



GCSE

Physical Education

8582/C NEA: Practical performance in physical activity and sport

Report on the Examination

8582
June 2024

Version: 1.0

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

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.

Overall summary:

The overall consensus from moderators was that the moderation process ran smoothly in this series with many reporting some excellent organisation by centres. There was an increased number of centres using the AQA GCSE specification and as a result, many new centres were required to quickly adopt the practices and procedures that are compliant with AQA moderation.

AQA increased their pool of moderators allowing all centres to be allocated a moderator and for moderation to proceed punctually.

The majority of centres were very well organised, and most had clearly used the teacher online standardisation system (TOLS- see centre services) to help prepare for moderation. It was clear when centres had used the training provided by AQA, demonstrating a good understanding of the specification requirements. Centres are reminded that the evidence shown on TOLS is taken from centre evidence and moderated accordingly. It is not an 'AQA production' so is not a blueprint to simply copy.

Centres are reminded that although some tolerance is afforded to moderated work, evidence should be presented in a manner that is broadly in line with the centre mark awarded. Although supplementary evidence – eg written notes / golf handicap / athletics times / swimming times / score sheets etc can help to provide context for a moderator, it is the visual evidence itself that is moderated. Centres should make every effort to ensure that the personnel involved, facilities used, equipment used, allocated time etc is conducive to justifying the mark awarded.

NB. At the time of print (August 2024) AQA are not aware of any changes by Ofqual/ DfE to the list of permitted activities. The list is adhered to by all major examining boards so centres should only use activities from the published list on the AQA website.

Administration and evidence gathering:

The majority of centres made use of the correct forms and administration with only a small minority showing rubric infringements in the activities adopted by their students. Student record forms and centre declaration sheets were generally available for moderators. Centres are reminded that any evidence presented live should be recorded and should be recorded in a manner that focuses on those chosen in the sample. Where possible, those selected in the sample should remain 'in shot' for the vast majority of the time so, when necessary, a review moderator can make a valued judgment at a later date if a review has been requested. On certain occasions, the presentation of AV evidence did not always allow the moderator to easily identify students. Centres are reminded that in all evidence, the moderator should be able to identify each student by a number, a bib, distinctive features etc so that their focus and attention can be on that student. This enables the Student Identification List (CIL form) to be suitably completed.

Most, but not all centres made use of AQA's set encryption password for AV evidence. Heads of Department should be aware that the encryption password is sent in a communication to examinations officers. AQA would like to remind centres that when a new examinations officer takes position, it is vital for records and communication channels that the examination officer's email address is given to AQA to keep records up to date.

Centres are reminded that it is best practice to use the assessment grids with the NEA Part 3 analysis and evaluation work and although their omission would not affect a moderation judgement, any annotations on student's work should be written in line with the shaded boxes as shown on the accompanying assessment grids.

Many centres made use of their designated NEA adviser and when required, AQA was happy to advise on matters relating to injury, special consideration, disability, specification adjustment and flexibility etc.

Part 1 skills:

The practical skills component appeared to have been addressed better than in previous years, with most centres systematically addressing the skills identified in the specification. It was clear and obvious when centres adopted the three main considerations for skill evidence:

- progression within drills
- challenge within drills
- elements of competition within drills.

Centres should note that these three considerations must be adopted in all activities. It was common for moderators to report that skills in trampolines were only being shown in an isolated context. This is not in line with the specification requirements.

It was also reported that certain skills were occasionally missed in the evidence presented to the moderator. All skills should be shown as part of the evidence and although moderators did prompt centres to show any missing skills so as not to disadvantage students, centres should make every effort in their planning to ensure that all skills are shown.

A key consideration for centres is the amount of time to allocate for moderation. It is expected that moderation will take up to 6 hours to complete. Isolated drills were often found to take a while to progress, with very basic, isolated drills being repeated rather than progressing swiftly to incorporate challenge and pressure.

It was particularly good to see how centres had 'paired up' or grouped students accordingly in order to allow those selected in the sample to be suitably challenged.

Centres are reminded that as a controlled assessment, students should not be coached whilst performing. It is accepted that instructions may need to be given, for example for safety purposes, but students should not be coached by the teacher / leader during performance. It was unfortunate that many moderators reported that some students were unaware of what was expected of them in drills. Moderation should simply be a regurgitation of what students have completed several times previously as part of their internal centre assessment.

Centres are also reminded that the focus of moderation is on those selected for moderation purposes. Occasionally, too many 'non-sampled' students would play a prominent role in the drills being shown, meaning that the sampled students were not being given enough performance time to justify their marks.

Part 2 full context:

Part 2 evidence was generally presented in a suitable way, with some evidence live and others shown on AV. It was good to see that centres have generally adopted methods to show their highest scoring students in particular by a means that justified their mark- eg those performing at a very high standard were generally seen performing at a very high standard. However for invasion games in general, the level of competition in Part 2 was occasionally insufficient to challenge the top band students. Some centres may wish to consider providing AV footage for very high scoring students to ensure that the level of demand is suitable to match the mark awarded.

