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GCSE

# PHYSICAL EDUCATION

8582/C

Report on the Examination

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8582

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## General comments

Having had two examination cycles disrupted by the pandemic, a moderation period that encompassed most of what can be regarded as 'business as usual' was most welcome. However, the months that led up to the moderation period included some changes in terms of what was expected by schools and students and included several communications to clarify what was required and equally what 'may' be required in terms of contingency arrangements considering the prospect of a significant increase on Covid-19 cases. Thankfully, this contingency was not required. AQA confirmed to schools as early as they were able to that live moderation was to be allowed and that supplementary reports would be accepted in conjunction with visual evidence to explain the direct impact that Covid-19 had on their ability and that of their students to gain suitable evidence.

Most schools welcomed a return to a live moderation and administered an extremely efficient and well-organised body of evidence for their moderator to consider. Schools and Colleges should be pleased with their efforts and the professionalism shown by staff. Equally, AQA is aware of the varying impacts that the pandemic has had on students and would like to formally mention that the majority of students approached moderation with a determination and focus that is worthy of note. Covid-19 has impacted on all stakeholders involved in quality assurance, examining and moderating. Although allocations of moderators were administered punctually on most occasions, AQA is also aware of a small number of centres who were asked to complete a moderation slightly later than normal – they are thanked for their forbearance and professionalism in accepting the circumstances under which moderation procedures had been slightly disrupted for their centre. AQA are working hard to ensure that these delays are rectified for the next moderation process.

## Centre organisation

Having had no moderation for a 2-year period, it was noticeable that some centres were either unaware (being a new centre) or required some reminders about what a moderation entails. Although most centres were extremely well-organised, inexperienced staff or those requiring reassurance made good use of their NEA advisors (available via [teacherservices@aqa.org.uk](mailto:teacherservices@aqa.org.uk)) and/or their allocated moderator to help to guide them through the process. The presentation of evidence included some unique scenarios throughout the process, in that:

- some evidence was presented live as normal
- some evidence was presented live with a supplementary report
- some evidence was submitted on recorded audio-visual files as normal
- some evidence was submitted on recorded audio-visual files with a supplementary report.

As always, the key to moderation was to showcase students' performances and this required challenge at an appropriate level. Where this was not possible due to factors relating to Covid-19, centres generally made use of supplementary reports in a concise and factual way to set the context for the moderator.

A general theme that was witnessed was that centres who had made best use of the teacher online standardisation (TOLS) clips tended to be better prepared for moderation than those who had not. These standardised clips are not blueprints to copy (in terms of the drills used) but do indeed help to set the AQA standard that should be administered in centres. Drills and practices should be tailored to the students being shown and should challenge the student.

It was fantastic to hear so many PE colleagues refer to the TOLS clips and clearly demonstrate that their centre marking had been directly correlated to the marking on TOLS. For centres reading this that have not made use of the TOLS footage, please:

- Click on [www.aqa.org.uk](http://www.aqa.org.uk)
- Choose exams admin (top right of the screen)
- Click on non-exam assessment (NEA)
- Click on teacher online standardisation (TOLS)
- Log in to Centre services using the log in details provided by your examinations officer
- Choose the Service: teacher online standardisation

As a formal requirement, centres are reminded that preparation for moderation should account for a moderation that will last 3-6 hours in length. Many moderations took 5 to 6 hours to complete which is a normal length of time to see the selected sample. Although most centres did comply, centres are reminded that they should video any evidence that is presented live, before providing an encrypted copy for their moderator. This allows the centre to apply for an appeal of moderation should they wish to do so after results day.

Centres are also reminded that any audio-visual evidence must be encrypted using AQA's set passwords. There were many occasions when audio-visual footage was not encrypted, and moderators occasionally had to return such evidence. Exams officers were contacted about this process in advance of moderation and centres are encouraged to administer this accordingly to protect those who can be seen in the audio-visual evidence.

Centres are respectfully asked that where possible, a parking space is reserved for the moderator as there were many occasions of moderations starting slightly late due to moderators having to park a considerable distance from the school.

## **Part 1 evidence**

Part 1 evidence was seen live and/or on audio-visual files. If it is recorded, centres are reminded that the camera can be turned off between drills and/or when the teacher is explaining the drill to be carried out.

The evidence presented for part 1 was generally in line with the specification requirements. The 3 key aspects for skill drills were largely adhered to, in that:

- drills must progress for each skill
- drills must incorporate challenge as they progress
- where possible, drills should incorporate an element of competition

It was occasionally noticeable that drills were rather simplistic in their nature. For the higher scoring students, although drills can start simplistically, it is vital that the progression and challenge is incorporated quickly so that the true level of the performer can be seen.

It was also occasionally noticeable that centres did not incorporate progression and challenge into all skill drills. For example, traversing in rock climbing, shooting in association football, serving in tennis, stopping/parallel skid/skid to halt in skiing are just some examples of where centres did not always show progression. In these examples, although the progression itself is not prescribed, examples could have included:

- Traversing, progressing to traversing on a more challenging rock, progressing to limiting the points of contact etc.

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- Shooting at goal, progressing to shooting past a goalkeeper, progressing to aiming for targets, progressing to shooting whilst under pressure.
  - Serving in tennis, progressing to serving to hit a specific target, progressing to serving to outwit an opponent who can return the serve.
  - Stopping on a ski slope, progressing to stopping from a faster descent, progressing to stopping on a steeper descent.

