

## Moderation Feedback

<b>Assessment Panel:</b>	<b>Physical Education</b>
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### Qualification area

<b>Subject(s) and Level(s) included in this report</b>	<b>Physical Education – Advanced Higher, Higher, Intermediate 2 and Intermediate 1</b>
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## **Central Moderation**

### **General comments on central moderation activity**

The number of centres who were accurately applying national standards was encouraging. Although some of the work seen was of a good standard for the presentation level the majority was at or around the minimum competency level of unit achieved. In some instances work at Intermediate 1 & 2 was significantly above that expected at these levels and centres were advised of this fact for a change of presentation level this year or for staff guidance in future years.

## Specific issues identified

### Investigation of Performance

Approximately half the centres moderated at Higher and Intermediate 2 chose to submit evidence in the form of the log-book NAB instrument. The remainder completed draft or completed reports. All Intermediate 1 evidence was in logbook form.

The NAB evidence was generally well presented with teacher comments completed at the end of each Learning Outcome section. Many centres also included a completed proforma summarising the teacher's assessment of the candidate's work. When Investigation reports were submitted as evidence, it was typically the case that no record of the teacher's assessment of the work was included. This left moderators with the task of reading carefully each report and gauging as and where each of the outcomes and performance criteria had been achieved. This added greatly to the time involved and the workload of the moderation process. Moderators feel strongly that a specific guide to the submission of moderation evidence needs to be issued to centres to ensure this does not occur again.

The results of moderation generally showed that most centres had ensured that candidates had selected appropriate aspects of performance for their Investigation and had structured a logical plan of action. Almost all candidates achieved this outcome. In relation to Outcome 2, the quality of collected data was a problem for a number of candidates. Data which was limited in depth and detail, made the drawing of significant interpretations a problem and this led to programmes of work which were modest and general in design. It was in this area that candidates from a number of centres were judged not to have met the minimum competency levels of Higher and Intermediate 2. This was less of an issue with Intermediate 1 work. Discussion of the effectiveness of the Investigation process and its effects on performance tended to be well sustained if candidates had addressed Outcome 2 thoroughly. Overall, though, the quality of work seen here was generally modest and showed little headroom above the minimum levels required for the unit achieved.

Pupil evidence from some centres was unmarked and gave no indication of where teachers had deemed candidates to have achieved outcomes. Again this slowed the moderation process, as moderators were required to fully assess candidate's work.

### Analysis of Performance

All the centres moderated included evidence from the NAB assignment. Some centres also included the summary proformas from the NAB with the member of staff's judgement of the student's competency. Some centres supplemented their evidence from the NAB with evidence from prelim paper questions. In these instances details of the questions asked in prelims and relevant marking schemes were often not included. Much of the NAB evidence had no or very brief comments from staff to indicate their view of the work or to provide feedback to students. Again this made the moderation process difficult, leaving moderators to basically assess the material from scratch and judge whether it met the required levels of competency. At Higher and Intermediate 2 most students had collected relevant, general and focussed data and were able to explain the validity of the data gathered and why the methods used for recording the data were appropriate. In addressing Outcomes 2 and 3, knowledge of relevant concepts was generally satisfactory with its relevance to the individual's performance well explained. In most cases courses of actions to improve performance were well outlined and students understanding of suitable methods of evaluating work undertaken was sound. Again, though in this unit, most students' work was close to the minimum competency of the presentation level. Examples where students demonstrated the headroom that would suggest the possible achievement of the B or A band course award descriptions were rare.

## Feedback to centres

Generally the standard of candidate performance was good. However, centres should:

- ensure that NABs are followed carefully and all pages required for assessment are included. In the submission of Analysis of Performance assignments, can centres ensure that the data which students have gathered and discussed in the assessment of Outcome 1 is included as part of the assignment. Staff comments either on or at the end of the work or in the form of a completed proforma should indicate the member of staff's judgement about the level of competency displayed by the student.
- much of the NAB evidence had no or very brief comments from staff to indicate their view of the work for moderators or in providing feedback to students. This information is important to moderators and will influence their decision about a centres ability to judge candidate evidence.
- if submitting additional question and answer material for the assessment of Analysis of Performance evidence, centres should ensure that the questions and an appropriate marking scheme are included.
- when Investigation reports are submitted as unit evidence, teachers should indicate where in each student's work the relevant outcomes and criteria of the unit have been met. This can be done by highlighting and commenting on particular sections of the text or completing a summary proforma relating to each student's work.