There was slightly more AV evidence for Part 2 than in previous years. Centres should note that for team games in particular, where evidence can be very long, that a timeline of involvement should be typed out to accompany the footage- directing the moderator to the most appropriate moments to watch.

Centres should remember that Part 2 is fully competitive and therefore conditions should allow that fully competitive context to be seen. For example:

- In Athletics, although there are no official objective tables, times and distances are a natural part of competitive track & field so should be included.
- In Swimming, although there are no official objective tables, swim times are a natural part of competitive swimming so should be included.
- In Trampoline / Gymnastics, judging and tariff details are a natural part of a competition so should be included.

Centres are asked to be careful with the officiating element of Part 2 evidence. Although students can self-officiate, it is common for evidence to be negatively affected by rule infringements that are not picked up. This was most commonly the case with serving in Badminton and Table Tennis. Centres should provide officials as appropriate to ensure that the evidence provided conforms suitably to the rules.

NB. Although AQA do not provide updates from NGB's directly to centres, it is the centre's responsibility to ensure that governing body guidance is adhered to for each activity. For example, centres should consult the Football Association's website when deciding how much heading can take place within their evidence.

Specific activity guidance:

Athletics: The presentation of Part 1 skills in Track & Field Athletics proved to be varied in its suitability. Skills can be combined- eg arm and leg action but the evidence should still show progression, challenge and an element of competition. For example, in Part 1 if a student progresses to throw for maximal distance (in discus / javelin etc) this is accepted as it is not a fully competitive competition.

Golf: At GCSE, centres are reminded that progression, challenge and an element of competition must be shown in all activities, including Golf. Challenge could be added by hitting to specific points on a range or shaping shots in a bespoke manner. For Part 2, the camera should remain on until the outcome of the shot can be clearly seen.

Road cycling: There was a slight increase in centres visiting ‘road cycling centres’ to access this activity. Although this was accepted, centres are reminded that it is preferable for students to experience prolonged exposure to an activity rather than having a single attempt or minimal involvement. If a student tries Road Cycling for the first time they will be expected to perform in fully competitive road cycling contexts for part 2 and will therefore face comparison to students who have prolonged dedication to this activity, and who compete regularly.

Rock Climbing: Rock climbing is a popular activity, but centres should consider that instructors at rock climbing centres may not fully appreciate the specification demands without some education from school staff. The skills used must show progression, challenge and an element of competition and Part 2 climbs should follow the guidance: ‘At A-level it is expected that students should be working at level HVS 5A/5B towards E1/5B or equivalent F5+ or F6a French (Sport) 5+/6a. Thus, for GCSE, students should be working towards or at this standard’.

It is also recommended that students could be following the NICAS Award scheme. Someone who follows this scheme does not automatically gain a specific mark. Their climbing ability is assessed in line with the specification demands.

Skiing: Many moderators reported a problem with evidence for Skiing, particularly when it was taken on a family holiday. Centres should consider how to brief students and their parent/s / guardian/s on the demands of the specification and to remind those involved that evidence of ‘simply skiing’ is not enough. All skills should show progression, challenge and an element of competition and Part 2 evidence must be from timed, competitive runs where the starting point and finish point is obvious.

Injury: Centres are reminded that if a student has been seen fulfilling the activity criteria during their GCSE years they can be assessed. If they are then injured, preventing evidence from being available, they can be exempt from moderation on medical grounds- a medical letter will need to be shown to the moderator on the day of moderation.

Coursework guidance: Centres should refer to the JCQ guidance on how to conduct coursework. <https://www.jcq.org.uk/exams-office/coursework/> The relevant documents detail centre responsibilities for divulging marks to students prior to the moderation process and control measures for written coursework.

NEA Part 3 (analysis and evaluation):

The NEA Part 3 analysis and evaluation work continued to improve from previous years. Most centres used the assessment grids and annotations on the work which related to the shaded areas on the grids.

Centre marking was more in line with AQA standards, although the evaluation section continued to be the weaker of the two sections (both in terms of responses and marking).

The NEA Part 3 is most variable across centres in terms of length and detail. The students in some centres wrote excessive amounts of content that did not always meet the specification demands.

Centre may wish to consider that the weaker pieces of Part 3 coursework tended to:

- lack personalisation, particularly in the evaluation section
- lack detail in the theoretical area that addresses the skill weakness
- show multiple theoretical areas to addresses the skill weakness- NB One area is sufficient
- show an incomplete intensity calculation for the training session and/ or lacked personal justification of the calculated intensity
- show more than one session of training. One session is sufficient.

Mark Ranges and Award of Grades

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