Many centres made excellent use of appropriate personnel to ‘make up numbers’ in drills and/or to suitably feed in net/wall activities. Centres are reminded that the expectation is to ‘showcase’ those being moderated at the standard you know they are at and therefore the students helping with a drill/providing a feed etc are vitally important to ensure the student gets to show the true standard they are at.

Whether videoing in advance of moderation or videoing the live moderation, centres are reminded that only those that have been selected in the sample are being moderated. There is no need to video the ‘other’ students and it is therefore advisable, where possible and sensible to do so, to keep those being moderated in the same area or drill so that a camera can capture them at the same time. This was equally applicable for moderators watching live evidence when those being watched were performing at the same time but some considerable distance apart. This can make moderation particularly difficult to do and may incur some extra time being needed so that all chosen students are seen appropriately.

Centres are reminded that it is their responsibility to ensure that students receive appropriate rest and opportunities to rehydrate. As an example, some students find swimming drills very tiring and therefore an appropriate rest should be factored into the plan for the day. It was interesting to note that some centres were able to split the time allocated to parts 1 and part 2 to allow those who had done the drills to have an appropriate rest prior to completing their part 2.

It was noticeable that many centres were proactive in asking their moderator if they had ‘seen enough’. Moderators cannot dictate what drills are seen and equally cannot dictate how much time should be allocated to a drill. Whilst it is acknowledged that centres need advice and support, if a centre does not like a moderator’s judgement, they may viably then ask for a re-moderation on the grounds that the moderator stopped the drill rather than them. Thus, centres are reminded that the drill can move on and or stop when the centre feels the student has been seen and has performed appropriately for moderation purposes.

As always, the board advise that NGB guidelines should be always followed and adhered to for moderation. For example, it was completely acceptable for no more than 10 headers to be used as part of an association football moderation session in this cycle.

## **Part 2 evidence**

Part 2 evidence was perhaps the most likely to be affected by the events of the pandemic and many centres took measures to explain this within the supplementary reports that accompanied their evidence. Centre evidence of activities like cricket, skiing and athletics was particularly affected and many centres took the sensible judgement to show a school-based competitive element for the sport, often in a smaller sided/reduced versions as per the acceptable criteria for this year. Centres are reminded that at the time of writing (July 2022) the DfE have confirmed that evidence for 2023 will not allow such smaller or reduced versions and therefore evidence for those being awarded in 2023 must be of a full competitive nature, eg 11-a-side association football.

Moderators consistently reported that centres often found it difficult to justify the marks of those at the upper end of the level descriptors. Centres are reminded that if a student cannot be seen performing at their highest standard on the day of moderation, that they can consider using external footage from when the student was performing at club/county/regional level. Where this was done, it was clear to see where centres had been proactive in suitably briefing parents about how to capture evidence. By means of assistance, the following may prove to be useful for teachers to use with the parents of their cohort:

1. Try (where possible) to adopt a position for the camera whereby the student and the playing area can be seen- e.g. a sports hall balcony, a pavilion etc
2. Footage that is taken for part 2 should be continuous- i.e. not edited. The camera can however be switched off when breaks occur- e.g. end of set/ half time etc. Nb the camera can be turned off when it is clear where the golf ball has landed- i.e. there is no need to film walking between shots.
3. For cricket, the camera should be on when they go into bat and turned off when they are out. Bowling spells can be filmed- i.e. camera can go off between bowling overs. If fielding is used, then the camera should remain on when they are fielding.
4. For team sports, a whole half (or quarter) can be used from one game with a different half (or quarter) from another game.
5. For sports where there is judging and or times/ distances, these should be provided with the evidence- e.g. dressage score sheet, athletics times/ distances, swimming times etc
6. Where evidence is very long to watch- i.e. in team games, it is requested that a descriptive time-line is produced to explain when the student is involved and what they are doing.

### **Part 3 NEA (analysis and evaluation)**

Most students produced their analysis and evaluation as a written task. Although the standard of centre marking did vary, it was particularly noticeable that where centres had correlated their marking to the exemplars on TOLS, centre marking was more likely to be in-line with AQA standards. The examples at 25/25, 17/25 and 7/25 form a key part of internal standardisation prior to moderation. Centres are advised that it is good practise to annotate work in line with the comments in the assessment grid. The assessment grid should be shaded appropriately, and a line of best fit used to come to the final judgement.

Some specific points to consider with this work are:

- Specific terminology and movements should be referred to throughout the work not just in a separate section
- To gain top band, all strengths and weaknesses should be justified fully
- To gain top band, each strength and weakness should make reference in their justification to two recent performances. Each individual strength and weakness can refer to different performances from the other strengths and weaknesses OR to the same two performances. However, the use of each recent performance should be different and in the context of justifying that strength or justifying that weakness.
- To gain top band, the single session of training should include a justified intensity for training, not just a calculation of the intensity.

### **Conclusive comments**

AQA would once again like to thank centres for their professionalism and organisational skills in ensuring that the moderation process has been fulfilled. It is hoped that many of the points in this report prove useful for centres and provide a basis for continual improvement.

### **Mark Ranges and Award of Grades**

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