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# GCSE

# PHYSICAL EDUCATION

8582/C Non-examined assessment  
Report on the Examination

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8582/C  
June 2023

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## General comments

This moderation cycle allowed schools and colleges to complete the process ‘as normal’ with no further disruption in the aftermath of the pandemic. Students were required to make use of 3 activities as per the DfE expectations and centres should largely be pleased with their efforts and the level of endeavour showed by their students. AQA is aware of the small number of centres who were allocated a moderator late in the cycle and are taking significant steps to ensure that similar issues are averted moving forward. Schools and colleges who faced such a late moderation are thanked for their forbearance and for the flexibility that was shown.

AQA would like to invite suitably qualified teaching staff to apply to join our panel of moderators via [www.aqa.org.uk/join-us/become-an-examiner/examiner-vacancies](http://www.aqa.org.uk/join-us/become-an-examiner/examiner-vacancies)

AQA wish to be clear about the sharing of marks with students prior to moderation. Centres must inform students of their centre assessed marks as a student can request a review of the centre's marking before marks are submitted to the awarding body. This is part of the Joint Council for Qualifications instructions and therefore centres are reminded of the need to review these instructions prior to conducting their moderation with the examination board. Instructions are available via [www.jcq.org.uk/exams-office/non-examination-assessments](http://www.jcq.org.uk/exams-office/non-examination-assessments)

## Centre organisation

Although the majority of centres were extremely well organised, inexperienced staff or those with queries 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 was largely shown in a live format, but many centres made use of AV evidence to ensure that a suitable level of challenge was in evidence for moderation purposes. It is important for centres to be aware that it is their choice how each student in the chosen sample is evidenced. If they wish to evidence a student live and another via AV evidence (as the only way to demonstrate an appropriate level of challenge) this is completely acceptable.

It was noteworthy that a significant number of centres appeared to be unaware of the need to encrypt AV evidence as per the instructions sent to exams officers. Centres should be aware that the supplementary ‘COVID’ reports are no longer permissible but supplementary evidence can supplement what is shown visually if it is felt that it helps to provide context for the moderator- eg, signed golf scorecards, athletics and swimming times, athletics distances, finishing placings etc. It must however be noted that supplementary evidence on its own is worth no credit without the visual evidence to back it up.

The key to moderation is to ‘showcase’ student’s performances and this requires challenge at an appropriate level. When an appropriate level of challenge was not evidenced in this academic year, this was often because of drills that did not progress and/ or other students being used who did not suitably challenge the student being evidenced.

In a similar fashion to previous years, it was noticeable that the 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. New additions to the TOLS footage are added at the start of each moderation year and will again be added for the 2024 cycle. AQA wishes to reiterate that the standardised clips are not blueprints to copy (in terms of the drills used) but do indeed help to set the AQA standard of marking that should be administered in centres. Centres may take ideas from the drills shown in TOLS evidence, but these drills are not specifically designed by AQA, they are simply the drills that were used by the centres in the footage. You may wish to make use some of these drills but equally, may decide that your students would be better served with (more/ less) challenging

drills. Centres should continue to design the drills and practices that are suitable to challenge the student being evidenced in a progressive manner.

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 'log in' (top right-hand corner)

Log in to Centre services using the log in details provided by your examinations officer

Choose the Service: teacher online standardisation

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. Centres must consider the constraints of their school timetable and working day when planning how moderation is to be organised. Many schools showed a high level of planning prior to the day itself to ensure that moderation had been allocated appropriate time and resource.

One aspect of moderation that AQA would like to clarify is around the recording of live evidence shown. Although this was done exceptionally well by many centres, they are reminded that if they wish to appeal a moderation judgement, this can only be administered if the centre has captured suitable footage of the moderation day itself. When filming, it is beneficial (where possible) to group students being moderated together and to ensure that the focus of the recorded evidence is on those being moderated rather than on other members of the group. Similarly, if a review is requested, the reviewer will only be able to make a valued judgement if the students being moderated are clearly identifiable with distinguishing characteristics- ie, bibs, coloured shirts etc.

As per the report published last year, centres are again 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.

## **Parts 1 & 2 evidence**

The evidence presented by most centres for part 1 was generally in line with the specification requirements. That is 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 also occasionally noticeable that centres did not incorporate progression and/or challenge into all skill drills. For example, the skills that could be shown (and progressed) in rock climbing were often negatively affected by the rock face being used and occasionally, playing surfaces in association football were so poor that students found it challenging to demonstrate the mark they had been awarded. AQA cannot prescribe the venue or facility that is used for moderation, but centres should plan ahead, to make use of suitable facilities to evidence the marks awarded. To reiterate, if necessary, AV evidence can be used if the centre (for any reason) cannot replicate a suitable level of challenge or evidence the mark on the moderation day.

