



GCSE

Physical Education

8582/C Practical performance in physical activity and sport

Report on the examination

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General trends

The number of centres using AQA as their provider of GCSE Physical Education continued to rise from previous years. The general trend in centre marking showed that more centres are marking accurately and in line with AQA standards. Although, some centres highlighted to their moderator that they were unaware of the teacher online standardisation (TOLS) video footage to use for benchmarking purposes (housed in Centre Services), it was clear that most centres use this footage as a guide to inform their marking. AQA would like to highlight that it is good practise to make use of the TOLS video evidence when allocating marks to students.

There was a general trend for centres to request a moderation date towards the end of March or start of April. Centres are reminded that the moderation window is from March 1st to May 31st. AQA was happy to accommodate requests from overseas centres to administer moderation early in the moderation window to prevent any unnecessary moderation clashes with Ramadan.

It was pleasing to hear that most centres had made suitable use of their allocated NEA advisor during their GCSE provision.

Centre administration

There were very few instances of spreadsheet errors, with most centres using the official mark spreadsheet (housed in Centre Services).

A small minority of centres reported that they were unaware of the protocol when submitting evidence. Centres are reminded that although live evidence is commonly used for GCSE moderation purposes, it may be appropriate to use AV evidence in the following circumstances:

- when the mark awarded cannot be evidenced live on the day
- when the standard of competition witnessed (when allocating the mark) cannot be replicated on the day of moderation
- when the facilities available for live moderation are not conducive to showcasing the mark awarded.

A minority of centres were unaware of the need to film live evidence on moderation day or chose not to do so. Centres are reminded that filming enables centres, should it be necessary, to apply for a review of moderation after results day. Footage was generally made available to moderators within 5 working days of the moderation itself.

It was pleasing to observe when the organisation of moderation evidence gave students every chance of replicating their awarded mark. Centres often factored in suitable rest to the schedule of the day or altered the format to enable rest and recovery- e.g. showing Part 2 in swimming before showing before Part 1 skills later in the moderation day.

When students had medical exemptions from moderation, centres were efficient in providing suitable evidence of injury or illness for the moderator.

Some activity specific points include:

- Centres must conform with any NGB guidance for an activity- e.g. England Boxing.
- Centres should note that individual activities cannot be presented in a group or team format- e.g. individual dance should not be evidenced within a group performance.
- Centres should note that a bouldering wall will not allow all rock-climbing skills to be evidenced.
- Centres should note that any suggested amendments to the criteria as a result of specialist needs should be sent to their NEA advisor for approval before being administered.
- Centres should keep up to date with the recognised RYA classes for sailing- available on the RYA website.
- Centres are requested to submit times/ distances for activities (Part 2) as appropriate to provide context to their Part 2 competitive evidence- e.g. athletics, swimming, skiing, cycling etc.

Centres are reminded that for September 2025 onwards, some changes have been made to the following activity criteria:

Association football (specification page 57)

- 4. Heading (not compulsory - can be used at the school/college's discretion in-line with Football Association (FA) guidelines)

Badminton (specification page 64)

- 2. Overhead shots (use of a variety of overhead shots)
- 3. Underarm shots (use of a variety of underarm shots)

Rugby Union (specification page 148)

- 2. Tackling (use of a variety of tackles)
- 3. Maul (as an attacking skill)
- 4. Ruck (as an attacking skill and counter-rucking)

Volleyball (specification page 185)

- 3. Volley – set, straight, sideways, reverse

Centres are advised to please make sure that all teaching colleagues are aware of the specification changes.

Part 1 evidence

Although this requirement has been integral since the inception of specification, it is still applicable to remind centres that:

All skills must be shown for moderation purposes

- each of these skills must be shown in a manner that incorporates:
 - o progression
 - o challenge and
 - o an element of competition.

Although these requirements were generally shown, it was noted by many moderators that these did not always happen for every skill. As an example for illustration purposes only, dance skills could be shown in their basic format before being linked together.

When submitting Part 1 evidence, centres are reminded that the focus should be on those who are being moderated. Moderators will not be watching 'other' students as they will focus on those who have been selected for moderation. When several moderated students are performing at once, it is requested that where possible, they are grouped closely together to assist with the viewing process.

Part 2 evidence

Most centres correctly observed the competitive, full context nature of Part 2. It was however somewhat surprising when some centres attempted to present evidence in a much-reduced nature- e.g. 6 a side football. This does not correlate to the specification requirements and every effort – via live or AV evidence- should be made to ensure that moderation evidence fully meets the specification demands. Examples of how centres fully observed the criteria included:

- AV evidence of students playing at a high level
- Inclusion of students from within the school who perhaps do not do academic PE, but add value to the competitive standard shown on moderation day
- Showing competitive performances against students from other schools

Centres are reminded that the marks for moderated students should be reflected in the evidence shown. It is sometimes sensible to justify high performing students via external footage.

Some activity specific points include:

- It is vital that the rules are observed when performing for Part 2. This can necessitate the need for an umpire in activities like badminton or tennis as appropriate.
- The facility, playing surface and equipment used is at a centre's discretion, but it is advised that each centre should consider the best facility, surface and equipment to use to give every student the best chance of justifying their mark.
- If for any reason the activity specific guidance is not going to be met- e.g. Irish dance competitions with performances are often less than the specified 2 minutes, special dispensation for this should be applied for via your NEA advisor before moderation commences.
- AQA completely accept that some activity evidence is difficult to achieve. However, every effort should be made to provide the moderator with appropriate evidence that allows a judgment to be made. Centres are reminded that when the nature of an activity does

not allow a static camera to be set up in one place to capture the evidence – e.g. downhill skiing, cross country, 2000m rowing, sailing, canoeing/ kayaking etc, centre's should endeavour to 'build footage' (capture an appropriate number of parts that can be filmed- e.g. start, middle phases, end phases) and join these parts together.

Part 3 analysis and evaluation coursework

Centres are reminded that it is good practise to make use of the best fit assessment grids. These grids should ideally be attached to the Part 3 work.

There was a distinctive trend of improvement in these pieces of work. Very few students used verbal interviews with the vast majority producing a word-processed document.

It was pleasing to see less irrelevant material in the analysis section than in previous years, although there were still some examples of irrelevant background information or a history of the sport being played.

Most students are now using two recent examples for each strength and for each weakness to justify why the aspect has been chosen as a strength or weakness. However, centres are reminded that the best pieces of analysis show consistency in the level of detail and justification within each strength and each weakness.

Perhaps the most noticeable area for improvement comes from the evaluation section of the work. In summary:

- The training type chosen should be appropriate for the fitness weakness but also be fully justified for the performer
- The single session of training should be personal but also include justified personal safety considerations
- The intensity for the single session needs to be calculated but also personally justified
- The final theoretical area chosen to eradicate the skill weakness should be explained but also personally justified as to how it will improve upon the skill weakness.

Centres are reminded to look out for AQA email updates. Any centres that are new to AQA should ensure that your examinations officer registers you with AQA to ensure that you receive email updates.

Mark Ranges and Award of Grades

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