved when organising physical activities or sports events.
- Excellent practice was observed in several centres where candidates were involved either as individuals organising a school competition or as a group of pupils sharing the organisation of a more high profile inter-schools tournament. In all situations candidates brought their own support materials and used these as an aide memoire to support their explanations and accounts of the event. It was encouraging to witness the work experience and high level of learning taking place in the component. Centres where marks were less easily corroborated, had planned a large single event involving too many candidates with 'roles' which were too basic to warrant the marks awarded. Attention is drawn to the Event management criteria in the **'Teacher**

Guidance Component 3' booklet (available to download from our Physical Education microsite at http://ccea.org.uk/physical_education/ which suggests that best practice sees one or two candidates involved in managing a small event and having a significant input to all the stages of managing the event. This will ensure candidates can access all the marks available under the five content headings:

- Explain how they applied the range of skills and actions required for successful event management.
- Explain the strategies and compositional principles they used.
- Explain how they met time management demands and deadlines.
- Explain the personal qualities, attitudes and behaviours they applied.
- Explain their role as event manager and the roles of others involved.

Component 3(b) The quality of analysis and evaluation of performances

Students are assessed on their ability to analyse and evaluate the quality of performances of the skills, strategies, tactical or compositional principles used in physical activities or sports, along with fitness levels, attitudes, behaviours and compliance with the rules of their physical activities or sports.

Teachers should continually assess students when they analyse and evaluate their own and others' performances and communicate their findings.

A challenging aspect for the moderation was the organisation of Component 3(b) where all six candidates had chosen to analyse and evaluate their own performance and the performances of others in the same team game being played outside.

The Centre teacher decided the best approach for their candidates. See below for examples of different approaches:

- Stopping the game and asking all players to leave the field except for the candidates who were to evaluate. Then isolating these candidates and calling them over in turn. This system worked well as long as the weather was not inclement.
- Allowing the game to continue and calling the candidates off one by one to evaluate their own and others' performances. This system allowed play to continue for all other candidates however all candidates needed to be informed that official play had stopped as the teacher and Visiting Moderator would only be aware of the play up to the first candidate coming off.
- Stopping the game and spacing out the selected candidates in a designated indoor space out of earshot of the candidate undergoing assessment.

Teachers differentiated fairly between their candidates and their marking was generally accurate. The format or framework that many of the candidates had been taught was to describe or explain what strategies/tactics; skills; fitness; attitudes/behaviour and rules/health and safety should be used in the activity/sport and to give examples. Some candidates used the acronym FASTPOR - F(fitness) A(attitude) S(skills) T(tactics) P(preparation/health and safety) O(overall ability) R(remediation/how to improve). Many candidates did this but best practice is obviously the degree to which they relate these to specific examples that actually happened in their performance. Many candidates referred to performances overall as being "good" or "OK". It would be more appropriate to use the CCEA descriptors when assessing overall performances i.e. limited; moderate; good; very good; excellent or outstanding.

It is recognised that some teachers still lack confidence in the delivery and assessment of this component so further training is planned for the agreement trials in October 2019 (support materials can be accessed at the Agreement Trial in October or from the CCEA Education Manager for Physical Education).

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)



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