It was occasionally noticeable that students were fatigued during the moderation evidence being presented. This was common in activities like swimming and athletics. Centres should feel empowered to take full control of how evidence is presented and can incorporate rests and breaks as necessary. One such example was from a centre who had their swimmers warm up, complete their part 2 races, but then have a long rest prior to completing the part 1 skill drills later in the day.

Such an example is perfectly permissible as centres are encouraged to manage the presentation of their evidence with student welfare at the forefront of their thoughts.

There were many enquiries sent to advisors about how to manage injured students. To be clear, AQA do not advise that students take part in moderation if they are injured. As a simple rule, if centres have seen students fulfil the criteria, they can award them a mark. If they are then injured prior to moderation, then suitable evidence of the injury should be presented to the moderator on the day- eg, a medical note or Head of Year letter and the student will be exempt from the moderation process.

In a year where inclement weather was commonplace, centres should be aware that it is their decision and not that of their moderator to decide that the weather is too poor to allow moderation to proceed. If this occurs, centres should be aware that:

- the moderator will respect the decision.
- the moderator will ask if there are any other activities/ students that could viably be shown on the day.
- the moderator can offer the choice for centres to film evidence of what was going to be watched live and submit to them within 2 weeks.
- the moderator may in exceptional cases need to rearrange a new date for moderation.

As in previous years, moderators occasionally reported that some centres often found it difficult to justify the marks of those at the upper end of the level descriptors. Equally, many centres took sensible measures to gain AV evidence of those who perform at a standard that is difficult to replicate on moderation day.

Some particular points to note include:

1. Centres are required to administer any practical evidence in line with NGB guidance for that sport. For example, the Football Association clearly set out how many headers are permissible under their guidelines. AQA will only expect to see evidence that falls in line with current NGB guidance. Centres are encouraged to keep themselves up to date with current recommendations- eg, as displayed on the England Boxing website.
2. The safety of students is the responsibility of the centre. Suitably qualified officials should be used when presenting evidence and all NGB guidance should be adhered to with regards to equipment, safeguarding, playing area etc.
3. Try (where possible) to adopt a position for the camera whereby the student and the playing area can be seen- eg a sports hall balcony, a pavilion etc. However, if a student is out of shot momentarily in team games, please indicate this on the submitted timeline.
4. Any footage that is taken for part 2 should be continuous- ie, not edited. The camera can however be switched off when breaks occur- eg, end of set/ half time / toilet breaks etc. NB the camera can be turned off when it is clear where the golf ball has landed- ie there is no need to film walking between shots. Remember that footage in team games can be taken from different games - eg ½ a game of rugby union from one game and a different half from another; ¼ of a netball from one game and a different ¼ from another etc.
5. Although objective tables do not form part of the assessment, for sports where there is judging and or times/ distances, these should be provided with the evidence to provide

context- eg dressage score sheet, athletics times / distances, swimming times, ski times etc.

6. Where evidence is very long to watch- ie, in team games, it is requested that a descriptive timeline is produced to explain when the student is involved and what they are doing. Such a timeline is not necessary for activities whereby the student is constantly involved in active performance- eg, trampoline, gymnastics, badminton, table tennis etc.

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

In the main, students continue to produce their analysis and evaluation as a written task, although a small minority made use of a verbal interview. In line with previous years, it was again noticeable where centres had correlated their marking to the exemplars on TOLS. 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:

- There is no template as such. Centres can adapt titles to match the marking points- eg, skill weakness 1, fitness weakness 1 etc.
- Specific terminology and movements (as per the first box in the assessment grid) should be referred to throughout the work not in a separate section.
- All of the evaluation section must be personalised to the person being discussed in the work. The training session should not be generic, it must clearly have reference to the performer and their specific needs.
- Some centres are incorrectly asking their students to write 6 sessions of training. The remit of the coursework requires one session only.
- The final section of the coursework requires students to use a single area of the course to show how application of this area could hypothetically improve on their skill weakness.
- There is no prescribed word count, but centres should take note of the depth within the three exemplar pieces on TOLS to inform them as to the required 'size' of the work.

### **Conclusive comments**

AQA would once again like to thank centres for their organisation 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 in 2024.

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

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